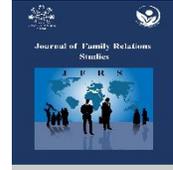




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Research Paper

Predictors of Loneliness in Girls: Perceived Parenting Styles and Parent-Child Conflict Resolution Tactics



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ABSTRACT

Objective: The present study aimed to predict loneliness based on the perceived parenting styles and parent-child conflict resolution tactics in adolescent girls.

Methods: The research used a descriptive-correlational method. The research participants included girls aged 14 to 18 in the lower and upper secondary schools of the east of Tehran in the academic year of 2021-2022. A total of 267 samples were selected using multi-stage cluster sampling. The participants responded to the Loneliness Scale (UCLA) by Russell (1996), the Parental Authority Questionnaire (PAQ) by Buri (1991), and the Parent-Child Conflict Scale by Fine, Moreland & Schwebel (1983), which were presented online by teachers and researchers.

Results: Based on the data analysis results, authoritative parenting style ($R = -.341$) at the level ($p < .01$), inversely and authoritarian parenting style directly ($R = .339$) at the level ($p < .01$) predicted loneliness. Among conflict resolution tactics, reasoning inversely ($R = .180$) at the level ($p < .01$), verbal aggression ($R = .359$) at the level ($p < .01$), and physical aggression ($R = .223$) at the level ($p < .01$) directly predicted loneliness. Additionally, the perceived parenting style and parent-child conflict resolution tactics greatly affected loneliness in adolescent girls.

Conclusion: Teaching authoritative parenting style and conflict resolution tactics prevented loneliness. Meanwhile, the development of interventions and ensuring parental participation had a significant effect on the reduction and prevention of loneliness.

1. Introduction

Loneliness is an important phenomenon and problem in human life, endangering an individual's psychological and social balance (Taheri & Awazdpour, 2019). It is also a negative feeling caused by an individual's understanding of the discrepancy between desired and current social relations and is experienced when purposive social interactions become less or disappear in individual life. (Dalil Fardoi & Ahmadi, 2018; Heinrich & Gullone, 2006;

Laursen & Hartl, 2013; Perlman & Peplau, 1981; Twenge et al., 2021). A variety of definitions of loneliness have been presented in different sources. However, all of them refer to the feeling of pain, sorrow for separation, and lack of closeness to others as a common feature (Assunsen, 2017). Loneliness is an inclusive problem caused by the human need for belonging, which is experienced by people regardless of their race, age, sex, and cultural background

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(Dalil Fardoi & Ahmadi, 2018). Therefore, it is never exclusive to the elderly, disabled, or those who live alone (Fried et al., 2020; Lim et al., 2020).

Adolescence is a period when a person enters a new stage different from previous periods. Puberty is a sensitive feature in girls during this period. Adolescence is accompanied by transitions, for example, the transition from elementary to high school in early adolescence and the transition to university in late adolescence. Both of these transitions may raise loneliness and depression. If such feelings last, adolescents become aggressive and violent and have low self-esteem and self-concept, leading to the reduction of their mental and social health and disruption of their social relations (Barreto et al., 2021; Dey, 2018; Madsen et al., 2019).

During puberty, gender differences become more apparent (Chong et al., 2006). In this period, boys open a special account of their emotional relationships and invest in their social relationships (Brown & Klute, 2003; Liu et al., 2015); (Wisdom et al., 2007). Based on studies, girls experience loneliness more than boys (Samuels et al., 2017). The workplace becomes more visible, and society and families have different expectations of adolescent girls (Anthony, 2011; Chong et al., 2006). In other words, adolescence provides significant opportunities for growth and transformation, But it makes teenage girls especially vulnerable to a wide range of issues. Therefore, in this era, girls deal with issues and problems such as mental injuries, social isolation, bullying by friends, lack of support from adults, sexual issues, and violence (Chong et al., 2006).

