



Sociological analysis of the influence of the Telegram social network on the educational conflicts of parents and children

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ARTICLE INFORMATION

Article type

Original research

Pages: 126-133

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Article history:

Received: 2023/01/05

Revised: 2023/03/03

Accepted: 2023/04/04

Published online: 2023/04/22

Keywords:

Schema therapy intervention based on acceptance communication enrichment program, integrative systemic couple therapy, marital commitment and interpersonal motivations.

ABSTRACT

Background and Aim: One of the most important forms of conflict between parents and children is their use and presence in social networks. Based on this, the aim of the present study was the sociological analysis of the effect of the Telegram social network on the educational conflicts of parents and children. **Methods:** The research method is descriptive-analytical, and the statistical population of the research is the students of the second secondary level in Tehran, a sample of 391 people was selected using the staged cluster method. The required information was collected using a survey research method based on the model of conflict with parents "Fine, J. Moreland and Andrew Schaubel" and a researcher-made questionnaire (containing 9 questions related to the independent variable and 13 questions related to the dependent variable). The reliability of the whole questionnaire was confirmed by Cronbach's alpha coefficient of 0.83 and the collected data was analyzed by descriptive and inferential methods with the help of spss and Amos software. **Results:** The findings of the research indicate that the variable of form and format of using Telegram with a coefficient of (3.856) has the greatest effect on educational conflicts among students, and the variable of the content of the Telegram social network with a coefficient of (0.227) is in the next order. Among the variables affecting the form and format of Telegram use, the variable of the amount of use of Telegram during the day and night has the greatest effect on educational conflicts with a coefficient of (2.08). Among the variables of Telegram social network content, the variable of deleting contacts such as institution, organization or center in Telegram has the most impact on educational conflicts with a coefficient (0.142). **Conclusion:** According to other findings of the research, the most important factor in creating conflicts between students and their parents is related to the relationship with the opposite sex with a coefficient of (1.235) and regarding the level of conflict, the most effective factor in resolving the conflict is adviceability and mutual respect with a coefficient of (0.185).



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How to Cite This Article:

Ardeshir, A., Kashani, M., Adhami, A., & Madiri, F. (2023). Sociological analysis of the influence of the Telegram social network on the educational conflicts of parents and children. *Jayps*, 4(1): 126-133.

Introduction

Conflict and social contradictions are one of the variables influencing the social life of people in the society. These conflicts can be seen in various forms in the society, including in the Iranian family. One of the most important of these conflicts is the conflict in the field of raising children in the family. Ever since the Internet entered the human life space until today, despite all its merits and advantages, it has imposed a lot of concerns and worries on families. A subject that is relevant in all societies and is not limited to a particular society or minority. Due to the special characteristics of the virtual space and the newness of this phenomenon, many parents have yet to have the opportunity, possibility or power to know this space and its applications. Their lack of proper familiarity with this space and in contrast to the daily use of this space by teenagers and young people and even children has caused a secret and private space to be created inside the house for children. Sometimes, due to their age, personality characteristics, and curiosities, they are affected by the unhealthy spaces in the virtual space (Reza Qolizadeh, 2020). Along with the numerous issues and problems that have challenged the institution of the family in Iran, the penetration and expansion of communication in virtual networks, and the use of social networks by families has made the challenges of this institution more complicated and ambiguous (Hosseinpour et al., 2017).

Due to the growing generation gap and the impossibility of dialogue or understanding with the new generation, the negative view and attitude among parents towards new media and social networks has intensified. Young people in our society are freer and are curious to know the world around them. In addition, they have a high learning speed compared to their parents and master digital devices faster than them. Moreover, parents' lack of adaptability to their children's needs and desires has provided the basis for various conflicts between parents and children (Misaghi et al., 2020).

Virtual spaces, like other developments and developments, have created various positive and negative consequences and effects in society and users' lives. Its most positive consequence can be seen as facilitating and speeding up communication and information exchange. The most negative consequence of this can be the

jeopardy of people's privacy, their isolation, and the disintegration of the family foundation (Ismaili, 2015). The expansion of virtual space has brought about changes in the field of parent-child relationships, including: Reducing the role of the family as a reference, reducing the relationship between parents and children, the generation gap due to the growth of technology, the loss of privacy between children and parents and standing up to one or both parents (Samieiani & Haji Mohammad Javad, 2015).

