

Prediction of the cyberspace addiction based on the emotional maturity and identity orientation in 20-30 years old female students

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ABSTRACT

The current research studies the relationship between the cyberspace addiction and emotional maturity and identity orientation in 20-30 years of female students of medical faculty, psychology department of Islamic Azad University of Medical Sciences, Tehran Branch. The research method is descriptive (non-experimental) and correlational and the statistical population includes all the psychology students of The Islamic Azad University, Tehran Medical Branch. Of the mentioned population, 154 students were selected as sample size using a purposive sampling method. The Cyberspace addiction questionnaire of Yang (2002), the Emotional Maturity Scale of Singh and Bhargava (1990), and the Identity Style Inventory Scale of Berzonsky (1992) were used as data collection tools. To analyze the results, descriptive statistics and then, Pearson correlation coefficient and multivariate regression analysis were used. The results showed that the measured correlation coefficients of the emotional maturity and identity orientation with the cyberspace addiction were significant at the level of 0.01 and 0.05. emotional maturity and identity orientation predict the cyberspace addiction of the students. The research results showed that the more students have an informational, normative, and commitment identity style, the less dependence on cyberspace is observed in them. And the more emotionally mature students are, the less dependent they are on cyberspace.

Keywords: Cyberspace Addiction, Emotional Maturity, Identity Orientation, Students

Introduction

Adolescents and young people today, as digital children, spend much of their lives in the virtual world surrounded by media, especially computers, the Internet, and cell phones (Prensky, 2013). According to reports, about 60% of global Internet users are young people, while they are only 34% of the total global

population (Taylor, 2012). Social media resulting from these new technologies, especially the Internet, are cyberspace, which is known as part of the social reality of the contemporary era. Today, an important part of human behaviors and social interactions is spent in emerging cyberspace, an environment that has brought new potentials and capacities to humanity, which is unprecedented in human history, and with the many facilities and access that the media have provided to young people, including the Internet, they are permanently become familiar with new stimuli and different types of behavior (Ameli, Hassani, 2015). This space creates an uncertain and constantly evolving identity, especially for a generation that faces many stimuli compared to the previous generation (Lenier, 2011).

Achtenberg (2016) in a study entitled Mass media and the impact on the minds of young people, showed that mass media products create and promote ideas that have a great impact on young people and self-perception, and young people imitate what is portrayed in the media as desirable.

Tsitsika, Critselis, Louizou, and Janikian (2014) examined the relationship between emotional regulation skills and family relationships using social media. Their results showed that the use of social networks is addictive and can be called the disruption of the use of Internet social networks, and such people have poor emotion regulation skills and family relationships. And the more people are busy in cyberspace, the lower the emotion regulation and the shaky family relationships.

Also in personality studies, identity is an essential and internal aspect by which a person is connected to his past and feels continuity and unity in life; In other words, identity is a person's mental concept of himself. In Erickson psychosocial theory, identity formation is associated with successful resolution of identity crisis and considers growth as a set of conflicts at different age levels that is the result of the interaction between social environment and individual growth (Basid Mohammadi, 2017).

Bersunsky and Cook (2010) argue that identity style refers to strategies that a person specifically uses in decision-making and problem-solving situations and examines information about themselves. When confronted with inconsistent information, they are ready to reconsider and accept the new concept, which proposes three types of identity style: informational identity style, normative style, and diffuse-avoidant style. Adams and Jones have identified identity as a component of personal commitment. They believe that people who have a clear understanding of their identity attach more importance to personal relationships and consider adherence to commitments as one of the signs of intellectual and personality maturity. People with confused identity processing styles - avoid dealing with personal problems, conflicts and decisions - and studies have supported a positive relationship between confused identity and psychological trauma and marital conflict (Sarukhani, 2016). There was also a relationship between divorce and separation with refusal and inability to establish intimate relationships, the domination of selfish love over the whole personality, incomplete differentiation, definition of identity through personal success and narcissism (Chalabi, 2016).

