

## Parent-Adolescent Conflict Process and the Relationship with Adolescents' Problematic Internet Usage

### *Ebeveyn-Ergen Çatışma Süreci ve Ergenlerin Problemlerini İnternet Kullanımı ile İlişkisi*

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**Abstract:** The parent-adolescent relationship is getting more complicated during adolescence. Adolescents demand more autonomy; parents try to balance between adolescents' demands and their own expectations. These changes may cause more frequent and intense conflict between parent-adolescent, which in turn would affect adolescents' problematic behaviour. The present study has two parts: Study 1 aims to examine the impact of demographic variables, more specifically parent and adolescents' gender, on conflict and Study 2 investigates the impact of conflict on PIU. The sample of Study 1 consisted of 173 adolescents (101 girls, 58.4%; 72 boys, 41.6%). The main and interaction effect of gender was analysed in the detailed conflict using two-way ANOVA. The sample of Study 2 consisted of 221 adolescents (107 girls, 48.4%; 113 boys, 51.4%). The predicted role of the amount of time parents and adolescents spend together and conflict issues with problematic internet usage (PIU) was examined using the hierarchical regression model. Results revealed an interaction effect of parents' and adolescents' gender on conflict. Daughter-mother and son-father conflicts were resolved in more positive ways. Besides, adolescents who spent time with their parents had less PIU, but conflict about the internet was related to higher PIU. The study revealed that the duration of interaction between adolescents and their same-gender parents is critical for conflict resolution. Moreover, the interaction had a buffer role and the conflict on the internet was a risk factor for adolescents' PIU.

**Keywords:** Parent-adolescent conflict, problematic Internet usage, conflict resolution, conflict intensity, conflict frequency, gender.

**Öz:** Ergenlik, ebeveyn-ergen arasındaki ilişkilerin daha karmaşık hale geldiği bir dönemdir. Ergenler anne babalarından daha fazla özerklik talep ederken, ebeveynler kendi beklentileri ve ergenlerin talepleri arasında denge kurmaya çalışırlar. Bu değişimler ebeveyn-ergen arasında daha yoğun ve sık çatışmalara neden olabilir. Çatışmaların artışı ise ergenin problemli davranışları ile ilişkilendirilebilir. Bu araştırma iki bölümden oluşmaktadır: Çalışma 1'in örneklemini 173 ergen oluşturmaktadır (101 kız, %58.4, 72 erkek, %41.6). Çatışmanın ayrıntılı incelenmesinde cinsiyetin ana ve ortak etkisinin belirlenmesi amacıyla iki-yönlü ANOVA kullanılmıştır. Çalışma 2'nin örneklemini 221 ergen oluşturmaktadır (107 kız, %48.4, 113 erkek, %51.4). Ebeveyn ve ergenin birlikte geçirdikleri zamanın miktarının ve çatışma konularının Problemlerini İnternet Kullanımı (PİK) üzerindeki yordayıcılığı hiyerarşik regresyon analizi kullanılarak incelenmiştir. Bulgular çatışma üzerinde ebeveyn ve ergenin cinsiyetinin ortak etkisini göstermektedir. Kız-anne ve oğlan-baba arasındaki çatışmalar daha olumlu yollarla çözülmektedir. Ayrıca, ebeveynleriyle daha fazla zaman geçiren ergenlerin PİK düzeyleri daha düşüktür. Ancak internet konusunda yapılan tartışmalar PİK'in yüksek düzeyiyle ilişkili bulunmuştur. Bu çalışma, ergenin kendi cinsiyetinden ebeveyniyle geçirdiği etkileşimin önemini ortaya koymaktadır. Ek olarak, ebeveyn-ergen etkileşimi PİK üzerinde koruyucu bir faktörken, internet hakkındaki çatışmalar risk faktörüdür.

**Anahtar Kelimeler:** Ebeveyn-ergen çatışması, problemli İnternet kullanımı, çatışmanın çözümü, çatışmanın yoğunluğu, çatışmanın sıklığı, cinsiyet

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#### Introduction

Adolescence involves a series of changes that would impact mental health and personal relationships. Parent-adolescent relationship is a core for offspring until adolescence. During adolescence, this relationship has changed and involved more conflicts (Collins et al., 1997). Basically, increased autonomy needs of adolescents may seem to be a reason for the changes in this relationship. The growing autonomy expectations and needs of adolescents must be met by their parents. Otherwise, adolescents' and parents' discrepant expectations regarding authority, autonomy and responsibilities may increase the conflict between them (Bommel et al., 2019) and problematic relationship with each other (Dekovic et al., 1997). Researchers found a rise in conflict frequency (Shanahan et al., 2007) and its intensity (De Goede et al., 2009) in early to middle adolescence. It is known that parent-adolescent conflict

is related to negative mental health outcomes (Branje et al., 2009; Yeh, 2011). But some researchers mentioned the positive effects of conflict and emphasized the relationship between conflict and autonomy (Van der Giessen et al., 2013). There is a need for new studies examining the concept considering the inconsistent findings on conflict. The current study will extend the literature by looking at parent - adolescent conflict and its relationship with gender and PIU.

Similar to the differences in opinions emphasizing contribution of conflict to autonomy and conflicts' negative impact on mental health, there are also different views on the impact of conflict on adolescent development. The nature of adolescence has been discussed as a storm and stress period (Hall, 1904). Also, adolescent-parent relationships have been regarded as tumultuous and fraught (Smetana & Rote, 2019). Conflict is usually seen as a transient perturbation that is functional in realigning adolescent-parent relationships. The

positive youth development perspective suggested family crisis or conflict as a factor which can disrupt developmental characteristics (Laursen & Collins, 2009). As a result, conflict seems like a multidimensional concept and these dimensions need to be further studied.

Dynamic Systems Approach is a fruitful theory to understand how daily family interactions and parent-adolescent relationships influence each other. Family, as a system, tends to stabilize and settle into, but it also includes some unstable situations (Branje, 2018). Some families are resistant to change; a conflict is not easy to end. The family members maintain the impact of the conflict in the next interaction or in their behaviours (lack of flexibility or rigidity). Other families can exclude a negative state like conflict, they emphasize not only negative emotion but positive one and the next subject can include only positive emotions. Rigidity is related to higher psychopathological symptoms (Cerniglia et al., 2017), loss of control of eating (Jaramillo et al., 2018), self-injury (Kasusar & Khan, 2020), rumination (Baiocco et al., 2017). Therefore, a deeper knowledge on the conflict process is important in preventing adolescents' mental health problems.

