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Determining Role of Media Literacy and Positive Youth Development Components in Youth's Social Skills and Academic Adjustment in Bandar Abbas

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ABSTRACT

Objective: Since youth should have a chance to interact with society and adapt to roles during adolescence, the media and positive development provide them with this opportunity. This study aims to determine the role of media literacy and positive youth development (PYD) components in social skills and academic adjustment.

Methods: This descriptive study is conducted using multivariate correlation method. The statistical population includes high school students in Bandar Abbas. In total, 373 students (50.06% females and 49.04% males) are selected using random cluster sampling method in 2019-2020 academic year. The participants respond to Falsafi's media literacy questionnaire (2014), Arnold, Nott and Meinhold's positive youth development inventory (2012), Inderbitzen and Foster's teenage inventory of social skills (1992) and Baker and Siryk's academic adjustment questionnaire (1984). The data are analyzed using Pearson's correlation coefficient and multiple regression.

Results: The results indicate media literacy components (understanding content, awareness of hidden goals, conscious selection, critical thinking and analyzing) and PYD (competence, confidence, connection, character, caring and contribution) are positively and significantly correlated with social skills and academic adjustment ($P<0.01$). Among the media literacy components, critical thinking plays the most important role in predicting social skills and academic adjustment. Among PYD components, contribution and competence play the major role in predicting social skills and academic adjustment, respectively.

Conclusions: Therefore, media literacy and PYD could provide the ground for students' social skills and academic adjustment.

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Introduction

Rapid and continuous technological progress could cause many social problems such as spread of false news and excessive use of social media. These complications related to the inappropriate use of technologies emphasize the importance of developing media literacy skills, especially among children and youth (Datu et al., 2018). Media literacy is a pedagogy approach in the 21st century that provides a framework to access, analyze, evaluate and create messages in various forms from print and video to the Internet (Thoman & Jolls, 2003). Media literacy interprets and creates personal concepts from thousands of phonetic and visual symbols that we receive every day through communication networks (Jang & Kim, 2018). According to Potter, the media literacy structure consists of three parts: skills (decomposing the message into meaningful elements and, then, grouping similar elements and comparing the groups together), knowledge structure (a collection of information organized in memory) and person's position (how to process information) (Potter, 2019, p. 62). New media users are exposed to digital messages that are copied multiple times with many modifications. Adolescents should understand the ongoing digital transformations and acquire the necessary knowledge and skills to protect themselves against the risks and sustain themselves using the maximum benefits (Tugtekin & Koc, 2019). Media as a part of adolescence has always received attention from developmental psychologists and a significant correlation has been reported between media literacy and PYD (Boyd & Dobrow, 2011). Developmental systems theories (DST) frame the correlation between many contemporary human development models, including PYD perspective that is based on the strengths of children's and youth's lives. PYD perspective emphasizes the potential of flexibility in human development and systemic changes that arise from mutually beneficial relationships between the individual and multiple and integrated levels of dynamic developmental systems (Lerner, 2018). PYD aims to put young people on a positive developmental trajectory, so that they could fully realize their potential and be resilient to the challenges they may face (Taylor et al., 2017). Programs that promote positive development support young people to acquire the required assets and skills to thrive, strengthen environmental contexts to support better development of youth and create organizations consisting of young people, so that they could positively influence their growth and living environment (Catalano et al., 2019). Reviewing the scientific literature revealed various models have been proposed for positive youth development.