Most of the research done in the past decades in the field of identity has been in the form of Marcia model. But in a new model, Berzonsky and Neimeyer emphasize those socio-cognitive processes in which individuals are in different situations based on their preferred way of processing information about themselves and discussing issues of identity and individual decisions. They adopt one of three orientations or styles of identity processing, including diffuse-avoidant style, informational style, and normative style. People with entertaining identities use entertaining/avoidant processing styles, individuals with successful or late identities use informational processing styles, and individuals with early identities use normative processing styles (Berzonsky and Neimeyer, 2014).

On the other hand, puberty is one of the most critical stages of development, and adolescents must complete the biological and social changes they have experienced in their concept and resolve their conflicts and doubts in order to build an adult personality. Ultimate maturity (Mody, Murthy, 2012). Maturity has different aspects. One aspect of them is emotional maturity. Research has shown that some people, although physically mature, do not reach emotional maturity (Pastey, Aminbhavi, 2016). Emotions are one of the biological aspects of puberty and play an important role in human life and survival. Emotions and thrills direct human activities towards the goal and force man to do things that are useful to him and make him aware of doing things that are harmful to him (Asghari-Ebrahimabad et al., 2016). But maturity does not only mean the ability to have a particular attitude and action, but also the ability to fully enjoy them. The

most prominent sign of emotional maturity is the ability to withstand stress, and another sign is indifference to certain types of stimuli that affect the person and make him bored or emotional. In addition, the adult has a constant capacity for happiness and fun. He enjoys both work and leisure and maintains a balance between them (Kiani et al., 2013).

According to what was said and the importance of the subject in this study, the degree of dependence on cyberspace based on emotional maturity and identity orientation in female students aged 20 to 30 years was predicted.

Theoretical foundations of research

Dependence on cyberspace

In general, research shows that people with mental and emotional disorders are more prone to Internet addiction than others, and the deeper the disorder, the greater the likelihood of Internet addiction (Young, 1997; Atashpour, Jalali, Asadian, 2011).

Dr. King is a psychologist who says about using the Internet: Excessive use of the Internet is not considered addiction at all; Rather, it is like any other enjoyable or, perhaps, rewarding activity that an interested person spends more time than usual. Internet addiction is also a physiological mental illness. Due to the specific nature of the disease, it is more destructive than other addictions in a person's life. Registered addictions such as gambling and drinking alcohol can disrupt a person's scientific, social, financial, and professional life. Many efforts by physicians and psychologists provide explanations for personality and psychodynamics, socio-cultural, behavioral, and biomedical justifications. It may be said that not all of these theories can fully explain the process of an addiction; But some of them are more capable of explaining Internet addiction (Weizshefer, 2014).

The cause and root of Internet addiction is one of the hot topics that has occupied various theorists to offer significant and diverse opinions. Dr. "John Grohol", is said to have done extensive research in this field (Jahangir, 2018).

Identity

The intellectual development and level of awareness of the person is considered as the most important aspect of his mental system. Without this intellectual development, one will not be able to recognize the main differences of one's thoughts with others and to study, critique and evaluate one's thoughts realistically. The coherence of identity in the intellectual development of adolescence and the flexibility of thoughts, causes a person to be able to stand aside and look at himself impartially as a person. In this way, he will be able to consider himself as one of the types of human beings in carrying out the various roles he assumes in life. Identity usually forms in the early third decade of life around the age of 20 to 25. Establishing an identity is usually accompanied by a growth in self-esteem (i.e, a person thinks positively about himself and considers himself an important person who is nothing less than others). How to establish identity in youth to important events in one's life? If in childhood and adolescence, the family had the greatest impact on the formation of identity in adolescence, the social living environment and the young person plays a key role in establishing identity (Jenkins, 2010; Yarahmadi, 2015).