Cyberspace is a borderless environment where the lack of educational tips and neglect of children's education can create many crises and exacerbate social conflicts (Ebrahimabadi, 2011). In addition to the conflicts that usually happen between family members, in recent decades, due to the widespread presence of family members in virtual space and social networks, we have witnessed more severe conflicts and differences in various dimensions, including in the field of education between parents and children.

Excessive conflict in the environment causes a person to undergo physiological changes, and if this change occurs in the system for a long time, the hormonal balance may be disturbed. If the conflict is not dealt with properly, its negative effects will remain. Conflict may act as a barrier to satisfy needs and reduce people's interest and motivation, as well as prevent cooperation and effective control (Koroshnia, 2006).

Educational conflict can cause damage and adverse consequences in children's growth and upbringing. Among its most common consequences are insecurity, aggression, fear of social communication, depression and personality disorders, excessive dependence on parents, fear of new experiences, loss of mental health and hesitation in decision-making.

Today, if we want to teach social skills to our children, one of its dimensions must be how to behave correctly and use virtual space and virtual networks. What effects will social networks have on family members and to what extent will it affect the educational relationships of parents and children, and how the majority of the audience of these networks use it. What is the type of their exploitation, or what changes have occurred in the communication levels between parents and children with the introduction of social networks. These questions need continuous research and investigations to consider the process of changes and different

areas of its effectiveness. In fact, by gaining awareness and knowledge of the factors influencing educational conflicts, it is possible to provide the basis for strengthening the relationships between family members and take effective steps towards the growth and improvement of the society. According to the results of such researches, new actions can be taken by adopting the necessary policies and plans in order to reduce the problems and damages in this area. Finally, by taking advantage of these experiences, the relationship between parents and children can be controlled and directed favorably. The effect of using social networks can be examined from various aspects. However, due to the importance of education in families and the educational patterns governing our society, the need to investigate the educational effects of children's presence on social networks is felt more than in other societies. In addition, it is necessary to conduct such research due to the lack of deep and detailed research on the effect of using Telegram social network on the educational conflicts of parents and children. Therefore, the main goal of the current research is the sociological analysis of the influence of the Telegram social network on the educational conflicts of parents and children, and it seeks to answer the following questions.

- a) What is the relationship between the form and format of using the Telegram social network and the educational conflicts of parents and children?
- b) What is the relationship between the content of the Telegram social network and the educational conflicts of parents and children?

Method

The current research was a descriptive survey research in terms of its practical purpose and in terms of the method of data collection. The method of conducting this study (post-event) is in the field of quantitative research. The statistical population of the research is the students of the second secondary level of Tehran city, a sample of 391 people was selected by staged cluster method. The required information was collected using a survey research method based on the conflict pattern with parents "Fine, J. Moreland and Andrew Schaubel" and a researcher-made questionnaire. The reliability of the entire questionnaire was confirmed by Cronbach's alpha coefficient of 0.83 and the collected information was analyzed by descriptive and inferential methods with the help of spss and Amos software.

Tools

1. Researcher-made questionnaire. A 39-question written questionnaire was used to

collect the necessary data and information. In the attitude measurement section, the data collection tool includes a questionnaire whose validity was determined by experts and its reliability was determined by Cronbach's alpha coefficient and distributed by the researcher to the sample. This questionnaire contains 39 items that measure 6 dimensions: the form and format of using the Telegram social network (4 items); Telegram social network content (6 items); type of educational conflict (7 items); educational conflict level (6 items); Type and method of using Telegram social network (6 items); Background factors (10 items). In this research, the content and appearance validity of the research tool was checked and confirmed using the opinions of a panel (7 people) of relevant experts. The first ten questions of the questionnaire were related to the demographic variables (background factors) of the samples. And the number of 29 questions was related to the main variables of the study. In this research, Cronbach's alpha method was used to determine the reliability of the questionnaire. 30 questionnaires were distributed among the sample subjects and after collecting, the data were analyzed using SPSS software. Cronbach's alpha was calculated for each part of the questionnaire. Cronbach's alpha index of the whole questionnaire was 0.83. Therefore, considering that the value of Cronbach's alpha of all variables of the questionnaire is more than 0.70, it is clear that the questionnaire has high reliability or reliability.