All positive youth development models focus on human potential, individual capability and resilience (Shek et al., 2019), the most important of which is C6. This model measures six characteristics, including competence, confidence, connection, character, caring and contribution) (Lerner, 2000). PYD provides a set of theory- and research-based opportunities, experiences and supports that are associated with school success, reduced risk behaviors and increased socially-valued outcomes, including prosocial behavior, leadership and resilience (Koller & Verma, 2017). Therefore, interaction with other people and socialization process are among the important requirements of adolescence. Social development includes healthy and situational communication among people. Studies focusing on social outcomes have revealed PYD programs had positive effects on school connectedness and desirable social behaviors (Clarke et al., 2015 and Durlak et al., 2010). Social skills are referred to those skills we use to communicate with each other, either verbally or non-verbally, through gestures, body language and personal appearance (Matson, 2017. p. 10). Without acquiring social skills, healthy communication is impossible, so that personal and social health will be threatened and disturbed. Social skills enable students to develop friendship and intimacy with peers, resulting in satisfactory school adjustment (Gresham & Elliott, 1999). Youth school performance could determine their opportunities in adulthood. Schools are in a unique position to facilitate successful transition to adulthood (Beck & Wiium, 2019). Adjustment is a continuous process, in which one varies behaviors to achieve harmony in oneself or the environment (Suleman et al., 2019). Students' adjustment refers to their unique capabilities and efforts to meet their academic and social needs (Patel, 2017). According to Baker and Siryk (1984), school adjustment could be classified into academic, social and personal-emotional adjustment and institutional attachment (Ng & Guzman, 2017). Maladaptive behaviors at school lead to failure in social integration, thereby reducing one's chance to achieve personal success in a legally accepted manner (Akaneme et al., 2020). Students' access and awareness of how to work with computers, Internet and mobile phones as well as familiarity with various effects of these technologies could help them acquire social skills such as communication, critical thinking, decision-making, problem-solving, participation and cooperation. Studies have demonstrated media literacy could positively and significantly affect all aspects of students' social skills (Borbour et al., 2018; Bahrami and Mohammadnejad, 2017) as well as students' academic engagement, social connection with school and academic satisfaction (Sheikh Islami, 2018). There is a significant and

positive correlation between PYD components and students' academic achievement, and female students score significantly higher than males in all components (Moradi, 2019). Moreover, PYD program could increase psychological well-being components (self-acceptance, environmental mastery, positive relationship with others, purposeful life, personal growth and autonomy) (Hosseinabad, 2019). Social media have cognitive, social and moral effects, which improve social skills among relatives, peers and friends (Khalid et al., 2020). Excessive use of social media causes poor interpersonal skills and lack of conflict resolution (Ibrahim & Ibrahim, 2020). Chua et al. (2020) investigated social media addiction and academic adjustment considering the mediating or moderating effect of grit personality among 210 undergraduates using purposive sampling method. They found that social media addiction was negatively correlated with grit personality and academic adjustment.

Another study investigated gender differences in PYD dimensions (competence, confidence, connection, caring and character), personal flourishing (psychological adjustment, academic adjustment and healthy lifestyle) and social engagement and indicated PYD was more associated with greater social engagement, better psychological and academic adjustment and healthier lifestyle (Gomez et al., 2019). Oshri et al. (2017) conducted a research to identify social skills growth trajectories among at-risk youth to understand the resilience process by examining longitudinal data collected from 1,717 families. The results showed protective resources (family, school and social services) predicted positive growth of social skill trajectories. Moreover, resilience influenced competence in social skills. Furthermore, studies have revealed PYD components are effective in predicting academic satisfaction and school adjustment (Ardal et al., 2017, Shek and Chai, 2020). The negative effects of aggressive media could be prevented by being aware of the role and position of media. New communication technologies could be used to build a positive culture and facilitate the interaction of youth with peers with positive tendencies and participation in roles and social interactions. The media, especially new social media on the Internet, could maintain mental health and facilitate PYD due to their capabilities and functions. These media could cause identity crisis, behavioral disorders, academic problems and delinquent and anti-social behaviors. Thus, predicting social skills and academic adjustment based on media literacy and PYD among students as the main elements of research is of particular importance.

The following research hypotheses were formulated:

1. Media literacy and PYD components could predict high school students' social skills in Bandar Abbas in 2019-2020 academic year.
2. Media literacy and PYD components could predict high school students' academic adjustment in Bandar Abbas in 2019-2020 academic year.

Material and Methods

This study was applied in nature and descriptive of multivariate correlation type in terms of data collection. The statistical population included all the male and female high school students in districts 1 and 2 in Bandar Abbas. According to the statistics of Department of Education in Bandar Abbas, there were 12,145 students (7,413 females and 4,732 males). The sample size was determined to be 373 students using Cochran's formula. Due to withdrawal probability, 400 students (200 females and 200 males) were selected using random multistage cluster sampling method. After reviewing the questionnaires, incomplete ones were discarded and 373 questionnaires were finally analyzed. Due to the COVID-19 outbreak, the questionnaire was first designed online and uploaded in the groups formed to educate the students in virtual space.