In other words, the formation of identity is affected by various changes such as: developments in the previous period of growth, family education, educational experiences, peer groups, mass media and the press. After the family, the school environment and the formal education system are among the most important social changes that indicate a successful or unsuccessful identity. The structure of identity in youth is strongly influenced by social and cultural contexts. On the other hand, the formation of identity depends a lot on the previous constructions of the individual and their change into a new perfection (Sarafino, 2011; Mirzaei, et al., 2016).

Kogan sees identity formation as an evolutionary process of meaning-making throughout life. His growth plan for conceptualizing identity as a whole process encompasses both cognition and emotion. Based on Piaget Kelberg's theories and object relations, identity formation is about how the self is constructed, lost and reshaped. He is especially cautious and is unable to distance himself from it, so the child is the same as his impulses and later finds such a distinction.

Emotional maturity

Emotional maturity is actually a growth or leap that is expected to be lost in order to gain control of emotions, cognition, and recognition, and act accordingly. A person who is fully developed emotionally has the power to communicate well with others in social life and can find responsibility acceptance of himself or herself and others, and is successful in interaction with others. He is not selfish and self-centered and has the ability to adapt to the conditions and environment around it. Emotional maturity has different stages and reaches perfection in adulthood. Early in childhood, the child's physical development is important, but little by little, moral development, emotional development, the development of emotions are formed over time, and the background of the child's nature is revealed, followed by the living environment, upbringing and patterns around him, plays the greatest role in the person reaching emotional maturity. On the other hand, the family environment and the interaction of people in the family are very effective in achieving emotional maturity. The concept of "adult" emotional behavior at every level is the result of natural emotional development. A person is able to control his emotions to endure the delay in gratification, and without regretting and suffering, he may still be emotionally rushed like children. Morgan (1934) argues that an effective theory of emotional maturity should consider the whole domain of individuality, forces, and the ability to enjoy these forces (Rahimi, 2012).

Research Methods

This research is one of the basic researches and in terms of the possibility of manipulating the variables, it was a descriptive (non-experimental) type of correlational research.

The statistical population of this study includes all female students of the Faculty of Psychology of the University of Medical Sciences who were studying in the second semester of the academic year 2019.

The research sample was selected by purposive sampling method available among female students of the Faculty of Medicine, Department of Psychology, Islamic Azad University of Medical Sciences, Tehran. And since the type of research is correlation, the sample size should be determined based on the Plant formulas ($N > 50 + 8x$) (Tabakhnick, Fidell, 2007) and according to the number of research variables, the sample size Requirement of the plant formula was calculated as follows: Number of samples $< 50 + (x \times 8)$. Given that the number of independent variables and their subscales in this study is a total of 13 cases, the sample size should be more than 154 people (Tabakhnick, Fidell, 2007).

Research tools

Cyberspace Dependence Questionnaire

The Young Cyberspace Dependence Questionnaire (2002) has 20 five-choice questions with a score range from zero to one hundred. In the IAT, the reader must answer each of the 20 questions on a six-point Likert scale including "Never" (0), "Rarely" (1), "Sometimes" (2), "Usually" (3), "often" (4) and "always" (5). In this questionnaire, a score of 20 to 49 indicates a normal user, a score of 50 to 79 indicates a high-risk user, and a score of 80 to 100 indicates an Internet addicted user. Yu et al. (2004) reported the reliability coefficient of the questionnaire using Cronbach's alpha method as 0.84, 0.81, 0.90, 0.86, respectively. Nastizaei and Ghasemzadeh (2007) also reported the reliability coefficient of the questionnaire using Cronbach's alpha method as 0.84, 0.81, 0.90, 0.86, respectively.

Emotional Maturity Questionnaire

The Emotional Maturity Questionnaire (EMS) was developed by Dr. Yashuering and Dr. Mahish Bahargawa (1990). This questionnaire consists of 48 questions, the first 10 questions of which measure emotional instability, the second 10 questions measure emotional return, the third 10 questions measure social incompatibility, the fourth 10 questions measure personality collapse, and the last 8 questions measure lack of independence. A personal report scale has five options. The questions on this scale require information for each of the following five options: Too Much, Much, Uncertain, Probably, and Never. The questions are stated in such a way that if the positive answer, for example, is too much, a score of 5 will be awarded. For Many 4, for uncertain 3, for a probably 2, and a negative answer of never a score of 1 is given. Therefore, the higher the score, the higher the degree of emotional immaturity, and vice versa. The

reliability of this scale was determined by test-retest method and internal consistency method (Ghasemi, 2011).

