



## Social Media Addiction in Adolescents and Parent-Adolescent Relationship

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### Abstract

The purpose of this study is to examine the relationship between the social media addiction and the adolescent-parent relationship. Participants of the study are 583 adolescents (365 females, and 218 males). In the study, the Social Media Dependency Scale and the Adolescent Parent Relationship Questionnaire (PARQ) were used. In order to test whether the parent-adolescent relationship predicts the social media addiction, standard and stepwise multiple regression analysis were conducted. As the conclusion of the research, it was determined that the adolescent-parent relationship predicts the social media addiction. It was determined that the social media addiction was significantly predicted by the global distress in the family, the conflict with the mother concerning the school, the adolescent in the middle variable, which demonstrates that the adolescent is in the middle due to the conflicting parents attempting to take sides with the adolescent, and perfectionism cognitive error variable. As a result, it can be stated that the social media addiction of the adolescent increases as the global distress level increases in the family, particularly as the conflict level of the adolescent with the mother concerning the school increases, as the attempts of parents to take sides with the adolescent increase due to the conflict between the parents, and as the perfectionism cognitive error level of the adolescent increases. Mental health professionals; they can prevent the adolescent from developing social media addiction by intervening with the general stress in the family, the conflicts the adolescent has with their parents, and the parents' expectations from the adolescent (example; being perfect, pulling the adolescent to their side).

### Keywords

Social media  
Social media addiction  
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Adolescent family relationship  
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## Introduction

Today, the internet has become one of the most powerful means of socializing (Douglas et al., 2008). Interpersonal relationships are conducted through the information technologies (Bargh & McKenna, 2004). It is observed that people use internet mostly for social purposes (Kwon & Wen, 2010). Social networks come first with 80.9% in terms of the internet use purposes (Turkey Statistics Institute [TurkStat], 2018). Today, the social networks, which reached a great usage rate by the general public, have changed the communication habits and accordingly the lifestyles (Akyazı & Tutgun-Ünal, 2013). This change is highly felt particularly in the youth at the adolescence period. It is observed that the use of internet and social media rapidly become widespread among the adolescents with the increasing opportunities for access to internet, and with the rapid changes in the technological devices (computer, tablet, smart phones, etc.). For example, according to a report published by the United Nations International Children Emergency Found (2017), the highest rate of internet access was conducted by the youth in the 15-24 age group, and it is also reported that approximately one third of all internet users worldwide is comprised of children and adolescents below 18. According to a study conducted in 2015, it was determined that a 15-year-old adolescent living in the OECD countries spend an average of 29 hours weekly in internet (Organisation for Economic Co-operation and Development [OECD], 2018). Considering these data, it can be mentioned that social media usage has an important place in the lives of the youth in the adolescence period.

Adolescence is a period in which the significant changes take place concerning biological, cognitive and social development. It is an important period in the personality development (Erikson, 1950, 1968; Kroger, 2004) and in terms of reviewing the peer relations (Kroger, 2004). For the adolescents, the peers are favored more than the family, they appreciate friend relationships and group activities (Brown ve Larson, 2009; Cotterell, 2013). This contributes to their personal development together with the developments in the information technologies, the socializing methods of the adolescents started to change as well. In this subject, the online social media applications have an important role. In this respect, Dikme (2013) states that 95% of the youth have social network accounts, and 82.5% of those use the social networks to chat online. Similarly, according to Armağan (2013), 96.8% of the youth have social network accounts, and 71% of those adolescents spend 1-5 hours per day in these networks. Akçay (2009) reported that the leading factor affecting the social network usage is "social environment acquisition/socialization", and this is followed by "entertainment/spending leisure time", "relaxation/keeping away from the stress", respectively.

Since the advent of the internet into human life, the adolescents' opportunities of establishing relationships with their friends have developed (Subrahmanyam & Smahel, 2011). Online communication and social media now play an important role in the socialization and personality development of the adolescent. Online communication has had a strong effect on the development of adolescents (Smahel, Brown, & Blinka, 2012). The research studies, which are examining the relationship between the new form of communication created by the social media and the developmental needs of adolescents, suggest that the daily communication of the adolescents with their peers is more diversified (Barker, 2009; Dreier et al., 2013; Lenhart & Madden, 2007), and moreover, their self-respect increases with the strengthening friend relationships (Valkenburg, Sumter, & Peter, 2011). In addition, the research studies suggest that the virtual communication mediates for the adolescent to manifest oneself more to one's peers (Subrahmanyam & Greenfield, 2008; Valkenburg & Peter, 2009, 2007; Valkenburg et al., 2011).

Although the lives of the youth are being facilitated through the rapid development of information technologies and simpler access to the internet, the increase in the time spent on the internet raises the issue of problematic internet and social media use. The problematic internet use is defined as having difficulty in limiting the internet use, and using it in an uncontrolled and compulsive way so that problems encountered in life (Kim & Davis, 2009; Morahan-Martin & Schumacher, 2000). In the model regarding the problematic internet use, Caplan (2005, 2010) suggests that the problematic internet use is a multidimensional problem comprising of certain cognitive and behavioral symptoms, and as a

result, some disorders may arise in the cognitive and behavioral parts of a personality. For example, it is reported that, when only the online social interaction is preferred, sudden differentiations occur in the adolescent's emotional state, which can cause obsessions and compulsions. According to the DSM 5 diagnostic criteria, nine diagnostic criteria were determined to identify the internet game addiction, and it is stated that, those who meet five or more criteria among these nine criteria for one year will be addicted to the internet game (American Psychiatric Association [APA], 2013). Since internet game addiction and social media addiction are two forms of internet addiction (Van den Eijnden, Lemmens, & Valkenburg, 2016), these diagnostic criteria are also used as social media addiction criteria. These criteria are; the desire to go on social media, the desire to spend time on social media, feel bad when not using social media, being unable to control the desire to go on social media, ignoring other activities (business, sports and hobbies etc.) due to the desire to go on social media, to clash with other people due to using social media, to lie about the duration spent on social media, to use social media to avoid negative emotions and to discuss with the relatives for social media use.