Tools

In this research, four questionnaires were used as follows:

1. Media literacy questionnaire: This 20-item questionnaire was validated by Falsafi (2014). The questionnaire score could be obtained by the sum of scores of components of understanding the content of media messages, awareness of hidden goals, conscious selection of media messages, critical thinking about media messages and analyzing media messages. The items are rated based on a 5-point Likert scale. In Falsafi's research (2014), the questionnaire validity was confirmed by experts and professors. Cronbach's alpha of understanding content of media messages, awareness of hidden goals of media messages, conscious selection of media messages, critical view at media messages and analysis of media messages were reported as 0.82, 0.77, 0.79, 0.80 and 0.75, respectively. Sheikh Islami (2018) reported the questionnaire reliability as 0.83 using Cronbach's alpha. In the present study, the questionnaire reliability was obtained as 0.80 using Cronbach's alpha.
2. Positive youth development (PYD) inventory: This 55-item inventory was designed by Arnold et al. (2012) to measure positive changes in PYD levels. PYD consists of six components of

competence, self-confidence, character, caring, connection and contribution. In this 6-component inventory, each item is scored based on a 4-point scale. The mean score of each section could be calculated by dividing the total score of each section by the number of items in that section. Arnold et al. (2012) implemented this inventory on 748 youth (29% males and 71% females) in the age range of 12 to 18 years old. The Cronbach's alpha of the whole inventory was 0.97, while the Cronbach's alpha of subscales of competence, personality, connection, caring, self-confidence and contribution was obtained as 0.91, 0.91, 0.86, 0.92, 0.89 and 0.91, respectively, indicating its acceptability. This inventory was first translated into English by an English language expert in Iran to make sure that the examined concepts have not changed. Then, four professors of educational psychology and educational sciences and five PhD students in educational psychology confirmed the inventory face and content validity. This inventory was first translated into Farsi by an English language expert and two psychology PhD students in Iran and, then, two psychology and English language experts agreed on the final version of translation after examining three forms of translation. This inventory was translated into English by an English language expert to ensure that the reviewed concepts have not changed. Finally, four professors of educational psychology and educational sciences and five PhD students in educational psychology confirmed the inventory face and content validity. The inventory was preliminarily implemented on 30 students to assess comprehensibility of items, solving possible problems and calculating reliability coefficients and, then, necessary modifications were made to make the items comprehensible. Finally, it was performed on the main group. In this way, the face validity of the translated inventory was confirmed. In the present study, the inventory reliability was obtained as 0.93 using Cronbach's alpha.

c. Teenage inventory of social skills: This 39-item questionnaire was designed by Inderbitzen and Foster (1992). The original version of this inventory includes 40 items, one of which was removed due to non-compliance with Iranian culture. The items are scored based on a 5-point Likert scale (0= not true, 1= very little true, 2= a little true, 3= somewhat true, 4= mostly true, 5= completely true). To obtain the total score, items in the negative behaviors section are scored inverted. If one's score is higher than the mean, they have higher social skills, while if one's score is lower than the mean, they have lower social skills. Inderbitzen and Foster (1992) reported the validity of positive and negative sections as 0.90 and 0.72, respectively, and internal consistency as 0.88%. Inderbitzen

and Foster evaluated the questionnaire convergent validity by comparing it with self-assessment information, peer assessment and sociometric data, and its diagnostic validity by examining the correlation between social skill scores, social desirability and socioeconomic status. The results indicated the questionnaire convergent and diagnostic validity was acceptable. Jangi (2018) reported the questionnaire reliability as 0.74 and the reliability of subscales of favorable and unfavorable social behaviors as 0.73 and 0.69, respectively, using Cronbach's alpha. In the present study, the questionnaire reliability was obtained as 0.81 using Cronbach's alpha.

d. Academic adjustment questionnaire. This 67-item questionnaire was developed by Baker and Siryk (1984) in four subscales of academic (24 items), social (20 items) and personal-emotional (15 items) adjustment and institutional attachment (8 items). In the present study, academic adjustment subscale (24 items) was used. The participants indicated their agreement with each item using a 5-point Likert scale (1= not at all to 5= completely agree). The score of each component is obtained from the total number of items. The person's score ranges from 24 to 120. Scores between 24 and 40, 41 and 80 and greater than 81 indicate low, moderate and high levels of academic adjustment, respectively. Baker and Siryk (1984) reported the Cronbach's alpha coefficient of academic adjustment greater than 0.80. Sepahvandi and Mansouri (2017) reported the questionnaire validity and reliability as 0.75 and 0.77, respectively. Cronbach's alpha coefficient was calculated to evaluate the questionnaire reliability. In this study, the questionnaire reliability was obtained as 78% using Cronbach's alpha.