The interpersonal conflict was defined with features that include the frequency and affective intensity of the exchange (Laursen & Collins, 1994). Early adolescents have the most frequent conflicts (Laursen et al., 1998), whereas middle adolescents have more intense conflicts. Age is an essential determinant of conflict features. Participants of this study composed of early adolescents.

The nature of conflict is related to psychological outcomes in adolescence. For instance, the increasing number and intensity of parent-adolescent conflict may be a risk factor for adolescent psychosocial adjustment, well-being, externalizing and internalizing problems (Branje et al. 2009; Cooper, 1988, Mills & Grusec, 1988; Yeh, 2011), lower level of social competence (Ahmad & Amin, 2019), negative mental health (Repetti et al. 2002) and risk-taking (Hollenstein & Loughheed, 2013). In contrast, some conflicts may be functional in adolescent's autonomy (Laursen & Collins, 2009; Steinberg, 2001). For instance, parent-adolescent who are able to state both positive and negative emotions during conflicts may be able to put across their point of view; thus, adolescents' autonomy may develop. At the same time, appropriately expressed emotions may also be associated with positive mental health. It was found that more emotional variability during conflict interactions was associated with higher levels of adolescent disclosure in early adolescence (Van den Geissen et al., 2014). As a result, the relationships between the nature of conflict and adolescents' mental health might be positive or negative. Therefore, it seems important to examine the associations between the nature of conflict and adolescent's problem behaviours.

In addition, the nature of conflict may differ according to gender. A study showed that girls stated more conflict intensity than boys, but boys and girls have the same post-conflict social interaction (Laursen, 1993). Moreover, girls and boys have different conflict resolutions. Girls have more reported no resolution, negative and withdrawal conflict resolution than boys (Branje et al., 2009). When the outcomes of the conflict were examined, girls reported that the conflict made relationships both better and worse, while the boys stated that conflicts had no impact (Laursen, 1993).

The results of the effect of parents' gender on conflict were inconsistent. Some studies emphasised that adolescents had

more conflicts with their mothers than with their fathers (Laursen, 1995; Smetana, 1989); other researchers found no differences in parents' gender (Van Doorn et al., 2009). Additionally, it is clear that different types of conflict issues are argued with mothers rather than with fathers (Laursen, 1995). These results may be attributable to the changes in the interaction with parents as a result of age. A study showed that while conflict engagement with mothers increased with age but there was no change with fathers (Van Doorn et al., 2009). Therefore, both adolescents' and parents' gender were investigated in the current study.

### **Problematic Internet Usage and Conflict**

The internet has a significant role in an individual's life in terms of its contribution to the rapid dissemination of information and providing communication. Adolescents, who are also called digital natives, use the internet more than other age groups (Johnson, 2019). Many concepts describe increased usage time and dysfunctional internet usage. Davis (2001), who discussed the subject in a comprehensive model, specified that dysfunctional internet use arises because of the need for social connection. He emphasizes the cognitions regarding pathologic usage. PIU may cause negative outcomes in cognitive, social and emotional areas and at the same time may be caused by these factors. Depression (Sela et al., 2020) and peer-related loneliness (Musetti et al., 2020) predicted PIU positively and emotion regulation affected PIU negatively (Spada, & Marino, 2017). On the other hand, PIU predicted positively insomnia (Bhandari et al., 2017), ADHD tendency, anxiety (Kitazawa et al., 2018) and predicted negatively subjective well-being (Stead & Bibby, 2017).

Davis (2001), in his model, suggested social support as a buffer factor for PIU. Also, studies' results supporting Davis' model have shown that adolescents who have lower-level social support are more likely to have higher PIU (Ceyhan et al., 2012; Mazzoni et al., 2016; Prievara et al., 2019). Therewithal it might be assumed that the nature of social relationships may affect the development of PIU. Studies highlight that PIU is related to poor relationships (Boniel-Nissim & Sasson, 2018), high conflict (Sela et al., 2020) and lower-level attachment (Bolat et al., 2019) with parents. But given the idea that the conflict was functional for adolescents' autonomy, the amount of time with the parent may be a buffer factor for PIU.

In summary, the current study aimed to examine the impact of parent and adolescents' gender on conflict and the impact of conflict on PIU in two separate studies. Study 1 investigated the effects of adolescents' and parents' gender on affective conflict intensity, resolution of the conflict, post-conflict social interaction and impact on the relationship. It was expected that the nature of the conflict would affect by both adolescents and parents' gender and its interaction effect. Study 2 examined whether PIU was predicted by the amount of time children spent with their fathers or mothers and conflict issues. The increasing amount of time spent together would predict PIU negatively. Moreover, it was expected that the conflict-related to the internet predict PIU positively.

### **Method**

#### **Research Design**

Quantitative methods were used to answer the research questions. The main aims were to portray the parent-adolescent conflict characteristics and understand the

relationship between PIU and them. For this aim, a descriptive design was used.

## Study 1

### Participants

The sampling method was purposeful sampling. The universe of the study consisted of adolescents educated in secondary schools from low-socioeconomic status. Data for Study 1 were collected at a secondary school with low-socioeconomic status in the capital city, Ankara. Adolescents with low-socioeconomic status have more family problems (Chhabra & Sodhi, 2012). They also have a lower variety of activities than their peers of middle and higher-socioeconomic status (Stalsberg & Pedersen, 2010). Therefore, they might be likely to have a higher level of problematic internet usage. The participants were 173 adolescents (101 girls, 58.4%, 72 boys 41.6%) in sixth (N=48, 27.7%), seventh (N=60, 34.7%) and eighth grades (37.6%).

### Procedure

An approval from the school principal and parents of the adolescents was obtained. Ethical Permission was obtained from the Final International University (Ethics Committee's Decision Date: 06/11/2019; Ethics Committee Approval' Issue Number:2019/08). Before data was collected, the participants were informed about the purpose of the research, confidentiality and volunteering. Participants who accepted to attend the study completed the form. The researcher carried out data collection.

### Measures

#### Demographic information

Adolescents reported their gender, grade level and amount of time they spend with their mothers and their fathers.

#### Conflict

The number and frequency of adolescents' conflict was measured using the Interpersonal Conflict Questionnaire (Laursen, 1993). The first booklet includes 34 issues, but then, Laursen suggested a short form with ten issues (Laursen, 1995). Adolescents rated how many times they had conflicts with their mothers and their fathers about these issues during the last day. Sample conflict issues include "internet/telephone/television/computer", "relationships" and "personal freedom". Cronbach alpha was .94 for conflict with their mothers and .98 for conflict with their fathers in Study 1. For Study 2, Cronbach alpha was .84 for conflict with mothers and .86 for conflict with fathers.