While the internet increases and strengthens, for some adolescents, the daily communication with their peers (Barker, 2009; Dreier et al., 2013; Lenhart & Madden, 2007), it becomes a means of escape for some other adolescents, who have difficulty in expressing themselves and who are constantly feeling lonely, taking them away from the reality. In addition, the desire to surf in social networks and to find friends can make them dependent on the internet environment (Kırık, 2014). This dependent status of the adolescent and constant desire for staying in virtual environments is also alarming for families (Rodopman-Arman, Bereket, & Ateş, 2011). For this reason, some research studies conducted in the literature focused on the relationships between social media addiction and family relations. Many researches emphasize that the quality of father-mother-adolescent relationship is closely related to the adolescent's use of internet (Assunção, Costa, Tagliabue, & Mena Matos, 2017; Chang et al., 2015; Law, Shapka, & Olson, 2010; Liu, Fang, Deng, & Zhang, 2012; Mc Mahon & Curtin, 2013). Adolescents who establish a positive and high quality relationship with their family avoid the obsessive internet use, their level of social withdrawal decreases, and they use the internet in a sounder manner (Ang, Chong, Chye, & Huan, 2012; Tao et al., 2010). Gunnar (2016) states that particularly the problematic internet use, which is common in the youth and adolescents, is correlated with the family dysfunction and loneliness.

One of the theories explaining the function of the family is the family systems approach. According to the family systems approach, the family is a dynamic structure that consisted of the subsystems interacting with each other. Different subsystems, such as wife-husband, parent-child, and sibling relations, coexist (Coyne, Downey, & Boergers, 1992; Minuchin, 1974). System theories define the family according to their structures (such as boundaries between sub-systems, dominant family structure and openness in communication) and the relationship status (autonomy, intimacy, warmth and mercilessness) (Blass & Blatt, 1992; Kerig, 2005; Olson, 2000).

One of the family system approaches is the Behavioral-Family Systems model of Robin and Foster (1989), which discusses the family as a multidimensional system. The Behavioural-Family Systems is a model that investigates the level and significance of the parent-adolescent conflict, which emerged along with the demands of individualization of the teenager in adolescence, through a) problem solving and communication skills, b) internalized beliefs, and c) factors in the family structure (Robin & Foster, 1989). The problem solving and communication skills factor provides information about the global distress, communication and problem solving including mother and father separately, feeling warmth/hostility against parents and having conflict with them about the school and having conflicts with siblings. Internalized beliefs provide information about the cognitive errors of the adolescent. These cognitive errors are perfectionism, autonomy, unfairness, approval, and ruination (exaggerated beliefs that the teen ages can be ruined due to restrictions imposed by parents). The family structure shows the structure of the relationship between the parents and the adolescent. The first of these structures are the coalitions. Coalitions are alliances between family members. The mother, father and adolescent are constantly on the one side of the coalition against the other. A coalition can be established in three ways; adolescent-mother, adolescent-father, and father-mother coalitions.

Triangulation, another structure in the relationship between the parents and the adolescent, is expressed as two family members trying to pull a third member on their side. In triangulation, the third member, to meet the need of support by both members, feels that he/she is often left in the middle and he/she falters. There are three types of triangulation. These are the mother in the middle, the father in the middle, and the adolescents in the middle triangulations (Robin & Foster, 1989).

There are research findings emphasizing that conflicts in family relations are related to social media addiction (Sanders, Field, Diego, & Kaplan, 2000; Savcı & Aysan, 2017). Family conflicts reveal problems in establishing safe friend relationships of the adolescent (Markiewicz, Doyle, & Brenden, 2001). It is stated that adolescents, who have problems with friend relationships, tended towards social media (Bozkur & Gündoğdu, 2017; Suhail & Bargees, 2006). Larranaga, Yubero, Ovejero, and Navarro (2016) indicate that adolescents, who are avoiding the relationship with the mother, are more prone to cyber bullying. Adolescents, who avoid relationship with mothers are feeling more alone and are increasingly likely to become victims of cyber bullying. In addition to relationship with the mother, the nature of the relationship with the father influences the behaviors, social harmony, and relations of the adolescent (Amato & Rivera, 1999; Lieberman, Doyle, & Markiewicz, 1999). The relationship between the father and the adolescent also affects the internet usage of the adolescent. According to the study conducted by Lei and Wu (2007), it was determined that the safe attachment between the adolescent and the father was correlated to the access to internet.

The adolescent's desire to individualize in the family system refers to the desire to gain autonomy and establish intimacy with other people (Kerr & Bowen, 1988). The negative attitude of the family against the adolescent's desire to individualize may cause a weakening in the adolescent's skills of emotional stability and autonomy and ability to establish intimacy with others (Skowron & Dendy, 2004). In terms of family psychology, the addictions in adolescence are correlated with the fear that the individualization of the adolescent creates in the family (Doba, Nandrino, Lesne, Humez, & Pezard, 2008; Knauth, Skowron, & Escobar, 2006).

