



# The Value-Creating Effect of Parenting Literacy on the Academic Resilience and Academic Progress with the Mediation of Responsibility

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## Abstract

parenting literacy is a new model in upbringing sciences and educational management that parents can support their children in various matters by improving their knowledge and skills, and parents have the greatest social influence on their children even beyond teachers and schools. This study examines the relationship between parental literacy and academic resilience with the mediation of responsibility among secondary school students in Karaj city. The method of this research is multivariate correlation and structural equation type. In total, 389 participants, students and 389 of their mothers, were selected by random stratified cluster sampling method based on gender in the academic year of 1401-1400, and they were asked to fill in the Alabama Parents' Literacy Questionnaires (Frick,1996), the responsibility of Nemati teenagers (1378), academic resilience of Samuels (2008) and the Saleh i's academic progress questionnaire (2014) answered. The findings showed that parental literacy and its components have a direct effect on academic reflection and responsibility( $p<0.05$ ). Responsibility has a direct effect on academic resilience( $p<0.05$ ). parenting literacy has an indirect effect on academic resilience and academic progress through the mediation of responsibility( $p<0.05$ ), so it can be concluded that parenting literacy and its components can increase responsibility in students.

**Keywords:** Parenting Literacy, Responsibility, Academic Resilience, Academic Progress, Parents.

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## Introduction

In today's era, families want to be responsible for their lives and children, the appearance of intelligent behavior of children and the availability of intelligent electronic equipment for the behavior and behavioral functions of children (youth and teenagers) has become a big challenge for parents. Many physical, psychological, emotional and social changes occur in it (Daniel T and Diya Dou, 2020). Parents are a child's first teacher. The family and the child's home environment have a significant impact on the development of language, literacy and academic achievement, and this influence is stronger in the early years of the child, but continues throughout the school years (McCoy, and Cole, 2011). Educational Literacy Parents is one of the new models in educational sciences and educational management that parents can support their children in better learning by improving their knowledge and skills. Therefore, creating value and creating effective strategies to improve the educational literacy of parents is one of the effective strategies for the educational and skill development of children in the future. Dickinson and Morse (2019) note that differential levels of school entry may remain unchanged even as children progress through school; As a result, there is often a focus on parenting literacy programs targeting preschoolers and early school-aged children. Establishing basic literacy is an important aspect of many parenting literacy programs; There are many aspects that can support the success of parenting literacy programs; For example, facilitators' awareness of program content and openness to implementing new strategies may shape parent literacy program outcomes (Lynch, & Prince, 2023). Research has highlighted the importance of the home environment for the growth and development of lifelong behaviors (Simpandeh, 2019). Therefore, the answer to this question is whether the dimensions of parental educational literacy (positive parenting, weak supervision, unstable discipline, corporal punishment, conflict) can predict resilience and academic progress of students through the mediation of responsibility?

## Methodology

It is of correlation type and through structural equation modeling (SEM<sup>1</sup>). Statistical population, sample size and sampling method The statistical population of this research was 60,735 male and female secondary school students in the academic year of 1400-1401 in the city of Karaj. The statistical population consisted of 33,793 boys and 145 schools among 117 boys' schools. For girls, 26,942 students, 400 boys and girls with their mothers were selected. In the current research, taking into account the number of parameters estimated in the model and taking into account the dropout of 400 students; And according to their gender, cluster sampling was done randomly; that in girls' schools, 7 people from each grade randomly, in ten schools, a total of 210 people and in the 11th school, 13 people (10th grade, 4 people, 11th grade, 4 people and 12th grade, 5 people) which is a total of 223 girls ; And in eight boys' schools, 21 people out of a total of 168 people were randomly selected from each school, and 9 people (3 people from each grade) in the ninth school for boys, with a total of 177 male students in nine boys' schools. Measuring tools: Parents' educational literacy was evaluated through the Alabama questionnaire prepared by Shelton, Frick and Wootton, (1996). This test has 42 questions that measure five areas: corporal punishment, unstable discipline, poor supervision, conflict and positive parenting. Adolescent responsibility questionnaire was developed by Pare Sima Nemati (2017) and has been standardized. This questionnaire contains 50 questions that measure 7 dimensions: self-management, orderliness, trustworthiness, trustworthiness, and conscientiousness. Academic Resilience Questionnaire (ARI) was prepared by Samuel in 2004 and the original version has 40

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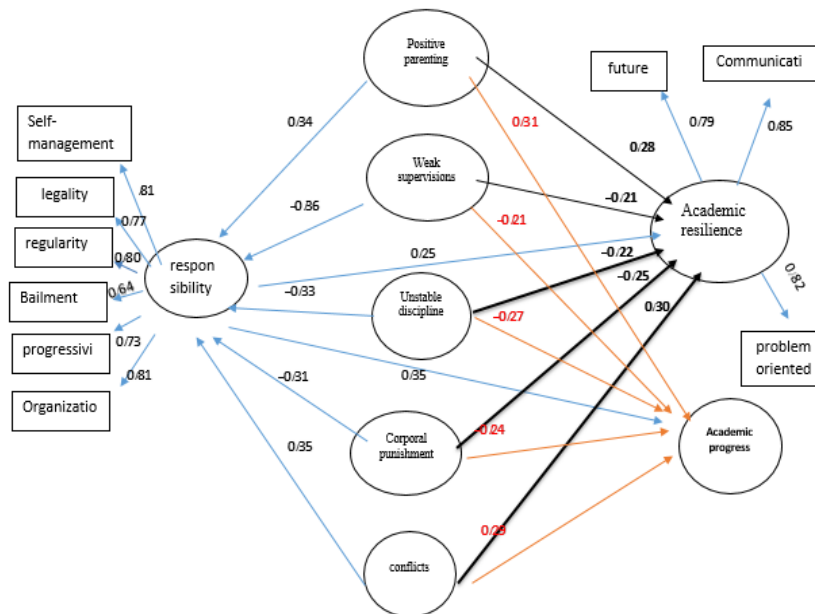
1. structural Equation Modeling (SEM)



questions and in Iran it has been standardized and reduced to 29 questions. It has three subscales of future-oriented, problem-oriented, and positive communication skills. The educational progress questionnaire was designed and validated by Salehi (2014), this questionnaire contains 50 closed-ended items based on a two-choice answer sheet (yes-no).