The second questionnaire was conducted to evaluate the conflict detail. For this purpose, detailed information such as intensity, resolution and post-conflict process was requested for a previously identified conflict. This information was named conflict affective intensity, conflict resolution, post-conflict social interaction, relationship impact. Conflict affective intensity was evaluated by the question "How did the disagreement make you feel?" and it was answered on a 5-point Likert-type scale, ranging from friendly to angry. Conflict resolution was measured by "How was the disagreement resolved?". Subjects selected from five options: we compromised, I gave in to the other person, other person gave in to me, no resolution, someone else resolved it. Post-conflict social interaction was measured by "What happened

after the disagreement?" and three options were presented: We stayed together and continued talking, we stayed together but stopped talking, we were not together. Relationship impact was evaluated by "How did the disagreement affect your relationship?". It was answered on a 5-point Likert-type scale, ranging from "made it better" to "made it worse".

In the current study, Interpersonal Conflict Questionnaire was adapted to Turkish. Confirmatory Factor Analysis (CFA) was conducted with Study 1 sample. The items were translated from English to Turkish by the author and were retranslated by another researcher who expert in Turkish and English. Consistency between the Turkish and English forms was compared and the scale final form was administered. Mother and father forms were investigated, separately. The mother form showed a high internal consistency ( $\alpha = .94$ ) a two-dimensional structure that explains 55.13% of the variance with good fit indices ( $\chi^2/df = 1.99$ , TLI = 0.92, CFI = 0.93; and RMSEA 0.07). Father form also have a high internal consistency ( $\alpha = .98$ ) a two-dimensional structure that explains 64.60% of the variance with good fit indices ( $\chi^2/df = 2.15$ , TLI = 0.94, CFI = 0.95; and RMSEA 0.08)

### Data Analysis

The mean differences were investigated in the variables regarding the nature of conflict according to gender. First, mean differences in the number of conflicts, amount of time and conflict issues according to gender were examined using an independent sample t-test. Second, the main and interaction effect of adolescents and parents' gender on the combined dependent variables (affective conflict intensity, resolution of the conflict, post-conflict social interaction and relationship impact) were investigated using multivariate analysis of variance. In addition, the main and interaction effect of adolescents and parents' gender was examined for each dependent variable by using two-way ANOVA. Before the analysis, preliminary analyses revealed no violations to the assumptions of homoscedasticity, normality or linearity.

## Study 2

### Participants

Data for Study 2 was gathered one month later than the first data collection. All procedures were implemented the same as Study 1 and the sampling method was the same. Study 2 consisted total of 221 adolescents whom 48.4% girls (N=107) and 51.4% boys (N=113). Participants for Study 2 were seventh (N=45, 20.4%) and eight grade adolescents (N=176, 79.6%).

### Procedure

The procedure was the same as the Study 1.

### Measures

#### Demographic information

Adolescents reported the amount of time they spend with their mothers and their fathers.

#### Conflict

The first booklet of Interpersonal Conflict Questionnaire (Laursen, 1993) was the same with the one used in Study 1.

**Problematic internet usage**

Problematic internet usage of adolescents was measured using “Dysfunctional Internet Usage Scale” developed by Atalan Ergin (2018) and validity and reliability analysis showed that the scale can be used in Turkish adolescents. It consisted of 15 items and three dimensions names excessive use, emotion regulation through the internet, negative outcomes. The items were answered on a 5-point Likert-type scale, ranging from never true (1) to always true (5). A higher score reflected a greater problematic internet usage level. Sample item includes “My course performance has dropped because of the internet.” Cronbach alpha was .89.

**Data Analysis**

The mean differences according to the gender on PIU were examined using independent *t*-test. The predictive role of time and conflict issues on PIU was determined using hierarchical regression analysis. It assumed that social interaction time is a buffer factor on PIU and conflict issues related to technology usage positive effect on PIU. Time of social interaction with their mothers and their fathers was controlled, it was examined that whether PIU was predicted by the conflict issues between adolescent and parent. Therefore, the amount of time adolescents spend with their mothers and their fathers were controlled in the first step (VIF was 1.551, Tolerance .645 and Condition Index was 4.449). Parent- adolescent conflict issues were entered in the second step (VIF ranged from 1.000-1.027, Tolerance ranged from .633- .645 and Condition Index ranged from 1.000- 8.791). Before the hierarchical regression analysis, preliminary analyses revealed no violations to the assumptions of homoscedasticity, normality, or linearity.

**Results**

**Study 1**

A total of 173 adolescents noticed a total of 5212 (M = 30.13) conflict with their fathers and their mothers. A little more than half of these conflicts were with father (f = 2746, M = 15.87); others were with their mothers (f = 2466, M = 14.25). Adolescents reported more spending time with their mothers (M = 334.39, SD = 196.78) than their fathers (M = 213.00, SD = 213.00 *p* < .05). Adolescents were more conflicted with their fathers about phone/television/internet, criticism/teasing, personal freedom, relationships, school/work and standards of behaviours than their mothers. But the number of conflicts about responsibilities with their mothers was higher than their fathers.

There were no differences according to the gender on a number of conflicts (mother  $t_{171} = .095, p > .05$ ; father  $t_{171} = .715, p > .05$ ) and the amount of time with their mothers and fathers (mother  $t_{171} = .447, p > .05$ ; father  $t_{171} = -.177, p > .05$ ). Girls have more conflict about relationships with their fathers than their mothers; boys have more conflict about internet/telephone/TV/computer, relationships, responsibilities, and school/work with their mothers than their fathers. But they have more conflict with father about the criticism/teasing, personal freedom, standards of behaviours. In addition, according to adolescents' gender, there were no differences in types of conflict with parent. Mean and standard deviations according to conflict types on girls, boys and the whole sample were presented in Table 1.