When the previous studies are examined; it is suggested that when the social media is not used properly it negatively influences the interpersonal relations (Çalışır, 2015; Van Manen, 2010), psychological health (Doğan & Tosun, 2016), and private life (Acılar & Mersin, 2015; Zhang, Sun, Zhu, & Fang, 2010). Social media addiction causes problems such as inability to concentrate on academic studies in adolescents, easy anger and adaptation problems (Chou, Condrón, & Belland, 2005; Eroğlu, 2016; Messias, Castro, Saini, Umsan, & Peebles, 2011; Young, 2004), doing cyber bullying or exposure to it (Ayas & Horzum, 2012; Eroğlu & Peker, 2015; Eroğlu, Aktepe, Akbaba, Işık, & Özkorumak, 2015; Tanrikulu, 2015) anxiety, depression, sleep problems, and low self-respect (Woods & Scott, 2016). When the research results are taken into consideration, it is observed that there is a correlation between the social media use and the adolescent-parent relationship. It is thought that discussing these adverse effects of social media addiction on the academic and psychological health of adolescents in terms of family relations will contribute to better understand and to the solution of social media addiction problem. Although it was observed that there were research studies in the literature aiming to determine the internet's place in the family and adolescent communication, it was determined that very limited aspects of this family structure demonstrating the adolescent family relationship were examined in these research studies (Günнар, 2016; Demir, 2016; Kırık, 2014). Since it is considered beneficial to examine the multidimensional relationship between parent-adolescent communication and social media addiction, in this study, the relationship between parent-adolescent communication and social media addiction was examined in terms of Behavioral-Family System model. In this model, the family is investigated in terms of problem solving, and communication skills, internalized beliefs, and family structure dimensions. In this purpose, answers were sought for the question "Do the problem solving and communication skills with parents, internalized beliefs of the adolescent, and the family structure predict the social media addiction?".

## Method

In this study, a descriptive research method in the correlational model was used in order to examine the predictive effects of the adolescent-parent relationship on the social media addiction.

### *Research Group*

The appropriate sampling method was used in the research study. In order to reach the working group, school counselors working in different high schools were cooperated. After obtaining the necessary permissions, the researchers went to high schools and applied the scale forms to adolescents. It was conducted on 583 adolescents. Among them, 32.4% (189) were 9<sup>th</sup> graders, 35.3% (206) were 10<sup>th</sup> graders, and 32.2% (188) were 11<sup>th</sup> graders. 62.6% (365) of the adolescents were female and 37.4% (218) of them were male.

### *Data Collection Tools*

**The Social Media Disorder Scale:** The Social Media Disorder Scale (SMDS) was developed by Van Den Eijnden et al. (2016). The scale was developed one-dimensionally by taking into account the diagnostic criteria of internet game addiction in the unidentified and to-be-investigated diagnoses section in the DSM 5. The scale was first developed as 27 items and then its 9-item short form was created. The scale is scored with "Yes" or "No" and its cutoff score is 5. Scoring of the scale is 0-9 points. According to this, the participant who says "Yes" for 5 or more items out of 9 items are accepted as the social media addicts. It is observed that the confirmatory factor analysis fit indices of the scale give good results. ( $X=27$ ,  $n=601$ ) 54.129,  $p=0.002$ , CFI: .989, RMSEA=0.041 (90% CI: .025-.057). It was seen that there was a strong correlation between the 27-item social media addiction scale and 9-item scale ( $R=.94$ ,  $p<.001$ ). Reliability of the scale was measured with Cronbach's alpha (.82) and found to have good reliability.

The adaptation of The Social Media Disorder Scale to Turkish was conducted by Taş (2017). The exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were performed for the construct validity of the scale. The Kaiser-Meyer-Olkin (KMO) coefficient as a result of the exploratory factor analysis (AFA) was .84 and the Barlett Global test  $\chi^2$  value was determined as 587,545 ( $P < .000$ ). These results demonstrate that the sample is good for the factor analysis. It is seen that the confirmatory factor analysis fit indices of the scale produce good results. [ $\chi^2=61.29$ ,  $df=27$ ,  $\chi^2/df=2.27$  RMSEA=0.058, RMR=0.009, S-RMR=0.045, GFI=0.96, AGFI=0.93, CFI=0.93, NNFI=0.91, IFI=0.93]. The results show that the scale is in accordance with the original English form and that the scale has a valid measuring feature. For the reliability of the scale in this study, the internal consistency factor was examined and the Cronbach Alpha internal consistency coefficient of the scale was found to be .76.

**Parent Adolescent Relationship Questionnaire- Adolescent Form:** The Parent-Adolescent Relationship Questionnaire (PARQ) developed by Robin, Koepke, and Moye (1990) was created based on the Behavioral Family Systems Approach. The scale was developed based on an approach that combines the concepts and techniques of the behavioral theory, family systems theory, and cognitive theory on the subject of the problems and conflicts in the parent-adolescent relationships. The scale is comprised of three main dimensions as problem solving communication skills (global distress, communication father, communication mother, problem solving mother, problems solving father, warmth/hostility mother, warmth/hostility father, school conflict mother, school conflict father, and siblings conflict sub-dimensions), cognitions/internalized beliefs (ruination, perfectionism, autonomy, unfairness, and approval), and structures and functions in the family system (adolescent-mother coalition, adolescent-father coalition, father-mother coalition, adolescent in the middle triangulation, mother in the middle triangulation, and father in the middle triangulation), and the scale includes 24 subscales. The inventory has two parallel forms. These are parent and adolescent forms. In this study only the adolescent form of the inventory was used. It is because this study only investigates the social media addiction in terms of adolescents. The Adolescent Form of the inventory consists of 284 items. The inventory has 24 subscales. In this study, 23 subscales were used except for the *wholeness* subscale. In the inventory, the items in each subscale were randomly balanced so as to be answered as right or wrong. Therefore, the score is gained when some items are answered as "right" and some as "wrong". The high scores in the subscale regarding the Problem Solving Communication Skills refer to the conflict and negative interaction in this field; the high scores in the subscale regarding the



