

Original Article (Quantified)

## The moderating effect of self-efficacy on the relationship between parents and children and academic participation, considering the mediating variable of learning adaptation among secondary school students of Nowshahr city.

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**Abstract**

The purpose of this research is to investigate the moderating effect of self-efficacy on the relationship between parents-children and academic participation, taking into account the mediating variable of learning adaptation among secondary school students of Nowshahr. The current research is applicable in terms of purpose, and descriptive-correlative in terms of nature and method. The statistical population of the current study included parents and students of girls' schools in the first secondary school in Nowshahr, with a number of 2000 students and 2000 parents, of which 384 were selected as a statistical sample using a random cluster method for students, and also 384 were selected by simple random method for parents; based on Cochran's formula. Data collection tools include parent-child relationship questionnaires (Barenzova and Oson, 1982), learning compatibility (Linbin, 2008), self-efficacy (Zhang, 2010), and academic participation (Scafeley, 2002). SPSS 26 and Lisrel software were used for analysis. The results showed that there is a significant relationship between parent-child relationships and academic participation of secondary school students in Nowshahr. Also, there is a significant relationship between parent-child and academic participation, taking into account the mediating role of learning adaptation of middle school students in Nowshahr city. Finally, there is no significant relationship between parent-child and academic participation considering the mediating role of learning self-efficacy of Nowshahr secondary school students.

**Keywords:**

self-efficacy,  
parent-child relationship,  
academic participation,  
learning adaptation

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## Extended abstract

### Introduction

Since the publication of the Family Educational Promotion Law and Co-education in China, the government has encouraged parents to participate in their children's education and help them grow (China, 2021). Studies have shown that communication between parents and children can be an important mechanism to influence their children and help children's growth, health and personality. And it also affects the mental state and behavioral participation of students in learning activities in schools (Liu et al, 2012). Therefore, communication between parents and children can be an effective way to promote learning in school. Academic participation refers to the amount of effort or behavioral participation that students make in the learning process (Peng et al, 2022).

In addition, other factors such as learning adaptability can affect students' academic participation. Also, the adaptability of learning can affect students' attitude, participation and effort. (Zhaang et al, 2021) Learning adaptability is defined as a person's ability to maintain a positive attitude. Also, the adaptability of learning has been expressed by taking measures to meet the academic needs of students and adapting to the educational environment. Baker & Siryk (1984) has shown in their studies that learning adaptability can positively predict the student's academic participation. Wang et al, (2020) showed that students with better learning adaptation may be more persistent and focus on their studies without distraction. Therefore, students with strong adaptability can overcome difficulties and devote themselves to learning.

On the other hand, self-efficacy is an important contextual factor of learning in the relationship between parents and children, which can be adjusted by individual variables. Research has shown that learning self-efficacy can improve students' academic performance by cultivating mental qualities (Liu, 2017). People with high self-efficacy tend to maintain a good attitude and believe that they can solve learning problems; they are also less likely to experience severe pressure, anxiety or stress (Hong et al, 2021).

Therefore, the researcher tries to answer the question: what is the effect of self-efficacy on the relationship between parents-children and academic participation, considering the mediating variable of learning adaptation among secondary school students of Nowshahr city?

### Theoretical Framework

#### Academic self-efficacy

According to Mouriss (2001), academic self-efficacy expresses the feeling of a person's ability regarding learning activities, focusing on academic subjects and meeting academic expectations. It is also defined as a person's judgment about his abilities to organize and implement specific activities in order to obtain various academic performance plans (Kostagiolas et al, 2019).

#### Academic participation

Academic participation refers to the amount of effort or energy a person spends on his academic work and the effectiveness and efficiency achieved. The main indicators of academic participation include participation in activities related to education, achieving high grades, the amount of time spent on homework, and the amount of homework completed. Learners who have academic participation pay more attention and focus on the issues and subjects that are the target of learning, work hard, enjoy doing academic tasks, show more commitment to the rules and regulations of the school, avoid incompatible and undesirable behaviors, and have better performance in tests (Yaghubi et al, 2022).

### **Adaptability of learning**

Adaptation in school is a multi-dimensional structure that should be distinguished between several types, i.e. academic, social and individual emotional adaptation (Lavasani et al, 2018). Academic adaptation refers to the demands of the educational environment such as homework and exams (Wilder, 2014).

Geng et al, (2023) conducted a research titled "Relationship between parent-child relationship and academic conflict among secondary school students". The results showed that learning compatibility has a mediating role between parent-child relationship and academic participation. In addition, parent-child relationships and academic participation as well as parent-child communication and adjustment were all moderated by self-efficacy.

Babaei parsheh & Mosadeghi nik (2022) investigated the relationship between information literacy and communication skills of teachers with academic self-efficacy with the moderating role of students' intelligence beliefs. The research findings showed that there is a positive and significant relationship between teachers' information literacy and students' academic self-efficacy. There is a positive and significant relationship between teachers' communication skills and students' academic self-efficacy. The results of the research showed that intelligence beliefs have a moderating role in the relationship between information literacy and teachers' communication skills with students' academic self-efficacy.

### **Research methodology**

The current research is applicable in terms of purpose, and descriptive-correlative in terms of nature and method. The statistical population of the current study included parents and students of girls' schools in the first secondary school in Nowshahr, with a number of 2000 students and 2000 parents, of which 384 were selected as a statistical sample using a random cluster method for students, and 384 were selected by simple random method for parents; based on Cochran's formula. Data collection tools include parent-child relationship questionnaires (Barenzova and Oson, 1982), learning compatibility (Linbin, 2008), self-efficacy (Zhang, 2010) and academic participation (Scafley, 2002).

### **Research findings**

SPSS and LISREL software were used for analysis. The results showed that there is a significant relationship between parent-child relationships and academic participation of secondary school students in Nowshahr. Also, there is a significant relationship between parent-child and academic participation, taking into account the mediating role of learning adaptation of Nowshahr high school students. Finally, there is no significant relationship between parent-child and academic participation considering the mediating role of learning self-efficacy of Nowshahr secondary school students.

### **Conclusion**

The current study was conducted with the aim of investigating the moderating effect of self-efficacy on the relationship between parents-children and academic participation, taking into account the mediating variable of learning adaptation among secondary school students of Nowshahr city. These findings are in agreement with research findings of Geng et al, (2023), Babaei parsheh & Mosadeghi nik (2022), Naghsh et al, (2022), Aghaei Motlagh (2020), Zangi Abadi et al, (2019), Liu et al, (2019), Pourseyed et al, (2019), Senobar (2018), Sevari (2018), Azizinezhad (2016), Sheikholeslami et al, and (2015). In explaining these findings, it can be stated that this study showed that the child-parents' communication is positively related to the students' academic participation. That is, by improving the quality of parent-child communication, the academic participation of students increases significantly.



Communication is a bridge between parents and children. Through open and equal communication, parents can convey their expectations for academic learning to their children and ask their children to make more efforts in academic learning. In addition, parents can learn about their children's learning challenges in time and provide them with the necessary support to improve students' interaction with education. However, if there is less communication and more problems between parents and children, it will be difficult for students to cope with the pressure of academic learning. In addition, their mobility will decrease. They are more exhausted in academic learning and do not want to dedicate to it.