**Table 1.** Mean, standard deviations and mean differences according to conflict types on girls, boys and whole sample

	Mother		Father	
	Mean	SD	Mean	SD
<b>Girls</b>				
Annoying Behavior	1.31	2.33	1.59	3.41
Internet/Telephone/TV/Computer	1.68	2.36	1.86	3.45
Criticism/Teasing.	.96	2.30	1.53	3.48
Differences of Opinion.	1.46	2.38	1.64	3.43
Money/Possessions	.79	2.16	1.41	3.41
Personal Freedom	1.43	2.53	1.80	3.42
Relationships	1.34*	2.42	1.68*	3.53
Responsibilities	2.38	2.60	2.08	3.46
School/Work.	1.15	2.28	1.62	3.41
Standards of Behaviour	1.87	2.61	2.00	3.54
<b>Boys</b>				
Annoying Behaviour	1.03	1.85	.85	2.33
Internet/Telephone/TV/Computer.	1.82**	2.50	1.67**	2.95
Criticism/Teasing.	.64*	1.85	.97*	2.53
Differences of Opinion.	1.32	2.41	1.07	2.33
Money/Possessions	.79	1.96	1.19	2.46
Personal Freedom	.99*	2.16	1.11*	2.56
Relationships	1.94***	3.20	1.78***	3.23
Responsibilities	2.26***	2.77	1.96***	3.11
School/Work.	1.68**	2.72	1.60**	3.06
Standards of Behaviour	1.61***	2.44	1.76***	3.08
<b>Whole Group</b>				
Annoying Behaviour	1.19	2.15	1.28	3.03
Internet/Telephone/TV/Computer.	1.74**	2.40	1.78**	3.24
Criticism/Teasing.	.83*	2.12	1.30*	3.13
Differences of Opinion.	1.40	2.39	1.40	3.03
Money/Possessions	.79	2.08	1.32	3.05
Personal Freedom	1.24**	2.39	1.51**	3.10
Relationships	1.59***	2.78	1.72***	3.40
Responsibilities	2.33***	2.66	2.03***	3.31
School/Work.	1.37**	2.48	1.61**	3.26
Standards of Behaviour	1.76***	2.54	1.90***	3.35

\*\*\**p* < .001, \*\**p* < .01, \**p* < .05

**Results of multivariate analysis of variance**

There was no a statistically significant main effect on adolescent gender ( $F_{(1, 169)} = 1.192, p > .05$ ; Wilk's  $\Lambda = .970, \eta^2 = .03$ ) and parent gender ( $F_{(1, 169)} = 1.042, p > .05$ ; Wilk's  $\Lambda = .976, \eta^2 = .02$ ) on the combined dependent variables. Moreover, there was no an interaction effect between adolescent and parents' gender on the combined dependent variables ( $F_{(1, 169)} = .785, p > .05$ ; Wilk's  $\Lambda = .981, \eta^2 = .03$ ).

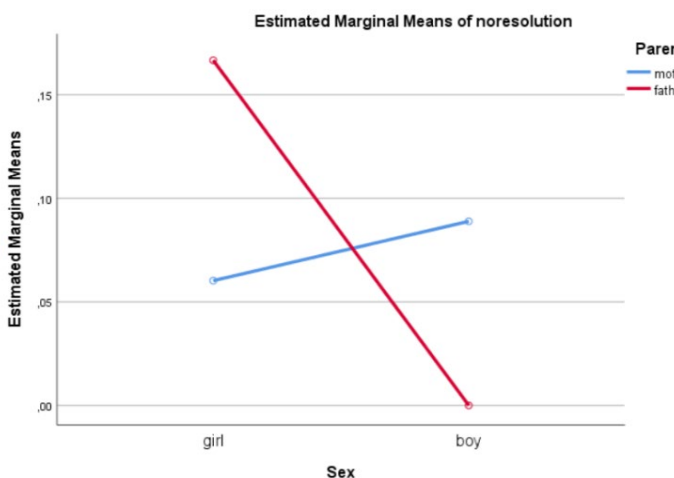
**Results of univariate analysis of variance**

**Conflict affective intensity**

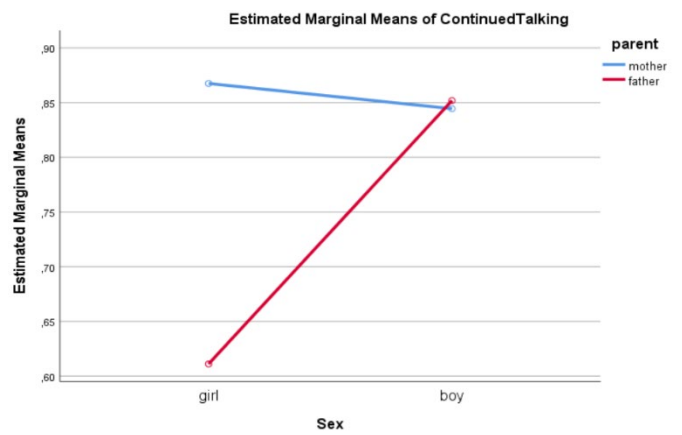
Relationship differences in conflict affective intensity were examined with 2 (Gender) and 2 (relationships) in ANOVA. There were no significant differences for relationships ( $F_{(3,169)} = .306, p > .05$ ), gender ( $F_{(3,169)} = 3.184, p > .05$ ) and their interaction effect ( $F_{(3,169)} = 1.146, p > .05$ )

**Conflict resolution**

Resolution conflict includes five forms: We compromised, I gave in to the other person, other person gave in to me, no resolution, someone else resolved it. For each form, separate ANOVAs were conducted. The main effect of gender ( $F_{(3,169)} = .567, p > .05$ ), relationships ( $F_{(3,169)} = .558, p > .05$ ) and their interaction ( $F_{(3,169)} = 1.325, p > .05$ ) were not significant for compromised. For compromises made by the adolescent the main effect of gender ( $F_{(3,169)} = .015, p > .05$ ), relationships ( $F_{(3,169)} = 1.224, p > .05$ ) and their interaction effect ( $F_{(3,169)} = .123, p > .05$ ) were not significant. Similarly, for compromises made by the parent the main effect of gender ( $F_{(3,169)} = .451, p > .05$ ), relationships ( $F_{(3,169)} = .021, p > .05$ ) and their interaction effect ( $F_{(3,169)} = .548, p > .05$ ) were not significant. A main effect gender ( $F_{(3,169)} = .021, p > .05$ ), relationships ( $F_{(3,169)} = .847, p > .05$ ) and their interaction effect ( $F_{(3,169)} = 4.607, p > .05$ ) were not significant for resolved by someone else. Last, for unresolved conflict a main effect gender ( $F_{(3,169)} = .131, p > .05$ ) and relationships ( $F_{(3,169)} = .847, p > .05$ ) were not significant but their interaction effect was significant ( $F_{(3,169)} = .033, p < .05$ ). According to this result (Graph 1), boys have more unresolved conflict with their mothers; conversely, girls have unresolved conflict with their fathers.