Cognitions/Internalized Beliefs refer to the attachment to the beliefs concerned or the existence of exaggerated beliefs; the high scores in the subscale regarding the Coalitions and Triangulation refer to the existence of these structures in the family system. In the first studies on the reliability of the inventory, Robin and Foster (1989) found the internal consistency coefficients ranging from .26 to .97 for the subscales. In their subsequent studies, Robin et al. (1990) also reported that the internal consistency coefficients of 16 subscales were higher than .70. In the construct validity studies of the inventory, it was stated that all of the subscales accounted for 59% of the total variance, the items fitted to the subscales with the factor loads ranging from .53 to .85.

The inventory was adapted to Turkish by Eryüksel (1996). The validity and reliability of the measuring tool was investigated in accordance with the Behavioral-Family Systems model in the adaptation study. This study was attended by a total of 887 participants, including 429 adolescents between the ages of 12-18, 254 mothers and 204 fathers from the families of the middle socio-economic level. In the research, initially the translation of the scale was conducted, and reliability and validity of scale were evaluated in terms of internal consistency, criterion validity, and factor structure. The Cronbach alpha internal consistency coefficients, which were calculated for the reliability of the subscales of the scale, ranged between .35 and .90. According to the results of the factor analysis, it is stated that the subscales accounted for 64.8% of the total variance and the factor loads of the items were between .45 and .90. In this research, the internal consistency factor was examined and the Cronbach Alpha internal consistency coefficient of the scale was found to be .93.

#### ***Data Analysis and Procedure***

In this study, the social media addiction scale was used in order to determine the social media addiction levels of adolescents, and the Parent Adolescent Relationship Questionnaire-Adolescent Form was used in order to determine the relationships between parents and adolescents. The data obtained from the research are limited to the data provided by these scales. First, a standard multilinear regression analysis was conducted to find out whether the adolescent-parents relationship predict the social media addiction, and then a stepwise multilinear regression analysis was carried out, in which only variables that were important predictors of the social media addiction were included in the regression model. Before conducting the regression analysis, the skewness and kurtosis values were checked to understand whether the variables met the normal distribution criteria. The skewness values of the variables range from -0.76 to 1.12 and the skewness values range from -0.77 to 0.88. The Durbin-Watson coefficient was used to test the autocorrelation. It was determined that the Durbin-Watson values were 1.97. In addition, Mahallobonis values were examined and the values were found to meet the normal distribution (Mahallobonis $X^2 = 22.96$ ,  $sd = 22$ ,  $p < .001$ ; Mahallobonis $X^2 = 2.99$ ,  $sd = 4$ ,  $p < .001$ ). Whether the research data caused multiple connection problem was evaluated by examining the correlation values between the variables, VIF and tolerance values. It was determined that the correlation values were between -.004 and 0.68. Tolerance values range from 0.33 to .95 and VIF values range from 1.05 to 2.92. The multiple connection problem arises in case the correlation between the variables is higher than 0.90, the VIF values are higher than 10, and the tolerance values are lower than 0.10 (Büyüköztürk, 2002). Binary correlations between the independent variables of the study do not cause a multiple connection problem (all binary correlations  $r < .90$ ). In addition, the VIF values (all VIF values of the independent variables are lower than 10) and tolerance values (all tolerance values of the independent variables are higher than 0.10) of all independent variables do not cause a multiple connection problem. As the conclusion of the analyses, it was determined that the data met the assumptions required for the standard multilinear regression analysis and the stepwise multilinear regression analysis.

## **Results**

### ***1. Findings of Standard Multilinear Regression Analysis***

In this phase of the research, the standard multilinear regression analysis was conducted to understand whether all dimensions of the adolescent-parent relationships predict the social media addiction. Considering the statistical analyses, the research data were analyzed with the parametric statistical methods. The correlation between the variables was also checked and the correlation values and descriptive values are given in the Table 1.

**Table 1.** The Pearson Correlation,  $\bar{X}$  and Ss Results Between Social Media Addiction and Adolescent Parent Relationship Subscales