### Findings

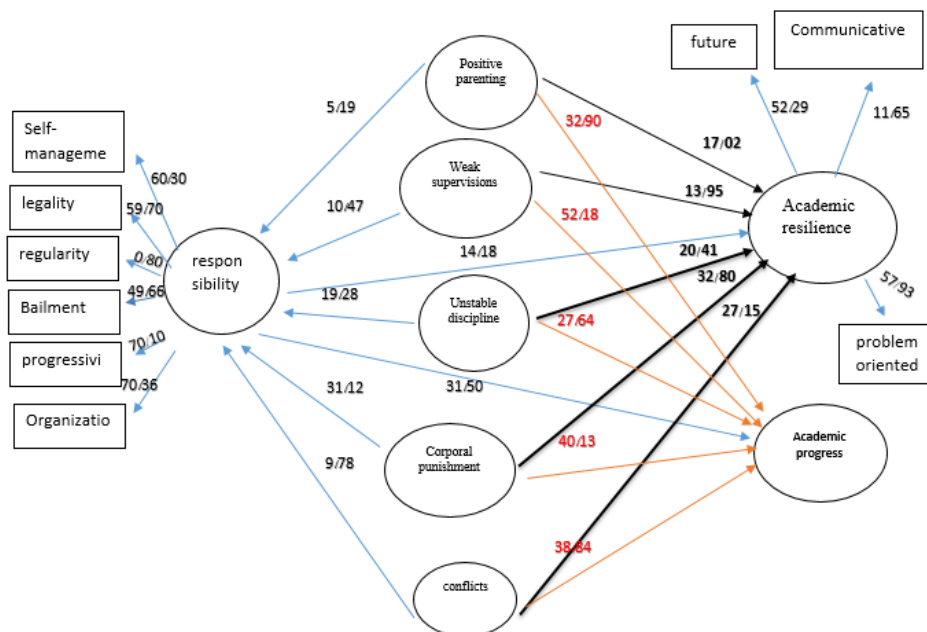
Structural model fitted in two modes of standard coefficients and t.



**Figure 1. The fitted model for predicting academic resilience and academic progress based on educational literacy with the mediation of responsibility in the form of standard coefficients**

As shown in Figure 1, the relationship of responsibility with positive parenting is 0.34, with weak supervision - 0.36, with unstable discipline - 0.33, with corporal punishment - 0.31 and with conflict - 0.35. The relationship between responsibility and resilience is 0.25 and academic achievement is 0.35. The relationship between academic achievement and positive parenting is 0.31, with poor supervision - 0.21, with unstable discipline - 0.27, with punishment - 0.24 and with conflict - 0.29. The relationship of resilience with positive parenting is 0.28, with monitoring - 0.21, with unstable discipline - 0.22 - with punishment - 0.25 and with conflict - 0.30.





**Figure 2. The fitted model of predicting academic resilience and academic progress based on educational literacy with the mediation of accountability in the form of coefficients t.**

As shown in Figure 2, the relationship between responsibility and positive parenting is 5.19, weak supervision is 10.47, unstable discipline is 19.28, corporal punishment is 12.31, and conflict is 9.78. The relationship between responsibility and resilience is 14/18 and academic progress is 31/50. The relationship between academic progress and positive parenting is 32/90, with weak supervision 52/18, with unstable discipline 27/64, with punishment 40/13 and with conflict 38/84. The relationship of resilience with positive parenting is 17/02, with monitoring 13/95, with unstable discipline 20/41, with punishment 32/80, and with conflict 27/15.

**Conclusion**

Students' responsibility has a direct and meaningful effect on the academic resilience of second year high school students in Karaj city, so the hypothesis of the research is confirmed. The direct effect of responsibility on academic progress is significant, which means that responsibility positively explains the variance of academic progress, so the hypothesis of the research is confirmed. The educational literacy of parents on the academic resilience of second year high school students in Karaj city. It is direct and meaningful. This means that among the dimensions of literacy, positive parenting can positively explain academic resilience, and weak supervision, unstable discipline, corporal punishment, and bullying negatively explain academic resilience, so this research hypothesis is also confirmed. Educational literacy of parents has a direct effect on the responsibility of second year high school students of Karaj city. And it is significant in the sense that among the dimensions of literacy, positive parenting can positively explain poor supervision, unstable order and discipline, corporal punishment, and taking negative forms of responsibility; This research hypothesis is also confirmed. Students' responsibility plays a mediating role in predicting students' resilience based on parents' educational literacy. As the results show, the indirect effect of responsibility in predicting resilience based on educational



literacy is significant. Therefore, the assumption of the research is confirmed. Parents' educational literacy does not have an indirect effect on students' academic resilience through the mediation of responsibility. It may be because parents and teachers are good role models for students' responsibility, but they are not good models for resilience. Because children and teenagers usually observe, learn and model their parents' behaviors, including resilience, in different situations and conditions. It is suggested that training courses on parenting skills should be held in educational centers for parents and encouraging parents to participate in such courses should be considered due to its positive effects. And also in education, some methods of increasing responsibility, including self-based responsibility methods, should be used to teach students to do academic and educational work.

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