The data were analyzed using descriptive (percentage, mean, standard deviation and Pearson's moment correlation coefficient) and inferential (t-test, analysis of variance, multivariate regression and path analysis) statistics in SPSS 26.0.

Results

Demographic characteristics were fist investigated. In this study, 50.06% were females and 49.04% were males. Moreover, 66.08% were 16-17 years old, 25.02% were 18-19 years old and 8% were less than 16 years old. Also, 6.05% had a GPA less than 15, 41.06% had a GPA between 15 and 17 and 51.09% had a GPA between 18 and 20. The results showed the total score of media literacy components (understanding content, awareness of hidden goals, conscious selection of messages, critical thinking and analyzing) was 88 among students which was higher than the

moderate level. The mean score of PYD components (competence, confidence, connection, character, caring and contribution) was 3.23 which was at the moderate level. The mean score of social skills (positive and negative behaviors) and academic adjustment was at the moderate level.

Table 1. Research variables' correlation coefficients

Variables	1	2	3	4	5	6	7
1. Understanding content	1						
2. Awareness of hidden goals	0.293*	1					
3. Conscious selection of messages	0.202**	0.396**	1				
4. Critical thinking	0.153*	0.188**	0.279**	1			
5. Analyzing	0.075	0.167**	0.341**	0.365**	1		
6. PYD	0.383**	0.419**	0.232**	0.516**	0.627**	1	
7. Social skills	0.133*	0.396	0.499**	0.147**	0.115*	0.350**	1
8. Academic adjustment	0.010	0.025	0.081	0.154**	0.136**	0.148**	0.441**

** Significance at the level of 0.01 , * Significance at the level of 0.05

According to Pearson's coefficient results in Table 1, media literacy (understanding the content, awareness of hidden goals, conscious selection of messages, critical view and analyses) and PYD were positively and significantly correlated with social skills and academic adjustment.

Table 2. Summary of multiple regression between media literacy and students' social skills and academic adjustment

Media literacy	R	R^2	F	p	Durbin-Watson
Social skills	0.684	0.468	10.134	0.000	1.941
Academic adjustment	0.526	0.277	8.022	0.000	2.024

As indicated in Table 2, the F value calculated at 5 and 368 degrees of freedom at the level of $\alpha = 0.01$ was greater than the critical value. Therefore, there was a significant and multiple correlation between media literacy components and students' social skills and academic adjustment ($P<0.01$). The multiple correlation coefficients of social skills and academic adjustment were obtained as 0.684 and 0.526, respectively. The modified determination coefficients of social skills and academic adjustment were obtained as 0.468 and 0.277, respectively. Therefore, 46.8% and 27.7% of the changes related to the variance of media literacy components (understanding the content, awareness of hidden goals, conscious selection of messages, critical thinking and analyzing) were influenced by social skills and academic adjustment, respectively.

Table 3. Correlation between media literacy components and students' social skills

Variables	β	Beta	T value	P
Constant	2.932	-	10.030	0.000
Understanding the content	0.134	0.163	1.154	0.000
Awareness of hidden goals	-0.103	-0.012	-0.103	0.001
Conscious selection of messages	-0.117	-0.105	-0.132	0.002
Critical thinking	0.155	0.220	2.239	0.000
Analyzing	0.140	0.188	1.641	0.000

According to Table 3, beta coefficients between "understanding content, critical thinking and analyzing" and "social skills" were 0.134, 0.155 and 0.140, respectively, all of which were statistically significant (P<0.01). However, beta coefficients between "awareness of hidden goals and conscious selection of messages" and "social skills" were -0.103 and -0.117, respectively, which were not statistically significant. The prediction model could be presented as follows:

Y= 0.932 (constant)+0.134 (understanding content)-0.103 (awareness of hidden goals)-0.017 (conscious selection of messages)+0.155 (critical thinking)+0.140 (analyzing)

Table 4. Correlation between media literacy components and students' academic adjustment

Variables	β	Beta	T value	P
Constant	2.932	-	10.030	0.000
Understanding content	-0.003	-0.005	-0.103	0.918
Awareness of hidden goals	-0.017	-0.035	-0.632	0.528
Conscious selection of messages	0.034	0.063	1.154	0.249
Critical thinking	0.055	0.120	2.239	0.026
Analyzing	0.040	0.088	1.641	0.102