	1	2	3	3	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	X	Ss
1		.38**	.35**	.28**	.33**	.29**	.33**	.30**	.37**	.28**	.30**	.35**	-.04**	.38**	.28**	.17**	.36**	.16**	.23**	.24**	.12**	.13**	.17**	.09**	2.14	2.24
2			.60**	.61**	.56**	.55**	.53**	.63**	.39**	.38**	.52**	.54**	-.09*	.63**	.45**	.10*	.64**	.20**	.36**	.13**	.01	-.00	.09*	-.01	8.30	2.25
3				.42**	.69**	.38**	.60**	.42**	.52**	.30**	.57**	.45**	-.03	.57**	.41**	.10*	.64**	.30**	.16**	.18**	-.10	.12**	.10*	.04	7.31	2.18
4					.43**	.60**	.34**	.61**	.32**	.53**	.40**	.49**	.04	.51**	.40**	.16**	.58**	.05	.42**	.17**	.14**	.00	.12**	.07	6.97	2.16
5						.56**	.65**	.50**	.44**	.33**	.57**	.45**	-.04	.54**	.43**	.14**	.60**	.27**	.18**	.28**	.10*	.18**	.13**	.07	8.08	1.86
6							.42**	.63**	.26**	.33**	.43**	.43**	.04	.43**	.39**	.19**	.50**	.09*	.43**	.25**	.17**	.07	.14**	.02	8.24	1.90
7								.61**	.48**	.34**	.58**	.42**	-.05	.49**	.45**	.09	.60**	.36**	.15**	.26**	.09*	.18**	.14**	.11**	7.05	2.36
8									.37**	.40**	.53**	.43**	-.03	.48**	.44**	.08*	.56**	.09*	.40**	.14**	.08	-.01	.13**	.00	7.47	2.45
9										.59**	.39**	.38**	-.04	.43**	.31**	.08*	.51**	.18**	.13**	.21**	.15**	.21**	.24**	.17**	6.58	2.10
10											.28**	.34**	.07	.36**	.26**	.10*	.45**	.08	.12**	.21**	.23**	.18**	.18**	.20**	6.27	2.14
11												.39**	-.05	.50**	.44**	.08	.56**	.32**	.29**	.24**	.12**	.15**	.10**	.06	3.43	2.28
12													.02	.66**	.49**	.24**	.57**	.23**	.30**	.22**	.09*	.09*	.15**	.11**	2.87	1.85
13														-.04	-.00	.44**	-.04	-.12**	.05	.24**	.20**	.14**	.19**	.15**	5.52	1.52
14															.53**	.19**	.65**	.25**	.29**	.20**	.04	.07	.08	.03	3.05	2.21
15																.11**	.46**	.21**	.23**	.18**	.07	.10	.06	.05	3.07	2.17
16																	.17**	.03	.19**	.39**	.33**	.25**	.27**	.22**	5.84	1.68
17																		.26**	.31**	.23**	.06	.08*	.13**	.12**	3.00	2.26
18																			.18**	.23**	.14**	.27**	.12**	.23**	1.34	1.56
19																				.25**	.27**	.15**	.25**	.08*	2.12	1.98
20																					.60**	.63**	.36**	.35**	5.28	2.33
21																						.69**	.38**	.38**	5.40	2.38
22																							.33**	.37**	3.92	2.45
23																								.66**	6.03	2.69
24																									4.65	2.68

n=583,1.Social media addiction, 2: Global distress, 3: Communication mother, 4: Communication father, 5: Problem solving mother, 6: Problem solving father, 7: Warmth/ hostility mother, 8: Warmth/hostility father, 9: School conflict mother, 10: School conflict father, 11: Sibling conflict, 12: Ruination, 13: Perfectionism, 14: Unfairness, 15: Autonomy, 16: Approval, 17: Mother/Father coalition, 18: Teen father coalition, 19: Teen mother coalition, 20: Teen in the middle, 21: Mother in the middle, 22: Father in the middle, 23: Somatic concern mother, 24: Somatic concern father.

\*p<.05,\*\*p<.001.

When the Table 1 is examined, it is seen that the correlations between the subscales of the social media addiction and the adolescent-parent relationship scale are between  $r = -0.04$  and  $r = 0.38$ . It was determined that the social media addiction was the lowest correlated with the perfectionism with  $r = -0.4$  and the highest correlated with the global distress and unfairness subscales with  $r = 0.38$ .

The standard multilinear regression analysis was used to understand whether all dimensions of the adolescent-parent relationships predict the social media addiction. The results of the standard multilinear regression analysis are given in the Table 2.

**Table 2.** Results of the Standard Multilinear Regression Analysis Concerning the Social Media Addiction

	<b>B</b>	<b>SH</b>	<b>β</b>	<b>T</b>
<b>Constant</b>	<b>-1.98</b>	<b>.65</b>		<b>3.04</b>
<b>Problem Solving –Communication</b>				
Global Distress	.13	.06	.13	2.23
Communication-Mother	.06	.06	.06	.995
Communication-Father	-.07	.06	-.06	-1.137
Problem Solving-Mother	-.00	.07	-.03	-.106
Problem Solving-Father	.04	.06	.03	.603
Warmth-Hostility-Mother	.03	.05	.03	.579
Warmth-Hostility-Father	-.02	.05	-.03	-.477
School Conflict-Mother	.16	.05	.07	2.806*
School Conflict-Father	.07	.05	.01	1.301
Sibling Conflict	.01	.05	.05	.277
<b>Beliefs</b>				
Ruination	.07	.06	.05	1.130
Perfectionism	-.13	.06	-.09	-2.174*
Unfairness	.08	.05	.08	1.364
Autonomy	.03	.04	.03	.748
Approval	.11	.06	.08	1.939
<b>Family Structure</b>				
Mother/father Coalition	-.02	.06	-.02	-.442
Adolescent-Father Coalition	-.02	.06	-.01	-.352
Adolescent -Mother Coalition	.09	.05	.08	1.752
Adolescent in the Middle	.11	.05	.11	2.191*
Mother in the Middle	-.01	.05	-.01	-.270
Father in the Middle	-.02	.05	-.03	-.550
Somatic Concern Mother	.04	.04	.05	1.083
Somatic Concern Father	.02	.04	-.02	-.442