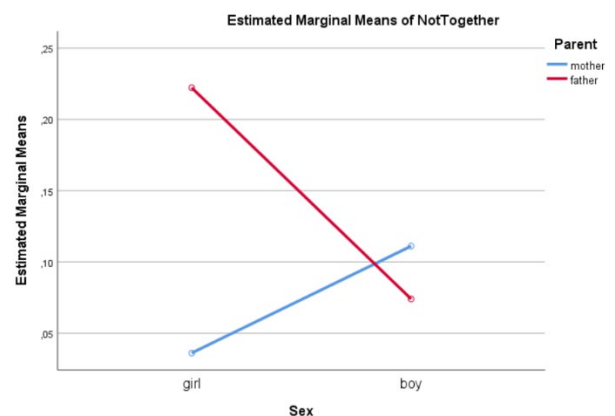
**Figure 1.** Interaction effect adolescents' gender\*parents' gender on no resolution



**Figure 2.** Interaction effect adolescents' gender\*parents' gender on Stay Together and continue talking

**Post-conflict social interaction**

Relationship differences in post-conflict social interaction were examined in an ANOVA with 2 (Gender) and 2 (relationships). For each form of post-conflict social interaction (continue talking, staying together and stop talking and not together) was conducted separate ANOVAs. A main effect of gender ( $F_{(3,169)} = 2.729, p > .05$ ) and relationships ( $F_{(3,169)} = 3.568, p > .05$ ) was not significant for "continue talking". But their interaction effect emerged significant, with a small effect size ( $F_{(3,169)} = 4.005, p < .05, \eta^2 = .02$ ). Graph 2 showed that "continue talking" was higher for girls when they conflicted with their mothers. Conversely, this proportion for boys was higher when they conflicted with their father. A main effect of gender ( $F_{(3,169)} = 2.063, p > .05$ ), relationships ( $F_{(3,169)} = .986, p > .05$ ) and interaction effect of them ( $F_{(3,169)} = .163, p > .05$ ) were not significant on "staying together and stop talking". Last, adolescent not stay together after conflict, the main effect of gender ( $F_{(3,169)} = .580, p > .05$ ) and relationship ( $F_{(3,169)} = 2.406, p > .05$ ) were not significant. But interaction has a main effect on "not stay together after conflict", with a small effect size ( $F_{(3,169)} = 5.392, p < .05$ ). Graph 3 revealed that the proportion of "not staying together" for girls was when they conflict with their fathers. Conversely, this proportion for boys was higher when they conflicted with their mothers.



**Figure 3.** Interaction effect adolescents' gender\*parents' gender on stays not together

**Relationship impact**

Relationship differences in relationship impact were examined in ANOVA with 2 (Gender) and 2 (relationships). A main effect of gender ( $F_{(3,169)} = .001, p > .05$ ), relationship ( $F_{(3,169)} = .425, p > .05$ ) and their interaction effect ( $F_{(3,169)} = 1.196, p > .05$ ) were not significant.

**Study 2**

Study 2 had two aims (1) The mean differences according to gender on PIU (2) The predictive role of time and conflict issues on PIU. There were no significant mean differences according to the gender on PIU ( $t_{218} = -.664, p > .05$ ) and its

subscales, excessive usage ( $t_{218} = -.973, p > .05$ ), emotion dysregulation through the internet ( $t_{218} = -.537, p > .05$ ) and social and academic negative outcomes ( $t_{218} = -.902, p > .05$ ).

The hierarchical multiple regression results showed that at step one, adolescents' amount of social interaction time with their mothers and their fathers did not have a significant effect on PIU,  $F_{(1,218)} = .775, p > .05$ . In the second step, conflict issues were entered the model. Internet/telephone/television/computer ( $\beta = .34, p < .05$ ), relationships ( $\beta = -.22, p < .05$ ), school/work ( $\beta = .26, p < .05$ ) predicted PIU significantly in the second step,  $F_{(1,208)} = 6.646, p < .05$

**Table 2.** Results of Hierarchical Regression Analyses Regressing Adolescents' Anxiety

Predictors	B	t	SE	$\beta$	R	R <sup>2</sup>	$\Delta R^2$
Step 1							
Amount of social interaction time with mother	-.00	-.722	.005	-.06	.08	.01	
Amount of social interaction time with father	-.00	-384	.006	-.03			
Step 2							
Amount of social interaction time with mother	-.00	-1.072	.00	-.08	.53	.28	.27
Amount of social interaction time with father	-.00	-.800	.00	-.06			
Annoying Behavior	.34	1.613	.212	.12			
Internet/Telephone/TV/Computer	.80	4.400	.181	.34***			
Criticism/Teasing.	-.07	-.262	.252	-.02			
Differences of Opinion.	-.19	-.963	.196	-.07			
Money/Possessions	.03	.206	.166	.02			
Personal Freedom	.18	1.265	.141	.11			
Relationships	-.33	-2.716	.122	-.22**			
Responsibilities	-.11	-.694	.166	-.07			
School/Work.	.46	3.005	.153	.26**			
Standards of Behavior	.11	.585	.178	.06			

\*\*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$

**Conclusion**

Parent-adolescent conflict may be a risk factor for adolescents' development and mental health. But also, the emphasis on positive emotions during conflict interaction could be an improving factor in adolescent development. The current study aimed to understand the nature of adolescent-parent conflict interaction through the impact of their gender and the effect of this interaction on PIU. For this purpose, two studies were conducted. Study 1 was examined both the main and interaction effects of adolescents' and parents' gender on conflict interaction. Conflict interaction was investigated by conflict frequency, conflict issues, affective conflict intensity, conflict resolution, post-conflict social interaction, relationship impact. In study 2, the predictive role of the amount of time parents and adolescents spend together and conflict issues on PIU was examined.

Preliminary analyses revealed that adolescents have more time with their mothers, but they have more conflict with their fathers. Also, previous studies highlighted mothers spend more time with their children (De Goede et al., 2009). Nevertheless, adolescents conflicted with their fathers on more various issues than their mothers. Laursen (1995) found mothers have more conflict with their offspring in all issues than their fathers. The current study found adolescents have more frequent conflict about responsibilities with their mothers, but for all other issues, they have more frequent conflicts with their fathers. Parenting differs according to the parents' gender. The mother seems to be the main caregiver for their offspring. Also, fathers are interested in gender role (Johnson, 1975); financial, challenging or risky behaviours (Cabrera et al., 2018). Low-income fathers are more likely to disregard emotional support (Duncan et al., 2011). Moreover, they are prone to a mental health problem like depression

(Garfield et al., 2014). The current research found a greater number of conflicts with father than previous research (Laursen, 1993, 1995). This result might reflect the importance of fathers' features like mental health, socioeconomic status, social expectations that may affect the parent-adolescent relationship. There are a small number of parentings, conflict, family system studies data of which gathered from both mothers and fathers. Comparative studies that address the parents' characteristics (both mothers and fathers) may provide more information on adolescent-parent conflicts.