Results

Based on the information obtained, the variables of gender, age, and educational level of the people in the research sample are as follows: 52% of the sample were girls and 48% were boys. 33% of them were 14 and 15 years old, 37% were 16 years old, 28% were 17 years old, and 2% were 18 years old. 34% of them studied in the tenth grade, 37% in the eleventh grade, and another 29% in the twelfth grade.

In examining the variable questions of the form and format of using Telegram, the information obtained from the sample of the research is as follows. The number of hours of use of Telegram during the day and night by students: 24% of the sample used Telegram less than 1 hour, 28% between 1 and 2 hours, 21% between 3 and 4 hours, 14% between 5 and 6 hours, and 12% more than 6 hours. Regarding the time and place

to use Telegram: 25% of the sample used Telegram between 8:00 am and 1:00 pm, 19% between 1:00 pm and 8:00 pm, 10% between 8:00 pm and 1:00 am, 14% between 1:00 pm and 8:00 am, and 32% used Telegram without any time limit. Regarding the amount of conversation each time you connect to the Telegram social network: 22% of students talked with 1 to 5 people, 28% with 6 to 10 people, 37% with 11 to 15 people, 8% with 16 to 20 people, 5% with more than 20 people. In terms of audience gender: 29% of their audience were boys and 21% of their audience were girls and 50% of both genders. Finally, 37% of the female sample had male contacts, 18% had female contacts, and 45% of them had contacts of both sexes.

Regarding the investigation of the variable content of the Telegram social network and what subjects the sample of the research followed the most in the Telegram social network: 96 people to visit classes and watch scientific and educational clips; 88 people to visit advertising, movie, clip and music sites; 56 people to visit clothes, bags and shoes and models; 84 people for games and entertainment; 67 people to chat and other topics. Regarding membership in Telegram groups and channels: 98 people are members of educational/educational/scientific and documentary Telegram groups and channels, 85 people are members of movie, series, clip and music channels, 106 people are members of family and kinship groups, 79 people are friends groups and 23 people are following other activities. In terms of how many institutions, organizations or centers you have contacted and followed through Telegram in the past year: 32 people have communicated with less than 10 institutions or organizations, 65 people with 11 to 20 institutions and organizations, 82 people with 21 to 30 institutions, 104 people with 31 to 40 institutions and 108 people with 40 or more institutions and organizations. Regarding the actions of parents in controlling their children in the social network: The parents of 107 people did not take any special action; Parents of 92 people check their phone every once in a while; Parents of 9 people use restrictive software to control them on Telegram; The parents of 112 people have specified limited hours for their use of Telegram; Parents of 71 people have taken other measures in this regard. Regarding the amount of deletion of contacts such as institutions, organizations or centers in Telegram during the past year: 16 people have removed less than 10

institutions, organizations or centers; 84 people have removed 11 to 20 institutions and organizations or centers; 92 people have removed 21 to 30 organizations or centers; 128 people have removed 31 to 40 institutions and organizations or centers; 71 people have deleted 40 and more than 40 institutions and organizations in Telegram.

In examining the dependent variable (educational conflicts) in two levels of the type of conflict (7 questions) and the level of conflict (6 questions) in the research sample, the following information has been obtained:

1- To what extent do your parents consider the lack of attention to homework related to the use of Telegram? Based on the information obtained from the research sample: Parents of 40 people very little, 48 people a little, 103 people average, 96 people a lot and 104 people very much, consider the lack of attention to homework related to using Telegram.

2- To what extent do your parents consider the lack of religious duties (prayer, fasting, etc.) related to the use of Telegram? Based on the information obtained from the research sample: 92 parents are very low, 68 are low, 125 are moderate, 56 are high, and 50 are very high.

3- How much chatting and making friends on Telegram has provided the basis for your arguments with your parents? Based on the information obtained from the research sample: Parents consider 82 people to be very low, 116 people to be low, 77 people to be average, 66 people to be high, and 50 people to be very high.

4- How often do you argue with your parents about hijab and clothing? Based on the information obtained from the research sample: The parents of 36 very little, 49 low, 91 moderate, 100 high, and 115 high have argued and debated with their parents about hijab and the type of clothing.

5- In the last month, how many times have you argued with your parents about communicating with the opposite sex through Telegram? Based on the information obtained from the research sample: 69 people never, 84 people 1-2 times, 118 people 3-4 times, 72 people 5-6 times, and 48 people 7 times and more have had arguments and arguments with their parents regarding the relationship with the opposite sex.