Therefore, the expectations and restrictions placed on teenage girls by society, along with the sensitive conditions of adolescence, can make this period full of tensions and social conflicts for girls and increase their feelings of loneliness (Barreto et al., 2021; Larson et al., 1996)

Adolescents' loneliness, especially girls, damages them in different aspects of life and can cause many problems for them at home, school, and in society. Therefore, it is a serious risk to mental health, causes disorders and problems such as sleep problems (Eccles et al., 2020), Internet addiction (Ayas & Horzum, 2013; Osman & Cirak, 2019), drug addiction (Hosseinbor et al., 2014), anxiety, stress, and depression (McClelland et al., 2020; Richardson et al., 2017), suicidal thoughts and behavior (Ernst et al., 2021; McClelland et al., 2020), aggression (Yavuzer et al., 2019), academic failure (Khodadadi, 2020), and other physical and mental disorders (Hemberg et al., 2022) and reduces the level of satisfaction with life. (Turan et al., 2020).

Many factors lead to loneliness in life. Research results show that family, biological, cultural, and social factors are involved in loneliness (Lim et al., 2020). Girls experience the most feelings of loneliness in the family (Shevlin et al., 2015), things like lack of understanding in the family environment, feeling neglected, differences between opinions and views with parents, imposing restrictions, and not considering the independence of teenagers. Family disturbances and parents' lack of trust in girls cause loneliness in the family. (Naeimi, 2019).

The family has a major correlation with loneliness (Burke et al., 2012). The rate and quality of family members' communication and perceived support are familial aspects associated with loneliness (Taniguchi & Kaufman, 2021). Children's loneliness decreases if they are ensured that they can count on family support in critical situations (Dey, 2018; Heylen, 2010). Therefore, researchers have been attracted to the relationship between loneliness and different aspects of the family. The present study evaluated the perceived parenting styles and parent-child conflict resolution tactics as intra-familial factors that probably affected loneliness.

Parenting styles refer to a set of behaviors that determine the parent-child mutual relationship in different situations and cause a wide interactive space (Ghorban Mashai, 2020). In other words, these styles are the set of parents' attitudes, beliefs, and behaviors with their children and the emotional space at home that covers the parents' behaviors (Wolfradt et al., 2003). A child's perception of parenting style differs from that of parents' (Grolnick et al., 1997). A child's perception of parents' behavior is called the perceived parenting style. Parenting styles have two dimensions: first, parents' demands, and second, parents' responses. Based on these two dimensions, three types of parenting styles can be distinguished: Authoritative parenting style, in which both parents' demands from their children and their responsiveness to children's needs are high; authoritarian parenting style, in which the demand is high but the response level is low; and permissive parenting style in which the parents' demand is low, but their responsiveness is high (Baumrind, 1991).

Different aspects of parenting styles have a significant relationship with loneliness. Parents' non-intimate behavior decreases the adolescents' self-esteem and self-confidence and makes it difficult for them to communicate with their friends outdoors. Improving the parent-adolescent relationship helps them communicate with peers and people outdoors and protect themselves from loneliness (Balázová et al., 2017; Feeney, 2006). Therefore, parenting styles have

a close relationship with children's social and emotional skills and greatly contribute to developing personal and social skills and behaving in different social situations (Salavera et al., 2022).

Additionally, adolescence is a period when teenagers' conflict with their parents increases and can become troublesome. Conflict is a communication that indicates a discrepancy between two interdependent people about contradictory goals (Wilmot & Hocker, 2001). Strong conflict in the parent-adolescent relationship increases the adolescent's loneliness (Liu et al., 2015). Conflicting relationships contain inconsistent and contradictory messages that can be solved by identifying and understanding their determinants (Robbins et al., 2008). The parent-child conflict has positive and negative aspects. If effective tactics are used to resolve conflicts in parent-child relationships, it causes self-awareness and relationship growth, but if the conflict parties do not know the correct coping methods, the conflict harms the relationship (Kıralp et al., 2009). There are a large number of methods and tactics for resolving conflict, which are usually utilized as coordinated patterns. The rate of using a conflict resolution tactic depends on other tactics (Branje et al., 2009). The present research evaluated conflict resolution tactics through reasoning, verbal, and physical aggression. Adolescents, especially girls, need more self-disclosure and intimacy, but family conflicts decrease their self-disclosure skills and destroy intimacy (Burke et al., 2012). Therefore, parental affection is associated with the child's mental health (Aguirre-Dávila, 2015; Fuentes et al., 2015). Further, intimate relationships between parents and friends decrease loneliness (Calderon Leon et al., 2022; Mousavi & Dehshiri, 2021).