According to Table 4, beta coefficients between "conscious selection of messages, critical thinking and analyzing" and "academic adjustment" were 0.034, 0.055 and 0.040, respectively, all of which were statistically significant (P<0.01). However, beta coefficients between "understanding content and awareness of hidden goals" and "academic adjustment" were -0.003 and -0.017, respectively, which were not statistically significant. The prediction model could be presented as follows:

Y= 2.932 (constant)-0.003 (understanding content)-0.017 (awareness of hidden goals)+0.024 (conscious selection of messages)+0.055 (critical thinking)+0.040 (analyzing)

Table 5. Summary of multiple regression between PYD and students' social skills and academic adjustment

Media literacy	R	R^2	F	p	Durbin-Watson
Social skills	0.583	0.340	11.329	0.000	1.862
Academic adjustment	0.489	0.240	0.086	0.000	2.008

As indicated in Table 5, the F value calculated at 5 and 368 degrees of freedom at the level of α = 0.01 was greater than the critical value. Therefore, there was a significant and multiple correlation between PYD components and students' social skills and academic adjustment (P<0.01). The multiple correlation coefficients of social skills and academic adjustment were obtained as 0.0583 and 0.489, respectively. The modified determination coefficients of social skills and academic adjustment were obtained as 0.340 and 0.240, respectively. Therefore, 34.0% and 24.0% of the changes related to the variance of PYD components (competence, self-confidence, character, caring, connection and contribution) were influenced by social skills and academic adjustment, respectively.

Table 6. Correlation between PYD components and students' social skills

Variables	β	Beta	T value	P
Constant	2.370	-	10.501	0.000
Competence	0.068	0.056	0.799	0.425
Confidence	-0.162	-0.136	-2.013	0.012
Character	0.166	0.160	2.519	0.051
Caring	0.144	0.120	1.962	0.051
Connection	0.156	0.143	2.620	0.035
Contribution	0.288	0.264	4.011	0.000

According to Table 6, beta coefficients between "competence, character, caring, connection and contribution" and "social skills" were 0.056, 0.166, 0.144, 0.156, and 0.288, respectively, all of which were statistically significant (P<0.05). However, beta coefficient between confidence and social skills was -0.162, which was not statistically significant. The prediction model could be presented as follows:

Y= 2.370 (constant)+0.068 (competence)-0.162 (confidence)+0.166 (character)+0.144 (caring)+0.156 (connection)+0.288 (contribution)

Table 7. Correlation between PYD components and students' academic adjustment

Variables	β	Beta	T value	P
Constant	2.463	-	15.004	0.000
Competence	0.177	0.206	2.857	0.005
Confidence	0.018	0.021	0.299	0.765
Character	0.085	0.166	1.771	0.077
Caring	-0.043	-0.051	-0.813	0.417
Connection	0.034	0.037	0.525	0.600
Contribution	0.013	0.016	0.240	0.810

According to Table 7, beta coefficients between "competence, confidence, character, connection and contribution" and "academic adjustment" were 0.177, 0.018, 0.085, 0.034, and 0.013, respectively, all of which were statistically significant (P<0.05). However, beta coefficient between caring and academic adjustment was -0.043, which was not statistically significant. The prediction model could be presented as follows:

Y= 2.463 (constant)+0.177 (competence)+0.018 (confidence)+0.085 (character)-0.043 (caring)+0.034 (connection)+0.013 (contribution)

Comparing media literacy and PYD components and students' social skills and academic adjustment based on MANOVA demographic characteristics showed F value was significantly different at the level of 0.05 and greater among male than female students. Moreover, F value was greater among students aged 18-19 years old than those less than 16 years old, and greater among students with the GPA of 18-20 than those with the GPA of lower than 15.

Discussion

The present study was conducted to determine the correlation between media literacy and PYD components and high school students' social skills and academic adjustment in Bandar Abbas. Reviewing the literature revealed no research has ever examined all these correlations among students. This study investigated the correlation between the variables as a model based on the existing theories in this field for the first time. The results showed the total score of media literacy was higher than the moderate level, and the mean scores of PYD, social skills and academic adjustment were at the moderate level. The Pearson's coefficient results showed media literacy (understanding content, awareness of hidden goals, conscious selection of messages, critical thinking and analyzing) and PYD were positively and significantly correlated with social skills and academic adjustment among students. The multiple regression results revealed 46.8% and 27.7% of the changes related to the variance of media literacy components were influenced by social skills and academic adjustment, respectively. Moreover, 34.0% and 24.0% of the changes related to the variance of PYD components were influenced by social skills and academic adjustment, respectively. Today, youth have access to a wide range of information through the media and use social media for active social interaction. If they could not recognize correct and useful information, they could be easily controlled by the media. Borbour et al. (2018) showed