$R=0.51$ ,  $R^2=0.26$  ( $p<0.001$ ),  $F=8.54$ ,  $p<0.001$ . \*  $p<0.05$

When the Table 2 is examined, the adolescents' social media addiction scores display a statistically significant correlation with the following variables; global distress, communication-father, communication-mother, problem solving-mother, problem solving-father, school conflict-mother, school conflict-father, unfairness, warmth/hostility-mother, warmth/hostility-father, sibling conflict, ruination, perfectionism, autonomy, approval, mother/father coalition, adolescent-mother coalition, adolescent-father coalition, mother in the middle, father in the middle, adolescent in the middle, somatic concern-mother, somatic concern-father. ( $R=.51$ ,  $R^2=.26$ ,  $p<0.001$ ). The abovementioned 23 variables all together account for about 26% of the total variance in the social media addiction. The relative order of importance of the predictive variables on the social media addiction according to the standardized regression coefficient (beta) was determined as; school conflict-mother, global distress, adolescent in the middle, perfectionism, approval, adolescent-mother coalition, unfairness, school conflict-father,



communication-father, communication-mother, ruination, somatic concern-mother, warmth/ hostility-mother, autonomy, problem solving-father, father in the middle, warmth/hostility-father, mother/father coalition, somatic concern-father, mother in the middle, adolescent-father coalition, sibling conflict, problem solving-mother. When the results of the t test on the significance of the regression coefficients are examined, it is seen that the global distress, school conflict-mother, perfectionism, and adolescent in the middle variables are statistically significant predictors of the social media addiction.

## 2. Findings of Stepwise Multilinear Regression Analysis

According to the results of the standard multilinear regression analysis, it was seen that the global distress, school conflict-mother, perfectionism, and adolescent in the middle variables are statistically significant predictors of the social media addiction. In this phase, a stepwise multilinear regression analysis was conducted to examine the relationship between these four variables and the social media addiction, respectively. The results are shown in Table 3.

**Table 3.** Results of Stepwise Multilinear Regression Analysis on the Social Media Addiction

	R	R <sup>2</sup>	F	B	SH	β	t
<b>Phase I</b>							
Constant				-1.01	.32		-3.092*
Global Distress	.38	.14	99.35	.38	.03	.38	9.968*
<b>Phase II</b>							
Constant				-2.01	.35		-5.712*
Global Distress				.28	.04	.28	6.989*
<b>Phase III</b>							
Constant				-2.51	.36		-6.820*
Global Distress				.27	.04	.27	6.864*
School-Conflict-Mother	.47	.22	56.46	.24	.04	.23	5.752*
Adolescent in the middle				.14	.03	.15	4.083*

\* p<0.05

When the Table 3 is examined, it is seen that the variable having the highest correlation with the social media addiction is the global distress. Global distress alone accounts for 14% of the total variance in the social media addiction. The school-conflict-mother dimension accounts for 6% of the total variance, while the adolescent in the middle variable accounts for 2% of the variance.

## Discussion, Conclusion and Suggestions

As a result of the examination of the studies on the social media use in the literature, it was seen that there was a correlation between the social media addiction and the adolescent-parent relationship (Assunção et al., 2017; Chang et al., 2015; Law et al., 2010; Liu et al., 2012; Mc Mahon & Curtin, 2013). Since previous research studies discussed the social media addiction limitedly and in general relationship dimension concerning the family relationships, in this study the relation between the social media addiction and the adolescent-parent relationship was multidimensionally examined through the Parent Adolescent Relationship Questionnaire-Adolescent Form. The findings obtained as a result of the research revealed that the global distress, school conflict-mother, perfectionism, and the adolescent in the middle variables are statistically significantly correlated with the social media addiction. Whereas it was seen that the followings were not statistically significant predictors of the social media addiction; communication with the parents, problem solving with the parents, sibling conflict, feeling warmth-hostility to the parents, coalitions in the family, somatic concern of the parents, autonomy in the family, unfairness, approval, and ruination cognitive errors. Thus, it was determined that not all of the conflicts in the family are related with the social media addiction observed in the adolescents.

According to the findings obtained in the study, global distress within the family is the most predictive variable of social media addiction. Global distress expresses the desire to change the common conflict, discontent and the relationship styles between parents (Robin et al., 1990). The difficulties

experienced by the individual in interpersonal relations negatively affect not only numerous other vital areas, but also the stress (Bolton, 1986). It is stated that stress and conflicts in the family are related to family dynamics (Lohman & Jarvis, 2000), causing harm to relations between family members and causing adaptation problems in adolescents (Baltaş, 1993; Conger et al., 1992, 1993). When the literature is examined, it is observed that stress is associated with internet addiction (Sally, 2006). The presence of many conflict areas within the family may be more likely to be motivating social media addiction. Having high level global distress in the family indicates that the relationship between adolescent and parents is not based on trust (Bartholomew & Horowitz, 1991; France, 2000). However, a safe relationship established with the adolescent positively influences his/her interaction with other people (Feeney, Cassidy, & Ramos-Marcuse, 2008). In spite of this, conflicts within the family can cause problems for the adolescents to establish friend relationships (Markiewicz et al., 2001). For adolescents, who have difficulty in expressing themselves and who are constantly feeling lonely, the internet is a means of escape and it detaches them from the reality. Additionally, the desire to surf in social networks and to find friends also makes them addicted to the internet environment (Kırık, 2014). In addition, the adolescents use the social media for entertainment purposes to get rid of stress (Akçay, 2009).