Meanwhile, parents' verbal and physical aggression causes a variety of emotional and psychological problems for adolescents and creates an inefficient space in the family. Therefore, adolescents use aggressive patterns in the family and other relationships as well, and their loneliness increases at home and in a group of peers (Leinoen, 2005; Yavuzer et al., 2019). Moreover, the more family members communicate, the less lonely the adolescents feel. Active participation in family discussions increases the sense of self-confidence, encouragement, guidance, and identity creation in adolescents and greatly reduces loneliness.

Most studies on the association between parenting styles (authoritative, permissive, and authoritarian styles) and loneliness in Iran were conducted in previous years, and there was no study on the relationship between parent-child conflict resolution tactics (reasoning, verbal and physical aggression) and loneliness. Studies abroad on the relationship between conflict resolution tactics and loneliness focus on other methods of conflict resolution

and coping styles. Therefore, despite numerous studies on the effects of performance and quality of familial relationships on the experience of loneliness (some of them are mentioned), there was a lack of research that directly evaluated the relationship between perceived parenting styles and parent-child conflict resolution tactics with adolescent loneliness. Therefore, the present research aimed to predict girls' loneliness based on perceived parenting styles and parent-child conflict resolution tactics.

2. Materials and Methods

The research design was descriptive, and the research method was descriptive-correlational. In the present study, the participants included girls aged 14 to 18 selected from the lower and upper secondary schools in the east of Tehran in the academic year of 2021-2022 using multi-stage cluster sampling. First, the east of Tehran was selected from the other regions, and then four schools were selected as samples from the lower and upper secondary schools in the east of Tehran. The participants' mean age was 16.19 years. The participants answered the questions in the questionnaires given to them by teachers and the researcher. The inclusion criteria were girls aged 14-18 years, living in the east of Tehran, relative mental health, and living with both parents. The participants who did not meet the criteria were excluded from the research.

Data were analyzed using standard statistical methods and SPSS 25. Pearson's correlation coefficient was measured to test the zero-order correlation between variables. After that, simultaneous and stepwise regression was performed to test the research hypotheses. In the first model, loneliness was predicted by parenting styles, but in the second model, it was predicted by conflict resolution tactics. In the third model, parenting styles and conflict resolution tactics were entered into the regression model together as predictors of loneliness.

Standard Loneliness Scale (UCLA): The Loneliness Scale (UCLA) was introduced as the first loneliness test by (Russell et al., 1978) at the University of California in 1978. Despite this scale's desired validity and reliability, Russell, Peplau, and Cutrona presented a revised version of the original form in 1980 to eliminate some deficiencies. This scale was re-revised by Russell et al. in 1996. This scale comprises 20 questions that are answered on a 4-point Likert scale (never to always). The range of scores in this questionnaire is from 20 to 80, under which 10 sentences are negative, and 10 are positive (never=1, rarely=2, sometimes=3, and always= 4). Questions 1,

5, 6, 9, 10, 15, 16, 19, and 20 are scored inversely. The range of scores is from 20 to 80. And the higher a person's score is, the more she experiences loneliness. The reliability of this questionnaire is 87% in the revised version. The reliability of the test was reported by (Mehrandish et al., 2019; Russell et al., 1978) reported Cronbach's alpha of 81% for this questionnaire ((Mehrandish et al., 2019). The present study utilized Cronbach's alpha to examine the reliability of the questionnaire, which was obtained at about 92%.