6- In the past month, how many of your mistakes have resulted in arguments with your parents? Based on the information obtained from the research sample: 82 people never, 146 people 1-

2 times, 109 people 3-4 times, 30 people 5-6 times, and 24 people 7 times or more had arguments and arguments with their parents due to wrong things done.

7- In the past six months, which of the following topics have been the most arguments or disagreements you had with your parents? Specify three items in order of the most items with numbers 1 to 3? Based on the answers obtained from the research sample: The highest amount of arguments between students and parents is related to the amount of studying and doing school assignments with 316 cases. Using the Internet and social networks such as Telegram and how to wear clothes (type, model and color of clothes) are in the next ranks with 292 and 278 items respectively. At the same time, performing religious duties (prayer, fasting, choosing reference authority, etc.) is ranked sixth with 130 items. Regarding the level of conflict, the following information has been obtained:

1- [To what extent] did your parents beat [punish] you when there was a problem [discussion]? Based on the information obtained from the research sample: 198 people had a very low level, 142 people had a low level, 41 people had an average level, 7 people had a high level, and 3 people had a very high level of beating and punishing when there was a problem.

2- [How much] did your parents kick you out of the house when there was a problem [disagreement]? Based on the information obtained from the research sample: 348 people had a very low level, 39 people had a low level, 4 people had a moderate level, leaving the house when they had problems.

3- [To what extent] have you discussed [solved] the problem with the parents without shouting and getting angry? Based on the information obtained from the research sample: 88 people very little, 98 people little, 105 people average, 50 people high and 50 people very high have solved the problem without shouting.

4- [To what extent] have you provided evidence and reasons to convince the parents (understanding) about the problem that has arisen [discussion]? Based on the information obtained from the research sample: The number of 36 people is very low, the number of 48 people is low, the number of 87 people is moderate, the number of 120 people is high and the number of 100 people is very high.

5- In the past month, how many disputes with parents have you resolved with advice and mutual respect? Based on the information obtained from the research sample: 42 people never, 139 people 1-2 times, 100 people 3-4 times, 58 people 5-6 times, and 52 people 7 times or more have resolved disputes in the form of advice and mutual respect.

6- In the past month, how much of your arguments and conflicts with your parents were in the form of aggression and insults? Based on the information obtained from the research sample: 98 people never, 126 people 1-2 times, 96 people 3-4 times, 41 people 5-6 times and 30 people 7 times or more have had aggressive and insulting discussions.

What is the relationship between the form and format of using Telegram social networks with the educational conflicts of parents and children? Due to the fact that there are 4 questions related to this variable and one of the questions is nominal and unquantifiable, the variable was calculated based on 3 questions and analysis of variance was used for the question "What is the gender of your audience on Telegram?" . According to the normal distribution of the variables, the Pearson correlation coefficient test was used. According to the table below, since the significance level of the test is ($\text{sig} = 0.00$), and it is less than 0.05, the null hypothesis is rejected and there is a correlation between these two variables. The correlation coefficient between two variables is also equal to 0.428. and it is significant at the level of 1% error. This value of correlation coefficient is considered valuable in scientific researches from the scientific and theoretical point of view. The intensity of the relationship is equal to the coefficient of 0.428 and the closer this number is to 1, the more valuable it is. In other words, it can be said that there is a significant positive relationship between the form and format of using Telegram social networks (including the amount of daily use, times of using Telegram, and the number of people connected with them each time they connect) with parent-child educational conflicts.

Table 1. Correlation coefficient between the two variables of form and format of using social networks and educational conflicts between parents and children

Variable	Correlation coefficient	Sig.	N
How to use Telegram social network	0.428	0.000	391
Educational conflicts between parents and children			

Regarding the influence of the gender of the audience in Telegram on the educational conflicts of parents and children, analysis of variance was used because this question is nominal and unquantifiable. According to the

results of this statistic in the table below, its significance value is more than 0.05. It indicates the lack of influence of the gender of the Telegram audience on parental educational conflicts.

Table 2. Variance analysis of the influence of the gender of the audience in Telegram on the educational conflicts of parents and children

Gender	Sum of squares	Df	Mean square	Value	Sig.
Between	8.898	21	.424	.642	.882
Within	104.992	159	.660		
Sum	113.890	180	-		

What is the relationship between the content of the Telegram social network and the educational conflicts of parents and children?