The validity of the questionnaire against external criteria, i.e, the field adaptation questionnaire for college students, was determined by Sinha and Singh, which was obtained as 0.64. It is possible to implement this questionnaire individually or in groups (Ghasemi, 2011).

Identity Orientation Questionnaire

The Berzonsky Identity Style Questionnaire was designed by Berzonsky in 1992 to examine the relationship between identity styles. This tool is a 40-item scale, of which 11 questions are related to the informational scale, 9 questions are related to the normative scale, 10 questions are related to the avoidance scale (diffuse) and the other 10 questions are related to the commitment scale, which is used for secondary analysis, and it is not an identity style. Each question is scored on a five-point scale (strongly disagree = 1 and disagree = 2, somewhat agree = 3, strongly agree = 5). With the difference that the scoring of questions 9-11-14-20 is inverse.

Ghazanfari (2003) calculated the validity of the questionnaire by factor analysis and concurrent validity using the general health questionnaire, and using Cronbach's alpha, he showed that the test has good internal consistency. Shams Esfandabad et al. (2011) reported alpha coefficient for Information identity style as 0.63, normative identity style as 0.56, diffuse-avoidani identity style as 0.61, and commitment as 0.71.

Execution method

The method of data collection in this study was field and library. First, theoretical foundations and research backgrounds were collected through articles available on various sites, books, etc. In the next stage, in order to implement the design and data collection, a sample of 154 female students of the Faculty of Psychology, Islamic Azad University of Medical Sciences, Tehran were selected. At the same time, they responded to the Young et al. (2002) Cyberspace Dependence Questionnaire, the Singh and Bahargawa (1990) Emotional Maturity Scale (EMS), and the Berzonsky (1992) Identity Styles Questionnaire.

Method of data analysis

Data analysis was performed based on the objectives of the research using SPSS software (22) at both descriptive and inferential levels as follows. In order to evaluate the research results, descriptive method (central index, dispersion index) was used to evaluate the normality of data distribution by Kolmogorov-Smirnov test, and Pearson correlation coefficient and multivariate regression analysis were used to analyze the research questions.

Results

Table 1: Indicators of tendency to center and dispersion of subscales of research variables.

Variable (emotional maturity)	mean	standard deviation	variance	minimum	maximum
Emotional instability	8.66	3.97	15.83	2	15
Emotional Return	10.78	3.20	10.26	4	20
Social Incompatibility	19.44	5.51	30.41	3	21
Character collapse	19.40	4.38	19.21	11	34
Lack of personality	11.43	2.24	5.01	12	30
Emotional maturity (total score)	43.05	15.20	231.09	12	63
Variable (identity style)	mean	standard deviation	variance	minimum	maximum
Information Orientation	38.95	6.26	39.19	20	72
Normative orientation	32.04	5.09	25.95	17	44
Diffused orientation	23.23	6.120	36.54	11	58
Commitment	36.20	6.12	37.45	18	50
Identity (total score)	130.73	14.78	218.54	91	175
variable	Mean	standard deviation	variance	minimum	maximum
Dependence on cyberspace	50.46	15.66	245.42	29	78

As can be seen in Table 1, the study group achieved an average of 43.05 on the Emotional Maturity Scale.

The total score of the mean on the scale of identity styles in the study group was 130.73 and the highest mean in this scale is related to the subscale of information orientation (38.95) and the lowest average in this scale is related to the subscale of direction of diffusion-avoidance (23/23).

The study group averaged 50.46 on the cyberspace dependency scale.