Parental Authority Questionnaire (PAQ): The Parental Authority Questionnaire (PAQ) measures the perceived parenting style. This questionnaire was introduced by (Buri, 1991) and consisted of 30 items and 3 subscales (10 questions of permissive style, 10 of authoritarian style, and 10 of authoritative style). It measures parental authority. The forms of father and mother are the same except for exact references to the words "father" or "mother." The questionnaire is scored on a 5-point Likert scale with points of 1, 2, 3, 4, and 5 for "Strongly Disagree," "Disagree," "Indifferent," "Agree," and "Strongly Agree." The score of each subscale is obtained by adding the score of each subscale. The minimum score in each subscale is 10, and the maximum score is 50. The analysis and interpretation of the questionnaire are based on the questionnaire score. The higher a person's score in the subscales indicates her dominant parenting style.

Buri reported Cronbach's alpha of this questionnaire as 0.85 for the logical authoritative style, 0.87 for the authoritarian style, and 0.74 for the permissive style (Buri, 1991). Ajei et al. (2011) reported alpha of 0.89, 0.95, and 0.84 for authoritative, authoritarian, and permissive styles, respectively, in their latest research (Sepahrian Azar et al., 2012). They also reported the internal consistency coefficient of this scale as 0.72, 0.73, and 0.70, respectively, using Cronbach's alpha. In the present study, the reliability of the questionnaire was also obtained as 0.79, 0.84, and 0.43 for authoritative, authoritarian, and permissive styles, respectively.

Parent-Child Conflict Tactics Scale (CP): The original version of this questionnaire was created by (Fine et al., 1983) to measure the quality of parent-child relationships. This scale is a 15-item tool that measures three conflict resolution tactics, namely, reasoning, verbal, and physical aggression. It was prepared by Straus. The first five questions of the questionnaire measure reasoning, the second five measure verbal aggression, and the third measure physical aggression. The range of scores is from 5 to 25 for each scale. A score of 5 indicates no conflict in the relationship, and a score of 25 indicates the highest conflict. The range of scores is from 15 to 75 for the whole test, where a score of 15 indicates no conflict and a score of 75 indicates a weak relationship. The questions are scored on a five-point scale from very low to very high, indicating the occurrence of behavior in each question. High scores on each scale indicate conflict. The five questions, which measure the reasoning scale, are scored reversely. This questionnaire was conducted by Zaboli in 2012, and its validity was 0.74 for the whole test, 0.58 for reasoning, 0.65 for verbal aggression, and 0.82 for physical aggression. In the present study, the reliability of the questionnaire was 0.69, 0.79, and 0.89 for reasoning, verbal aggression, and physical aggression, respectively, in the parent version and 0.70, 0.70, and 0.91 in the child version.

3. Results

The adolescent girls' mean age was 16.19 (1.24). Among them, 1.9% were studying in the seventh grade, 6.7% in the eighth grade, 18% in the ninth grade, 24% in the tenth grade, 24% in the eleventh grade, and 25.5% in the 12th grade. Further, 37.1% of fathers had under-diploma degrees, 28.1% had a high school diploma, 18.7% had bachelor's degrees, 12% had master's degrees, and 1.4% had Ph.D. Additionally, 31.8% of mothers had under-diploma degrees, 37.8% had diplomas, 21% had bachelor's degrees, 9% had master's degrees, and 0.4% had Ph.D.