Cengizhan (2005) stated that the excessive use of computer and internet by the school-age youth reflects on their school success and interpersonal relationships. One of the findings revealed as a result of this research was that the school conflict with the mother was related to the social media. On the other hand, the school conflict with the father was not found to be related to the social media. In Turkey, the mothers have more child-rearing responsibilities than the fathers. In this regard, in the study conducted by Anne Çocuk Eğitim Vakfı (AÇEV), 2017 it was determined that the majority of fathers (91%) considered their spouse as the person responsible for their children. In the same research, it was determined that 13% of fathers never involved in school-related activities of their children, while 21% rarely attended, and they found it boring and exhausting to play an effective role in the education of children. In parallel with the findings of this research, other studies in the literature revealed that the mothers have more responsibilities in the education decisions of the children, and fathers share a part of their responsibilities with mothers (Evans, 1996; Öğüt, 1998). In addition, previous studies conducted in the literature determined that the adolescent has a closer relationship with the mother than the father, the mother is more effective in the relationship with the adolescent in the family, and the person having the highest number of conflicts with the adolescent in the family is the mother (Ertem & Yazıcı, 2006; Paikoff & Brooks-Gunn, 1991; Shek, 2000; Smetana, Campione-Barr, & Metzger, 2006; Stoker & Swadi, 1990; Williams & Kelly, 2005). As a result of this, it may be thought that, as is the case with many other needs, the mother more concerns herself with the adolescent's school life, which may cause more conflicts between the adolescent and the mother. During the adolescence, the individual wants autonomy and to establish intimate relationships with others (Kerr & Bowen, 1988). The negative attitude of the family against this request of the adolescent can weaken his/her autonomy skills and cause the adolescent to have confrontations with the parents (Skowron & Dendy, 2004). Research on this issue revealed that the adolescents perceive their fathers' attitudes more supportive compared to their mothers, and they perceive the attitudes of their mothers more controlling (Bumpus, Crouter, & McHale, 2001; Kenny & Gallagher, 2002). The mother, who is more interested in the school life of the adolescent, may think that any problem related to the school may negatively affect the future of the adolescent and that she/he should be under very strict control. As a result of this, the adolescent may be taken away from the friends, and this may cause the adolescent to feel lonely and to try to overcome this loneliness through the social media. Previous studies concluded that feeling of loneliness increases the internet addiction of adolescents (Wolfradt & Doll, 2001). Moreover, in the face of the adolescents, who want to behave more autonomously about their own lives, parents consider that the subjects such as school, education, friend selection, romantic relations, and marriage are too important issues to be left to the wishes and preferences of the adolescents (Noller, 1994). At this point, it can be said that mothers, who have more responsibilities than fathers for the decisions to be taken about the education life of the adolescent, may have more conflicts with the adolescents, who want to make their own decisions about the education life.

In this study, it was determined that the adolescent being in the middle in the mother-father conflict statistically significantly predicts the adolescent's social media addiction. Yen, Yen, Chen, Chen, and Ko (2007) stated that the disruptions in family functions were one of the factors contributing to the adolescent-parent conflict. When the literature was examined, similarly, it was concluded that the disruptions in family functions paved the way for the emergence of the internet addiction (Park, Kim, & Cho, 2008; Şenormancı, Şenormancı, Güçlü, & Konkan, 2014; Yen et al., 2007). The triangulation structure in which the adolescent is in the middle is defined as the effort of the mother or father to take sides with the adolescent (Robin et al., 1990). It was stated that one of the situations mentioned in this research as the disruption in family functions was the *adolescent in the middle* triangulation structure. Mothers and fathers may be trying to explain to the adolescent that she/he is right about the problems with each other and to convince the adolescents to take a side. It can be thought that the adolescent dislikes this situation and increases the social media use to get rid of this unpleasant mood. In the literature, it is seen that in case there are disruptions in family functions, the time spent in social media increases, and consequently the level of social media addiction of adolescents increases (Li, Li, Wang, & Zhang, 2008). Similar to the findings of previous studies, the findings of this study demonstrated that the functional disorders among the parents and adolescents in the family system are correlated with the social media addiction levels of the adolescents.

Research studies conducted have determined that there is a relationship between problematic internet use and cognitive distortions (Çelik & Odacı, 2013; Mai et al., 2012; Şahan & Erarslan-Çapan, 2017). In this study, the perfectionism of cognitive distortion in standard multiple linear regression analysis was found to be a significant predictor of social media dependence in adolescents, and in the multivariate multiple linear regression analysis, perfectionism was not a significant predictor of social media dependence in adolescents. Perfectionism means that the parents have a belief that their children should be perfect and excellent young and that the adolescent has exaggerated beliefs about being a perfect young (Robin et al., 1990). That the family wants perfectionism from the adolescent may be creating tension in the adolescent. The adolescents also use the social media for relaxation/keeping away from the stress (Akçay, 2009). In this manner, the adolescent may be trying to reduce the tension through social media. In the literature, there are various research findings indicating that there is a relationship between the perfectionism of adolescents and problematic internet use or social media dependence (Casale, Fioravanti, Flett, & Hewitt, 2014; Lehmann & Konstam, 2011; Long et al., 2016; Şenormancı et al., 2014).

In this study, it was determined that all kinds of conflict experienced by the adolescent in the family relationships are not related with the social media dependence. Adolescence is a period when the adolescent begins to move away from the family and attaches more importance to the friendship relationships (Brown & Larson, 2009). For this reason, the relationship between the adolescent and the family becomes more limited. Friendship relationships, which replace the relationships with family, provide the adolescent opportunities for finding some new and different sources of satisfaction. Because of this, many problems that the adolescent experienced in the family may not bother him anymore. These problems include the communication with the parents and the problem solving with parents. Communication and problem-solving skills with the parents may be replaced with the communication and problem-solving skills with friends. That the problem-solving and communication needs of the adolescent are met by his/her relationships with his/her friends may also decrease the adolescent's expectation of problem solving and communication with the parents. In the literature, the social media use for the interaction purposes may arise from the fact that the young regard the friendships and communication as an important need (Pahl & Pevalin, 2005; Subrahmanyam & Greenfield, 2008). In addition, Davis (2001) states that the social network use strengthens the friendship relationships and increases the social attachment.