Adolescents' and parents' gender affect family relationships (Laursen, 1993, 1995; Mastrotheodoros et al., 2019). The current results showed some interaction effects were significant on a dimension of conflict resolution, two dimensions of post-conflict interaction. Boys stated more resolution conflict with their mothers. If they conflicted with their fathers, they more tend to stay with their fathers and continue talking to him rather than their mothers. The case for the girls was the same as their mothers. When they conflicted with their mothers, conflict resolves more; they stay and continue talking with their mothers. In summary, parent-adolescent dyads of same-gender solved the conflict in more positive ways. The gender intensification hypothesis suggested that gender differences come forward during adolescence and same-gender parent-adolescent relationships become distinct from opposite-gender parent-adolescent dyads (Hill & Lynch, 1983). The research found father-son relationships a higher level of support is related to a higher level of power (Goede et al., 2009). Studies were showed the opposite results highlight no gender differentiation conflict resolution (Lausen,1993; Van Doorn et al., 2009). From a social learning perspective, adolescents who have gained gender roles as sons and daughters learn different scripts from their mothers and fathers (Palkovitz et al., 2014). Daughters

tend to be close to their mothers (Paikoff et al., 1993) and father monitors their son's daily activities (Bumpus et al., 2001). The current study results supported the gender intensification hypothesis and the social learning perspective.

There was no effect of social interaction time with mother and father on adolescent PIU in the current study. Focusing on internet usage, adolescent - parent relationship that is meaningful and functional may be a buffer factor. Fulkerson et al. (2010) posted that the daily conversations' positive routine was linked to frequency over time of communication. When parents talk about internet usage with their son/daughter during their interaction time, adolescents' PIU is reduced (Liu et al., 2012). Previous studies have also found that the importance of social relationships for PIU (Ceyhan et al., 2012; Mazzoni et al., 2016; Prievara et al., 2019). Lee (2009) emphasizes that time may not a sufficient factor to examine the relationship between internet usage and quality of relationship. Quality of time may be a more important element rather than the quantity of time for good relationships. Participants of the current research reported a greater number of conflicts than the previous research participants (Laursen 1993, 1995). Greater conflict number may seem like a key distinguishing factor to predict poor relationships (De Los Reyes et al., 2019; Smetana, 1995). It is thought that although adolescent spend time with their mothers and fathers, the quality of these relationships may be poor and conflict-based. As a result, poor social interaction may explain the result that the amount of time spent by parent-adolescent together has no effect on PIU. According to findings, it should underline the importance of parent training about relationship with their adolescent and the internet usage.

The current study found that greater conflict about the internet was related to PIU positively. Primarily, conflict about the internet increased adolescents' PIU level. It is known that negative social relationships with the parent are associated with PIU (Boniel-Nissim & Sasson, 2018; Sela et al., 2020; Van den Eijnden et al., 2010). Specifically, the communication about the Internet with the mothers affected PIU positively (Park et al., 2014). Parental mediation studies handle parent-adolescent communication about the internet (or other technologic tolls). One of the few basic strategies, active mediation, refers to communication about the online games, applications or internet usage time (Valkenburg et al., 1999). Studies with parental mediation emphasise that active mediation strategy prevents the development of PIU (Chang et al., 2015; Padilla-Walker et al., 2016; Soh et al., 2018). But no studies that examine conflict about the Internet and PIU has drawn attention to the subject so far. Positive and negative interaction seem to affect PIU in different ways. The current study showed the conflict about the internet predicted PIU negatively. In summary, risky adolescents for PIU have more conflict about the internet.

Interestingly, parent-adolescent conflict about relationships predicted PIU negatively. Unexpected results may explain by two possibilities. The first explanation is related to the nature of adolescence and PIU. Adolescence is a period of rapidly changing peer and parent relationships. While peer relationships' importance increases, parent relationships' importance decreases (Steinberg, 1995). Parents may find it challenging to adapt to this rapid change and readjust their relationship with their offspring. These changes also sign the "presence of a relationship". Considering PIU, it is crucial to be able to mention the existence of increasing and changing relationships. It is known that adolescents with a

higher PIU level have poor relationships (Musetti et al., 2020; Reiner et al., 2017). As a result, having relationships with peers, teachers, or other individuals in adolescents may indicate both having a lower PIU level and having more conflict with parents. The second explanation is related to parental attitudes. Neglectful family style is characterized by parents being more permissive, having a low expectation in responsiveness and demandingness (Baumrind, 2005; Smetana, 1995). In addition, adolescents having neglectful families are more likely to have problematic behaviours such as delinquent behaviours (You&Lim, 2015), substance use (Steinberg et al., 2006). The parental attitudes were not investigated in this study. Research has shown that negative parental attitudes are more prevalent among parents with low socioeconomic status in Turkey (Çoban&Cebraail, 2020; Dursun, 2010). Participants in the current study came from low socioeconomic status. Therefore, they may have a negative parental attitude which is related to a higher level of PIU.

There are two main limitations to this study. First, the data was based on adolescents' self-report. Some adolescents may perceive and reported conflict than their parent because of their increased push for autonomy (De Los Reyes & Ohannessian, 2016). For further studies, data may be gathered from both parent and adolescent. Therefore, it can be provided to reveal the differences of opinion between parent and adolescent. Second, considering that parents are the main relationship, conflict detailed and its effect on PIU was investigated. Moreover, participants were selected among early adolescents. Throughout the years of adolescence, peer relationship is getting more critical. Peers' conflict may be more effected by adolescent development and problematic behaviours during middle or late adolescent.

### Conflicts of Interest

The author certifies that there are no affiliations with or involvement in any organization or entity with any financial interest, or non-financial interest in the subject matter or materials discussed in this manuscript.