Table 1. Mean, standard deviation, and correlation of research variables

	M	SD	1	2	3	4	5	6	7
1 Permissive style	24.94	4.52	1						
2 Authoritarian style	27.83	8.62	.025	1					
3 Authoritative style	32.51	7.12	.273**	-.369**	1				
4 Reasoning	33.52	9.99	.217**	-.058	.334**	1			
5 Verbal aggression Physical	22.51	9.87	-.021	.453**	-.279**	.084	1		
6 aggression	11.52	7.02	-.020	.333**	-.232**	-.031	.701**	1	
7 Loneliness	46.34	11.77	.018	.339**	-.341**	-.180**	.359**	.223**	1

Note. * $p < .05$; ** $p < .01$. $n = 267$

Table 1 shows that the mean score for the permissive parenting style was 24.94, the mean score for the authoritarian parenting style was 27.83, and the mean score for the authoritative parenting style was 32.51. The mean score for conflict resolution tactics was 32.52, and the mean scores for verbal and physical aggression were 52.51 and 11.22, respectively. Based on table 1, the mean experience of loneliness among adolescent girls was $M=46.34$ with a standard deviation of 11.77, indicating that adolescent girls experienced relatively high loneliness. The mean score of authoritative parenting style was $M=32.51$, with a standard deviation of 7.12, indicating the highest mean score of parenting styles. Furthermore, the mean score of conflict resolution tactics by reasoning was $M=33.52$, with a standard deviation of 9.99, indicating the highest score of conflict resolution tactics. The results of Pearson's correlation indicated no significant correlation between permissive parenting style and loneliness in adolescents ($r=0.018$). There was a significant direct correlation between authoritarian parenting style and loneliness in adolescents ($r=0.339$). There was a significant inverse

correlation between authoritative parenting style and loneliness in adolescent girls ($r=-0.341$). Furthermore, there was a significant inverse correlation between conflict resolution tactics and loneliness in adolescents ($r=-0.180$). There was also a significant direct correlation between conflict resolution tactics through verbal aggression and loneliness in adolescent girls ($r=0.359$). Moreover, there was a significant direct correlation between physical aggression and loneliness in adolescent girls ($r=0.223$). According to Table 1, there was a significant correlation between conflict resolution tactics through reasoning and authoritative parenting style ($r=0.334$) and a significant direct correlation between verbal and physical aggression and authoritarian parenting style ($r=0.453$) and ($r=0.333$). Moreover, there was a significant direct correlation between permissive parenting style only and reasoning tactics ($r=0.217$). As expected, the authoritative and permissive styles increased the conflict resolution tactic through reasoning, effectively reducing loneliness. Additionally, the authoritarian style increased verbal and physical aggression, leading to higher loneliness.

Table 2. Results of regression for predicting loneliness through parenting styles and conflict resolution tactics

steps	B	S.E. B	β	t	P
Parenting styles					
(Constant)	50.366	4.657		10.816	0.0001
Authoritative style	-.412	.100	-.250	-4.134	0.0001
Authoritarian style	.337	.082	.247	4.094	0.0001
($R^2=0.17, \Delta R^2= 0.16$)					
Conflict resolution tactics					
(Constant)	44.593	2.656		16.790	0.0001
Verbal aggression	.450	.067	.377	6.719	0.0001
Reasoning	-.250	.066	-.212	-3.779	0.0001
($R^2=0.17, \Delta R^2= 0.16$)					
Parenting styles and conflict resolution tactics					
(Constant)	48.027	4.722		10.171	0.0001
Verbal aggression	.303	.075	.254	4.063	0.0001
Authoritative style	-.276	.105	-.167	-2.637	0.009
Authoritarian style	.211	.087	.155	2.430	0.016
Reasoning	-.161	.069	-.137	-2.330	0.021
($R^2=0.22, \Delta R^2= 0.21$)					