Regarding the problem solving and communication dimension, it was detected that only the subscales of global distress and school conflict with the mother predicted social media dependence of the adolescent, and the other subscales were not significant predictors. According to the Behavioral Family Systems model, problem solving and communication skills correspond to the necessary steps for solving a problem that emerge in the family system effectively. Based on this, inadequacy that

emerge in one of these steps causes a conflict in the family (Robin & Foster, 1989). In this sense, the fact that the subscales other than the global distress and the school conflict with mother are not significant predictors of social media dependence in adolescents can also account for the fact that families have necessary skills on solving problems. Communication and problem solving skills of family members constitute the basis of their interactions with each other. Communication and problem solving skills of family members may deepen a family conflict or in contrast, they may enable mutual satisfactory relationships to improve (Robin & Foster, 1989). Also, Robin (1979, 1981) stated that every family could experience insufficiencies on problems solving and communication skills at varying levels. One of the interesting findings is that while an adolescent experiences school conflict with mother, he/she does not experience it with father. Previous research has revealed that the mother bears the responsibility of an adolescent's education more when compared with the father, and fathers share a portion of the responsibility with mothers (AÇEV, 2017; Evans, 1996; Ögüt, 1998). Based on this, it can be stated that the fact that while an adolescent's school conflict with mother is a significant predictor of social media dependence, school conflict with father is not a significant predictor of it is an indicator of this situation.

Considering the findings, it was detected that only perfectionism cognitive error significantly predicts social media dependence of an adolescent and the other subscales are not significant predictors in the cognitive errors subscales of the Parent-Adolescent Relationship Scale. According to the Behavioral-Family Systems model, beliefs, expectations, and attributions of family members about parenting, child rearing, and family life are the knowledge they have as a result of experiences. It is stated that whether belief systems of families are strict or flexible may affect parents' conflicts and communications with adolescents in different ways (Robin & Foster, 1984, 1989; Roehling & Robin, 1986). Based on the findings obtained from the adolescents included in the study, it can be stated that family belief systems of the participants have relatively more flexible structures and for this reason, the cognitive errors except for perfectionism belief are not significant predictors of social media dependence of adolescents. Cognitive errors can help the interaction styles preexisting in the family system to continue (Robin & Foster, 1989). However, adolescent period is a period during which the relationship between parents and adolescent is rearranged together with the desire of the adolescent to individualize (Collins, Laursen, Mortensen, Luebker, & Ferreira, 1997). In also the families of the adolescents who constitute the participant group of this study, adolescent-parent relations were rearranged mutually and in this way family homeostasis might be provided and the other cognitive errors except for the perfectionism in family system can be resorted less. In the literature, it is stated that the adolescents and parents having conflict will strictly relate to many cognitive errors when compared with the adolescents and parents satisfied with family relationships, and this will affect the family's problem solving behaviors negatively and cause to form a mutually negative interaction cycle among the family members (Roehling & Robin, 1986). Based on this, when the findings on the cognitive errors subscale of the adolescents included in this study are examined, it can be considered that these adolescents are satisfied of many of their relations with their parents, and therefore less cognitive errors are seen in the family systems.

It was detected that only the triangulation in which the adolescent is in the center predicts social media dependence significantly, and the other subscales are not significant predictors in the family system subscale of the Parent-Adolescent Relationship Scale. Family is a system that works by interpersonal patterns. Family structure is the unwritten expectations of the individuals in the family for arranging their mutual interactions. These mutual interaction patterns organize the behaviors of family members by determining that in which situations, with who, when, and how each family member will establish relationships in time (Minuchin, 1974). It can be stated that a stability will occur in the family systems in time through these family interaction patterns. One of the possible reasons of the fact that the other subscales about the family structure except for the triangulation in which the adolescent is at the center does not predict social media dependence may be that the family structure shows a stable structure. Nearly every family has stability at a certain level in family relationships. It is emphasized that culturally the Turkish family has a high-level hierarchical structure, this is a cultural norm, and it doesn't vary among the groups (Fişek, 1992; Özbay, 2015).

In conclusion, it can be stated that all kinds of conflicts within the family are not correlated with the adolescent's social media dependence, whereas the global distress in the family, conflict between the mother and the adolescent due to the school, the case that the parents want the adolescent to be perfect, and the effort of the parents to attract the adolescent to their own sides are correlated with the social media dependence. The level of social media dependence of adolescents varies according to the existence of these factors alone or together. The most important source leading the adolescent to the social media dependence is the global distress status within the family. This is followed by the school conflict with the mother and least the parents' effort to attract the adolescent to their own side.

This research has some limitations. First of all, the findings obtained in the research and revealing parent-adolescent relationship were reached through the Parent-Adolescent Relationship Scale. In the parent-adolescent relationship, no data on the parent component was collected. In the further research studies, more comprehensive findings on the relationship between social media dependence and family system can be reached by also including parents into the sample group. In addition, the relation between the family structures and social media dependence can be examined according to the number of social media followers and likes, which is thought to be significant in the relationship among the young and to be able to be predict the social media dependence. Multi-factor predictive correlational patterns can be used in the research studies on social media dependence.

The findings obtained from this research contribute to the development of new perspectives in the applications of both educators, who actively work with adolescents and mental health workers who serve in the relevant field. Based on the pattern that this research reveals, school psychological consultants providing preventive mental health services to adolescents and their families should initially implement intervention programs concerning the global distress in the family, the conflict of the adolescent with the mother about the school, the demand of the parents about a perfect child, and the attempt of the parents to take sides with the adolescent, thus, the possibility of developing social media addiction can be controlled. Similarly, child adolescent psychiatrists can intervene through family systems to the pattern of parent-adolescent relationship and social media addiction revealed through this research.



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