The questions related to the influence variable of Telegram social network content are quantitative and qualitative, and for this reason, like the previous question, the analysis of variance test was used for the questions that could not be quantified. Quantitative questions were added together and their correlation with parental educational conflict variable was measured as the influence variable of social network content.

Do the topics that are followed in the Telegram social network affect the educational conflict of parents? According to the table below, the significance value of the test is 0.303 and greater than 0.05. Therefore, it can be said that the subjects that students follow on the Telegram

network do not affect the educational conflict between parents and children.

Do the Telegram groups and channels in which they are members have an effect on the educational conflict of parents? According to the table below, the significance value of the test is 0.196 and greater than 0.05. Therefore, it can be stated that the channels and groups in which students are members do not affect the educational conflict between parents and children.

Do the measures parents take to control the activities in Telegram affect the educational conflict of parents? According to the table below, the significance value of the test is 0.699 and greater than 0.05. Therefore, it can be said that the measures taken by parents to control activities in Telegram do not affect the educational conflict of parents.

Table 3. Variance analysis of the effect of variables: Telegram topics, groups and channels, parental control on parent-child educational conflicts

		Sum of squares	Df	Mean square	Value	Sig.
What topics do you usually follow on Telegram social network?	Between	54.123	23	2.353	1.136	.303
	Within	760.046	367	2.071		
	Sum	814.169	390	-		
Which Telegram groups and channels	Between	34.449	23	1.498	1.255	.196
	Within	410.671	344	1.194		

are you a member of?	Sum	445.120	367			
What measures do parents use most to control your activity on Telegram?	Between	29.484	22	1.340	.821	.699
	Within	484.903	297	1.633		
	Sum	514.388	319	-		

The questions "in the past year, how many institutions, organizations or centers have you contacted through Telegram and are you following them?" are quantitative. and "During the last year, how many of your contacts, such as institutions, organizations or centers, have you deleted in Telegram?". Therefore, the sum of these 2 questions was considered as the influencing variable of Telegram social network

content, and Pearson's correlation coefficient was used to measure the correlation.

According to the table below, the significance value of the test is 0.046 and less than 0.05, and therefore the correlation value between parents' educational conflict and the content of the Telegram social network is significant and positive.

Table 4. Pearson's correlation coefficient of the number of connections and the number of removals of the organization or center in Telegram on the educational conflicts of parents and children

Variable	Value	Sig.	N
Parents' educational conflict	.101	.046	391
Telegram social network content			

Conclusion

Therefore, the network society shows the effect of virtual social networks on all aspects of life and suggests how virtual social networks change people's lives. Therefore, due to the growth and expansion of virtual social networks and the increasing use of this new technology, we are witnessing the introduction of new cultural elements among families and their privacy, which has caused the emergence of different tastes, attitudes and beliefs among them. It can be said that the conflict in the relationship between parents and children is a natural and inevitable phenomenon, like all groups and organizations, and it can appear in different forms and different topics and issues can be the focus of these conflicts. In the last decade, due to the growth and development of new communication technologies, one of the most challenging issues for parents in the way of raising their children is the disagreement and conflict with them about how to access and use virtual space and social networks. Undoubtedly, the use of virtual space and social networks, in addition to its undeniable achievements and applications in various fields, also has adverse consequences that should be

considered by parents, educators, and cultural and social officials of society. Because of its nature, conflict is often considered harmful and ineffective. Nevertheless, this same phenomenon can cause issues to appear and solve them, improve decision-making, improve group performance, create creativity and emerging innovative solutions, individual growth and development, and generally result in change and transformation in any group or organization.

Based on the findings of the effect of using the Telegram social network and the educational conflicts of parents and children, the following are suggested:

- Policymaking and planning in order to make positive norms and promote the culture of using virtual space and social networks by institutions and organizations related to the field of education and training;
- Planning to manage and control the level of students' access to appropriate content in virtual space and social networks on behalf of responsible institutions and organizations;
- Designing and compiling content related to media literacy and optimal use of social networks

in textbooks in order to increase students' awareness.

- Designing and compiling suitable games to reduce educational conflicts between parents and children;
- Planning dialogue-oriented meetings and spending more time with children (daily/weekly) and encouraging them to participate in cultural and social activities by families;
- Management and monitoring of parents during the use and presence of students in social networks.

Conflict of Interest

According to the authors, this article has no financial sponsor or conflict of interest.

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