According to Table 2, the stepwise regression method was used to predict loneliness based on parenting styles and conflict resolution tactics. Loneliness was predicted based on parenting styles in the first model and conflict resolution tactics in the second model. In the third model, parenting styles and conflict resolution tactics were included in the regression model as predictors of loneliness. The results of stepwise regression in Table 2 indicate that among the parenting styles, authoritative parenting style inversely and authoritarian style directly predicted loneliness in adolescent girls. In other words, one

standard deviation increase in the authoritative parenting style score decreased loneliness by a 0.250 standard deviation. Furthermore, one standard deviation increase in the authoritarian parenting style score increased loneliness by a 0.247 standard deviation. After that, only verbal aggression and reasoning could predict loneliness in adolescents. For one standard deviation increase in participants' score in verbal aggression, loneliness increased by a 0.377 standard deviation. Moreover, one standard deviation increase in the reasoning score decreased loneliness by a 0.212 standard deviation. Finally, authoritative and

authoritarian styles, verbal aggression, and reasoning could predict loneliness in adolescent girls, and verbal aggression was the strongest predictor among the other predictors. One standard deviation increase in verbal aggression score enhanced loneliness by a 0.254 standard deviation.

4. Discussion and Conclusion

The present study aimed to predict loneliness based on perceived parenting styles and parent-child conflict tactics in adolescent girls. The results revealed that perceived parenting styles and conflict resolution tactics between mothers and adolescent girls could predict loneliness in girls. Authoritative parenting style, inversely, and authoritarian parenting style directly predicted loneliness, but there was no significant correlation between permissive parenting style and loneliness. Among the conflict resolution tactics, verbal aggression directly predicted loneliness, and there was a significant inverse relationship between reasoning, as a conflict resolution tactic, and loneliness among adolescent girls.

A large number of studies indicated higher loneliness in adolescents than in other age groups, and it was a chronic problem in some adolescents. It was associated with adverse personal, familial, and social consequences, endangering physical and mental health in adolescents. (Herbenick et al., 2020; Karnick, 2005; Lasgaard et al., 2011; Schinka et al., 2012). A meta-analysis (Pinquart & Sörensen, 2001) investigated 102 studies and concluded that women experienced loneliness more than men). Therefore, adolescent girls experienced more loneliness than boys, probably because adolescent boys entertained themselves with sports and participated in social activities while facing problems. However, girls tended to talk to their friends and took advantage of their emotional and social support (Wedaloka & Turnip, 2019).

The data analysis of the present study indicated a significant correlation between the authoritative parenting style and adolescent's loneliness (see Table 1). This result was consistent with the results of some studies (Ghamari Kivi et al., 2015; Haqit, 2016; Jahanbakshi & Shabani, 2022; Rafiee & Chehrei, 2016). Authoritative parenting style inversely predicted loneliness. Further, children of authoritative parents experienced lower loneliness. Based on this finding, adolescent girls with authoritative parents had higher curiosity and were more independent, responsible, efficient, and emotionally stable; hence, they experienced lower loneliness (Prativa & Deeba, 2019).

Authoritarian parenting style inversely predicted

loneliness in adolescent girls. Additionally, girls of authoritarian parents experienced higher loneliness. This result was consistent with some studies (Haqit, 2016; Jahanbakshi & Shabani, 2022; Khoinejad et al., 2006; Rafiee & Chehrei, 2016). Based on Baumrind, demand is high, and acceptance is low for parents with an authoritarian parenting style. These parents try autonomously forming their children's attitudes and behaviors (Baumrind, 1991). Parents with an authoritarian parenting style create a closed and one-way relationship with their children. These parents set the rules, and the children must obey; they will be blamed and punished if they do not. Therefore, children of authoritarian parents have lower independence, trust, self-esteem, and weaker social skills and are more prone to aggression and impulsivity. Therefore, they feel lonely as they have no close and intimate relationship with their parents and have problems interacting with their peers (Bi et al., 2018; Lavrič & Naterer, 2020; Yan et al., 2018). Since feeling lonely in a relationship can put a person at risk of loneliness in other relationships (Geukens et al., 2022), adolescent daughters of authoritarian parents with a feeling of loneliness at home are in a vicious cycle that causes the continuity of loneliness in other relationships.