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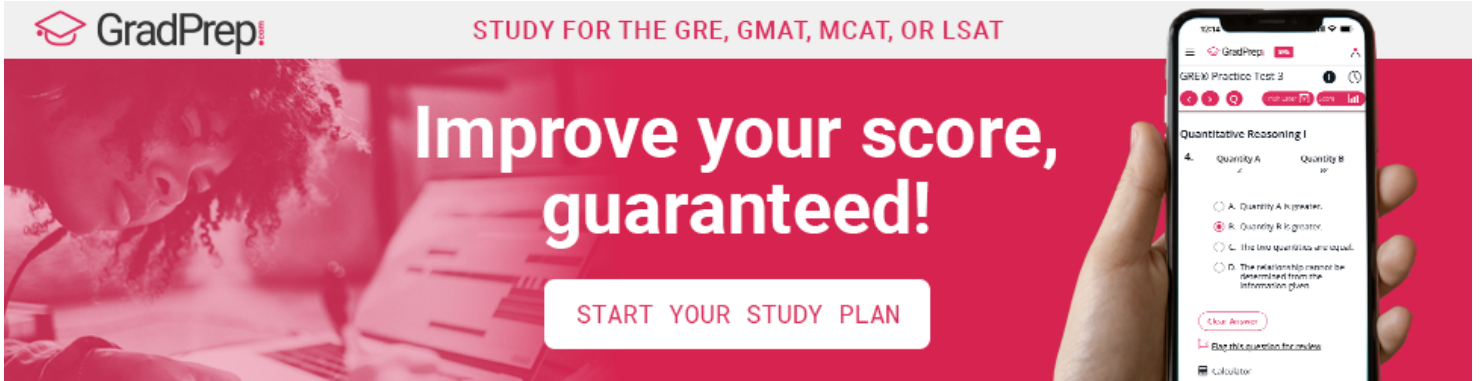
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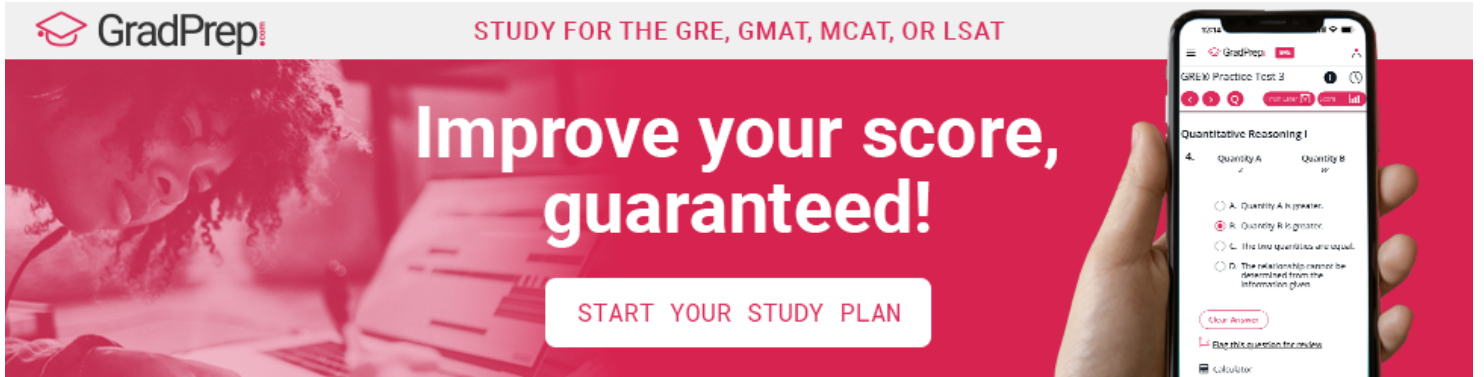
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- M-762-1573 AKGÜL GÜLENDAM, ATALAN ERGİN DERYA (2021). **Adolescents' and parents' anxiety during COVID-19: is there a role of cyberchondriasis and emotion regulation through the internet?**. CURRENT PSYCHOLOGY, 40(10), 4750-4759., Doi: 10.1007/s12144-020-01229-7 (Çeyreklik Dilim=Q1)

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| B-547-3229 | <b>Oyalararak Hazırlanmak : Okul Öncesi Dönem Çocukların Teknoloji Kullanımı</b> , ARTAR MÜGE,TÜRK EYLEM GÖKÇE,ERTEN TATLI CEMRE,ATALAN ERGİN DERYA (2015).. VIII. Ulusal Çocuk Kültür Kongresi, (Özet bildiri)                                  |
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- B-547-3296 **Yetişkinlerde Öznel İyi Oluş Düzeyini Artırmaya Yönelik Eğitim Programının Etkililiğinin Değerlendirilmesi** , NAİME EREN, ERTEN TATLI CEMRE, ATALAN ERGİN DERYA (2019).. Uluslararası Multidisipliner Çalışmaları Kongresi, (Özet bildiri)
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## Uluslararası

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- PR-362-3504 **Olumlu sosyal davranışların desteklenmesinde empati ve farklılıklara açıklığın rolünün incelenmesi ve olumlu sosyal davranışların desteklenmesi için bir program önerisi**, TÜBİTAK PROJESİ, Yürütücü:DERYA ATALAN ERGİN, Danışman:FİGEN ÇOK, , 01/09/2022 - 01/09/2023
- PR-362-3499 **Etnik Temelli Siber Zorbalıkta Sınıf Sosyal Bağlamının Rolü**, TÜBİTAK PROJESİ, Araştırmacı:DERYA ATALAN ERGİN, Yürütücü:GÜLENDAM AKGÜL, , 01/09/2022 - 01/09/2024
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- PR-362-3002 **Çocuk Dostu Şehir**, Diğer kamu kuruluşları (Yükseköğretim Kurumları hariç), Danışman:MÜGE ARTAR, Eğitimci:DERYA ATALAN ERGİN, Eğitimci:CEMRE ERTEN TATLI, Eğitimci:GÜLENDAM AKGÜL, Eğitimci:Zafer Devrim Tosun, Eğitimci:Funda Demir, Eğitimci:Hakkı Toy, Yürütücü:Uğur Gülçin Uysal, , 05/10/2015 - 05/04/2016
- PR-321-6921 **Su Bilginleri Mogan Gölü'nde**, TÜBİTAK PROJESİ, Araştırmacı:ATALAN ERGİN DERYA,Yürütücü:ALTINDAĞ AHMET,Araştırmacı:GÜLENDAM AKGÜL, , 17/10/2016 - 17/07/2017