Checking the normality of the data

First, Kolmogorov-Smirnov tests were calculated to check the normality of the frequency distribution of each case and are presented in the table below. Then, each of the research hypotheses is examined.

Table 2: Results of Kolmogorov-Smirnov test to check the normality of research variables.

research variables	Kolmogorov-Smirnov	significance (P)
Emotional maturity	1.23	0.099
Informational	1.22	0.100
Normative	0.95	0.32
Diffused	0.98	0.29
Commitment	0.87	0.42
Dependence on cyberspace	1.16	0.13

As can be seen in Table 2, due to the non-significance of the value of F and also the level of significance above 0.05, the data of the present variables are normal. Therefore, appropriate parametric tests can be used to analyze the data.

Hypothesis test

Emotional maturity and identity orientation predict cyberspace dependence in young students aged 20 to 30 years.

To express the relationship between emotional maturity and identity orientation with cyberspace dependence from the correlation matrix and to examine the hypothesis that which of the variables of emotional maturity and identity orientation is a better predictor of cyberspace dependence in young students, Multivariate regression analysis was used.

Table 3: Summary of Correlation Matrix Results between coping strategies, hardiness, perceived stress.

Variables	1	2	3	4	5	6
Emotional maturity	-					
Informational	**0.84	-				
normative	**0.89	**0.81	-			
Diffused	0.027	**-.060	**-.62	-		
Commitment	**0.58	**0.64	**0.75	**-.52	-	
Dependence on cyberspace	*-.019	**-.017	*-.016	**0.22	*-.020	-

The results of correlation matrix of 3 show that there is a significant relationship between emotional maturity and identity orientation with dependence on cyberspace in students.

Collinearity, independence of errors

Table 4 shows the tolerance and inflation coefficient of variance (VIF) and the of the research variables.

Table 4: Tolerance and variance inflation coefficient and Watson camera index of research variables.

Research variables	tolerance coefficient	VIF variance inflation	Watson camera
Dependence on cyberspace	critierion variable	critierion variable	critierion variable
Emotional maturity (X1)	0.75	1.02	
Informational (X2)	0.75	1.02	0.44
Normative (X3)	0.75	1.02	
Diffused (X4)	0.75	1.02	
Commitment (X5)	0.75	1.02	

The results of Table 4 show that the tolerance index and inflation variance of the research variables are greater than 0.1 and less than 10, respectively. This indicates that there is no linearity phenomenon in the research variables. As stated, in order to test the independence of errors among the predictor variables, the value of the Watson camera index was examined, the value of the index was 0.44. According to the value of the calculated Watson camera index, it can be said that the assumption of error independence is also established among the research data. The results of multivariate regression analysis using the simultaneous method are presented in Table 5.

Table 5: Multiple correlation coefficient (regression coefficient) through emotional maturity and identity orientation to predict cyberspace dependence in students.

Model	R	R ²	Estimated standard error
1	0.411	0.169	14.53

Table 5 shows the values of R and R². The coefficient of explanation of R² for predicting students' dependence on cyberspace is equal to 0.17, which shows that 17% of changes in students' cyberspace dependence are dependent on the variables of emotional maturity and identity orientation.

Table 6: Results of multivariate regression analysis in simultaneous method to explain cyberspace dependence based on emotional maturity and identity orientation.

Statistical index	Sum of squares	degree of freedom	mean of squares	F	significance level
Regression	6041.166	5	1208.23	5.71	0.001
Remaining	29791.446	141	211.287		
Total	35832.612	146			

Table 6 shows the results of ANOVA analyses that evaluates the statistical validity of the model. Considering that the level of significance in this table for the variables of emotional maturity and orientation of identity is less than 0.01, the effect of predictor variables on the criterion variable can be accepted statistically.

Table 7: Regression coefficients of the evaluated variables.