The present study found no significant correlation between permissive parenting style and loneliness. This result was consistent with some studies (Haqit, 2016) and inconsistent with others (Khoinejad et al., 2006; Rafiee & Chehrei, 2016). Based on this finding, the permissive parenting style was an ineffective parenting style under which parents are not involved in their children's upbringing (Baumrind, 1966). Furthermore, permissive parents leave their children without any control and framework. Therefore, girls do not learn the necessary social skills to communicate in society and feel lonely when their expectations are not met in society and among (Baumrind, 1966; Francis et al., 2021; Nurhayat, 2021).

Based on another result of the present study, there was a significant correlation between parent-child conflict resolution tactics and loneliness. The literature reviews also supported our findings and were consistent with some studies' results (Baumrind, 1966; Curran, 2019; Francis et al., 2021; Koçak et al., 2017; Nurhayat, 2021; Robertson, 2018). Based on this result, the parents' styles to communicate and resolve conflicts with their children help them face adverse situations and tensions at every stage of life (Granö et al., 2016). Moreover, people who lack the necessary ability to manage stressful situations such as conflicts are at risk of many psycho-social problems and

experience higher loneliness (Burke et al., 2012; Feeney, 2006).

Among the conflict resolution tactics, verbal aggression has the highest correlation with loneliness and directly predicts loneliness (see Table 2). Based on this finding, when parents use severe control and aggressive styles to communicate with their children and resolve conflict, their children also use coercive and aggressive behaviors (Hsieh & Yen, 2019). This aggression adversely affects adolescents' health and increases their loneliness (Dey, 2018; Koçak et al., 2017). Due to negative interactions with parents, adolescents may abandon all social relationships, which leads to loneliness (Geukens et al., 2022). Even though conflict is an inevitable part of familial communication, it is very destructive for relationships when these conflicts are accompanied by feelings such as anger and failure in conflict management (Gottman & Krokoff, 1989; Sillars et al., 2004).

Based on the results of data analysis, there was a significant inverse correlation between conflict resolution tactics through reasoning and loneliness in adolescent girls. Furthermore, when mothers spend much time talking and communicating with their children, they have more opportunities to understand their children's thoughts, feelings, and relationships with their peers, thereby reducing loneliness in their children (Hsieh & Yen, 2019). Therefore, some researchers (Ladd & Pettit, 2002) believe that the lack of intimacy between parents and adolescents leads to loneliness in children more than conflict because even though conflict comprises negative emotions, it is an attempt to establish a relationship. As the result of reasoning for conflict resolution in the parent-child relationship, adolescents learn how to face challenges in this period of life. Therefore, learning communication skills in the family and using them as a model in other social relationships decrease loneliness in adolescents (Ranjbar et al., 2015). Based on the results of the present study, parenting styles and parent-child conflict resolution tactics can predict loneliness in girls

Research Limitations

A limitation of the present study was that it was descriptive; hence, due to the lack of male participation, it was impossible to use the data collected from boys. Additionally, the participating girls were 14-18 years old from the east of Tehran. Therefore, generalizing results to other societies and ages must be done cautiously.

Research and practical Suggestions

The researchers are suggested to study the correlation between loneliness with perceived parenting styles

and parent-child conflict in other societies, especially societies with unique cultures and customs. Furthermore, investigating the correlation between loneliness with parenting styles and parent-child conflict in boys and other age groups and comparing their results with the present research can provide complete information about predictors of loneliness in boys and girls at different ages for researchers. Institutions, especially in the field of education, are suggested to take measures to hold training courses for parents by improving adolescent girls' mental health and reducing their loneliness, according to the results of the current and similar research.

5. Ethical Considerations

Compliance with ethical guidelines

All ethical principles are considered in this article. The participants were informed about the purpose of the research and its implementation stages. They were also assured about the confidentiality of their information and were free to leave the study whenever they wished, and if desired, the research results would be available to them.

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Authors' contributions

All authors have participated in the design, implementation and writing of all sections of the present study.

Conflicts of interest

The authors declared no conflict of interest.

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