digital media literacy could positively and significantly affect all dimensions of social skills among middle school students, which was in line with our results. Bahrami and Mohammadnejad (2017) indicated female adolescents who had high media literacy did not have high levels of control, sensitivity and social and emotional expression, which was consistent with our work. Media literacy could have a positive and significant effect on students' academic engagement, social connection with school and academic satisfaction (Sheikh Islami, 2018). Examining the correlation between family communication patterns, Internet addiction and academic adjustment among high school students in Ahvaz showed a significant correlation between Internet addiction and academic adjustment, including educational, emotional and social adjustment (Abdi and Derakhshan, 2016). Khalid et al. (2020) reported that social media could improve social skills among relatives, peers and friends. Chua et al. (2020) found that social media addiction was negatively correlated with grit personality and academic adjustment. Queini et al. (2018) investigated the effect of social media on students' cognitive and social skills in the Philippines and showed social media had a positive and significant effect on students' cognitive and social skills, which was consistent with our results. Tetep (2019) measured students' media literacy using individual competence framework, including technical skills, critical understanding and communicative abilities, and found that media literacy significantly affected students' social personality. Ye et al. (2017) investigated the causal relationship between using electronic/social media and internet literacy considering the effects of social skills and gender differences among students and found that students could make new friends and improve their social skills using media, which was consistent with our research. Investigations showed being in contact with mass media including music for 11 h a day on average had detrimental effects on American adolescents' mental health and education, and students who used music-based curriculum were less affected by media messages than other students (Owens & Smith, 2016).

Our results showed a significant correlation between PYD components and social skills and academic adjustment. Moreover, 34.0% and 24.0% of the changes related to the variance of PYD components (competence, self-confidence, character, caring, connection and contribution) were influenced by social skills and academic adjustment, respectively. Moradi (2019) found a significant correlation between PYD components and academic achievement, which was in line with our research. Hosseinabad (2019) showed PYD program improved psychological well-being

components, which was consistent with our results. PYD is more associated with greater social engagement, better psychological and academic adjustment and healthier lifestyle (Gomez et al., 2019). School-based social and emotional learning interventions increase PYD, which acts as a protective factor against subsequent problems such as behavioral problems, emotional distress and drug use (Taylor et al., 2017). Sancassiani et al. (2015) showed emotional and social skills could promote mental health and positive development at all educational levels. Ardal et al. (2017) showed PYD components (competence, self-confidence and communicative factors) could predict academic satisfaction and school adjustment. Boyd and Dobrow (2011) showed media literacy and PYD were significantly correlated with civic engagement in society. Social skills as well as learned and accepted behaviors in the society will be realized subject to greater positive development and strengths of adaptive processes.

School adjustment is of great importance due to its association with students' grades, behavioral problems and tendency to drop out of school. Studies conducted on positive psychology perspectives and PYD have directed attention to the positive aspects of schools and young people. The positive development approach supports people to succeed in life challenges and know how to avoid or overcome problems. If young people could establish mutually beneficial relationships with others and their social world, provide a framework to access, analyze, evaluate and create messages in different forms for understanding the environment, use the media wisely and have the skill of critical thinking about the data collection source, they will be prepared for a better future.

Lack of in-person access to the samples and collecting the opinions virtually due to the COVID-19 outbreak were among the main limitations of this research, which prolonged the data collection process. Another limitation was that some of the selected samples in the desired statistical population did not have access to electronic devices such as mobile phones and it was expensive for them to fill out the questionnaires online. Considering that limited research has been conducted on PYD in Iran, it is recommended to investigate the role of other variables influencing PYD such as spirituality, economic status, extracurricular activities, etc. In this study, only self-reporting tool was applied. It is suggested to use tools such as open-ended questionnaire, interview and observation in future research.

Data availability statement

The original contributions presented in the study are included in the article/supplementary material, further inquiries can be directed to the corresponding author.

Ethics statement

The studies involving human participants were reviewed and approved by ethics committee of Islamic Azad University.

Author contributions

All authors contributed to the study conception and design, material preparation, data collection and analysis. All authors contributed to the article and approved the submitted version.

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Conflict of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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