## Ödüller:

O-355-4513 Teşekkür Belgesi, 2007

## Eğitim-Öğretim Faaliyeti

	Öğrenim Dili	Ders Saati
D-436-3235 Eğitim Psikolojisi Lisans/Türkçe(2019-2020)	Türkçe	3
D-436-3228 Sosyal Psikoloji Lisans/Türkçe(2019-2020)	Türkçe	2
D-435-9735 Okulda Ruh Sağlığı Lisans/Türkçe(2019-2020)	Türkçe	2
D-435-9733 Rehberlik ve Psikolojik Danışma Semineri Lisans/Türkçe(2019-2020)	Türkçe	3
D-435-9730 Davranış Bozuklukları Lisans/Türkçe(2019-2020)	Türkçe	3
D-435-9728 Gelişim Psikolojisi 1 Lisans/Türkçe(2019-2020)	Türkçe	2
D-435-3780 Psikolojik Testler Lisans/Türkçe(2021-2022)	Türkçe	4
D-435-3777 Eğitim Psikolojisi Lisans/Türkçe(2021-2022)	Türkçe	3
D-435-3773 Otizm Spektrum Bozukluğu Lisans/Türkçe(2021-2022)	Türkçe	3
D-337-0423 Psikolojik Testler Lisans/Türkçe(2019-2020)	Türkçe	4
D-337-0422 Yaratıcı Drama Lisans/Türkçe(2019-2020)	Türkçe	2
D-337-0421 Yaşam Dönemleri ve Uyum Problemleri Lisans/Türkçe(2019-2020)	Türkçe	3
D-319-6269 Sosyal Psikoloji Lisans/Türkçe(2019-2020)	Türkçe	3

## Atıflar

	SSCI, SCI-Exp,AHCI	Alan endeksleri	Diğer
AT-340-3839 Yetişkinlerin sigara içmeye yönelik deneyimleri Yorumlayıcı fenomenolojik analiz (Dr.Sonrası )YAYINLAR/MAKALE/Özgün Makale/2019/Eser No=7631425/	0	1	0
AT-340-4024 Ethnic based cyberbullying The role of adolescents and their peers attitudes towards immigrants (Dr.Sonrası )YAYINLAR/MAKALE/Özgün Makale/2021/Eser No=7629620/	0	0	1
AT-340-3878 Yetişkinlerde Öznel İyi Oluş Düzeyini Artırmaya Yönelik Hazırlanan Yaratıcı Drama Temelli Eğitim Programının Etkililiğinin Sınanması (Dr.Sonrası )YAYINLAR/MAKALE/Özgün Makale/2020/Eser No=7629228/	0	1	0
AT-340-2711 Adolescents and parents anxiety during COVID 19 is there a role of cyberchondriasis and emotion regulation through the internet (Dr.Sonrası )YAYINLAR/MAKALE/Özgün Makale/2021/Eser No=7621573/	6	2	0
AT-340-4000 Cinsiyetin Problemlİ İnternet Kullanımı Üzerindeki Etkisi Bir Meta Analiz Çalışması (Dr.Sonrası )YAYINLAR/MAKALE/Özgün Makale/2019/Eser No=5839954/	0	1	1
AT-341-7921 Ergenlerde Risk Almanın Televizyon Üzerinden İncelenmesi (Dr.Sonrası )YAYINLAR/MAKALE/Özgün Makale/2006/Eser No=5472898/	0	2	0
AT-341-7922 Ergenlerde Risk Almanın Televizyon Üzerinden İncelenmesi (Dr.Öncesi )YAYINLAR/MAKALE/Özgün Makale/2006/Eser No=5472898/	0	0	2
AT-340-4020 Factors Predicting the Development of Children with Mild Disabilities in Inclusive Preschools (Dr.Sonrası )YAYINLAR/MAKALE/Özgün Makale/2019/Eser No=5472889/	2	0	1
AT-340-3844 Ergenler İçin Gelecek Beklentisi Farkındalık Eğitimi Programının Etkililiğinin Sınanması (Dr.Sonrası )YAYINLAR/MAKALE/Özgün Makale/2018/Eser No=5472836/	0	3	1
AT-340-4032 Çocuklarda Olumsuz Otomatik Düşüncelerin Yaygınlığı Ve Olumsuz Otomatik Düşüncelerin Sosyodemografik Ve Psikolojik Değişkenlerle İlişkinin İncelenmesi (Dr.Sonrası )YAYINLAR/MAKALE/Özgün Makale/2017/Eser No=5472824/	1	0	0
AT-340-3874 Pisa 2012 Türkiye Verilerine Göre Öğrencilerin Matematik Kaygısının Sınıflandırıcıları (Dr.Sonrası )YAYINLAR/MAKALE/Özgün Makale/2016/Eser No=5472820/	0	2	1
AT-340-3875 Pisa 2012 Türkiye Verilerine Göre Öğrencilerin Matematik Kaygısının Sınıflandırıcıları (Dr.Öncesi )YAYINLAR/MAKALE/Özgün Makale/2016/Eser No=5472820/	1	1	0
AT-340-4010 Çocuk Ve Ergenlerde Olumsuz Bilişlerin Değerlendirilmesi Çocukların Otomatik Düşünceleri Ölçeği xxnin Uyarlanması (Dr.Sonrası )YAYINLAR/MAKALE/Özgün Makale/2013/Eser No=5472815/	0	1	2
AT-340-4005 Validity and Reliability Study of Parental Mediation for Internet Usage Scale Adolescent and Parent Forms in the Turkish Sample (Dr.Sonrası )YAYINLAR/MAKALE/Özgün Makale/2019/Eser No=5472811/	4	0	1
AT-340-3898 Bilişsel Davranışçı Terapi Kaygı Programının İlköğretim Okulu Öğrencilerinde Sınanması (Dr.Öncesi )YAYINLAR/MAKALE/Özgün Makale/2012/Eser No=5472810/	1	0	1
AT-340-3897 Bilişsel Davranışçı Terapi Kaygı Programının İlköğretim Okulu Öğrencilerinde Sınanması (Dr.Sonrası )YAYINLAR/MAKALE/Özgün Makale/2012/Eser No=5472810/	1	3	0

## Üniversite Dışı Deneyim

2006 REHBERLİK ÖĞRETMENİ MİLLİ EĞİTİM BAKANLIĞI, (Kamu)

## Sertifika

Yaşam için Süper Beceriler, Bilişsel Davranışçı Psikoterapiler Derneği tarafından düzenlenen Prof.Dr. Cecilia Essau tarafından verilen "Yaşam için Süper Beceriler: BDT Temelli" çalıştayına katılım sağlanarak sertifika alınmıştır. , Ankara, Bilişsel Davranışçı Psikoterapiler Derneği , Sertifika, 22.10.2018 - 23.10.2018 (Ulusal)

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**Beyan ettiğim bilgilerimin doğruluğunu kabul ediyorum.**

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