Model		standard coefficients	non-standard coefficients		t	Significance level
		Beta	Std. Error	B		
2	Fixed value	-	6.20	46.65	7.52	0.00
	Emotional maturity	0.24	0.71	-0.75	1.05	0.29
	Informational	-0.017	0.62	-0.05	0.08	0.93
	Normative	0.41	1.04	1.24	1.19	0.23
	Diffused	0.43	0.42	1.86	4.40	0.001
	Commitment	-0.53	0.34	-1.23	-3.60	0.001

Dependent variable: Dependence on cyberspace (Y)

Now, since the value of regression coefficient is significant, it is possible to determine the importance and significance of the predictor component in determining the criterion variable by the table of regression coefficients. Based on the results of Table 7 and considering the significant levels, diffused identity style with beta of 0.43 and commitment identity style with beta of -0.53 had a unique contribution in predicting cyberspace dependence.

Discussion and Conclusion

Internet addiction is one of the most important challenges in the world today, affecting many families. On the other hand, how it is used can be related to the cognitive, emotional and personality characteristics of the user. In this study, the predictive role of emotional maturity and identity on cyberspace dependence was investigated. The results indicate that emotional maturity and identity orientation predict cyberspace dependence in young students aged 20 to 30 years.

The calculated correlation coefficients between emotional maturity and identity orientation were significant with dependence on cyberspace at the level of 0.01 and 0.05. In general, it can be concluded that as the diffused identity style of students increases, so does their dependence on cyberspace. The more students have an informational, normative and commitment identity style, the less dependence on cyberspace is observed in them. The more emotionally mature students are, the less dependent they are on cyberspace. Examination of the contribution of each of the variables of emotional maturity and identity orientation using multivariate regression analysis showed that emotional maturity and identity orientation predict the degree of dependence on students' cyberspace, and 17% of the variance explain the degree of dependence on cyberspace.

This study is consistent with the findings of Rahimi et al. (2017), Parvizi, Sarabi and Karami Chemeh (2015), Sattari (2015), Fathi, Sohrabi and Saeidian (2013), Yeloliz, Marquez (2018). Also, with the findings of Ahqar (2016) which showed that the highest share of predicting and explaining the variance of Internet addiction are normative identity styles, and diffused identity style, which have a positive and significant relationship with Internet addiction. There is a significant negative relationship between information identity style and internet addiction.

Explaining the findings of this study, it can be said that dependence on cyberspace and the Internet is a global phenomenon with different levels and prevalence. The prevalence among students in the United States, China, Korea, the United Kingdom, Australia, Taiwan, Japan, Eastern and Western Europe was 5 to 25 percent. The prevalence of Internet addiction among high school students in Italy was 5.4% and in China 2.4% (Pallanti et al., 2012). Due to the spread of the Internet in our country, this amount is expected to increase in the future. The important point here is the relationship between Internet addiction and identity styles. Previous research shows that university students use the Internet less than high school. Dealing with identity issues, they prefer the style of information processing, that is, in dealing with issues, they consciously and actively seek and evaluate information, and then use their appropriate information for solving personal problems are more likely to use problem-focused coping strategies, and students with Internet addiction at the secondary and upper levels use a more diffused identity style in dealing with problems (Mitchell and Welis, 2014). The findings of the study are consistent with the findings of Marcia (2004) in which crisis-identified individuals had the most change and diffused individuals followed the least change. This process seems to begin in early adolescence and is influenced by social maturity, gender, self-confidence, desire, independence, and identity formation. It is more rapid in girls than in boys.

Emotional maturity shows how to regulate emotions, intimacy, empathy, mental stability and independence. A person who can regulate his emotions correctly and with certain strategies, has achieved emotional independence, has psychological stability in his moods and emotions, and acts properly in intimacy and empathy, is emotionally mature. Some of the signs of emotional maturity, such as emotion regulation, psychological stability and independence, show their impact on individual life, intimacy and empathy, and on interpersonal life. His life is satisfied in these areas. Also, a person who has reached emotional maturity is able to understand himself and religious and social issues and can resist the delay of his needs and reduce dependence on his cyberspace (Ebrahimabad, Moharrami, Farahi and Kidozi, 2016).

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