

Predicting academic enthusiasm based on social adequacy and parenting styles considering the mediating role of social support in students

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Abstract

Aim: The purpose of this study was to predict academic enthusiasm based on social adequacy and parenting styles, considering the mediating role of social support in students.

Method: In terms of the purpose of this research, it is of an applied type and in terms of data collection methods, it is of a descriptive correlational type. The statistical population in this research includes all the high school students of the 2nd district of Ardabil. The statistical sample of the research also includes 368 students (172 girls and 196 boys) of high schools in the 2nd district of Ardabil. They are selected by stratified sampling method. Research questionnaires include; The social support questionnaire (Vaux et al., 1986), the 30-question parenting style questionnaire (Baumrind, 1973), the academic enthusiasm scale (Fredericks et al., 2004) and the social adequacy questionnaire (Fellner et al., 1990) were used, and the validity and reliability have been proven by psychologists and professors in this field. SPSS-16 software, Pearson's correlation method and multiple linear regression analysis were used to check the correlation between variables.

Findings: The findings indicate that the mediating role of social support in the relationship between academic enthusiasm and social adequacy and parenting styles of students is positive and significant ($P < 0.001$). Also, the findings showed that the relationship between social support and social adequacy and parenting styles in students is positive and significant ($P < 0.001$). In fact, social adequacy and parenting styles can predict students' academic enthusiasm due to the existence of social support. In this research, it was found that the three variables of social adequacy, parenting styles and social support were able to explain 10%, 53% and 14% of the variance of the academic enthusiasm variable, respectively. Also, the results of statistical analysis showed that the effect of adequacy social and child-rearing methods have placed on social support, are 45% and 11%, respectively.

Conclusion: According to the findings, it can be said that social adequacy and parenting styles can predict students' academic enthusiasm due to the presence of social support. Based on this, parents should prepare programs for social support of their children and use appropriate parenting style for their education and growth so that they can increase their academic enthusiasm.

Keywords: social support, parenting styles, social competence, academic enthusiasm

Introduction

An efficient educational system in any society can guarantee the progress and growth of that society, and this efficiency can be obtained by paying attention to the performance of learners in different academic courses (Dustmohammadloo et al, 2023, Ghadampour et al., 2016). In fact, in recent years, the educational system of most countries has paid more attention to the capabilities and talents of students and prioritized their well-being relying on the principles of positive psychology (Kolahi et al., 2018; p. 147). In addition to the educational system, contextual factors (family and culture) can affect the education and growth of children (Rezaei et al, 2021). In fact, the factor of parents can significantly influence the personality of students and overshadow it (Seyed Dinkhah, 2022). The results of the research conducted in this case show that parenting styles, both maternal and paternal, can play a role in understanding the development of externalizing and internalizing behaviors (Han et al., 2017). In other words, the strategies that are used to manage the behavior and character of children and teenagers are the basic area of parenting style (Malavardi, 2019). The academic performance of students is also affected by many factors, including the family and, accordingly, the parenting style of the parents. The family is the first institution that determines the personality and intellectual values of children and has a significant impact on their destiny and future lifestyle. Meanwhile, the stability of positive and constructive communication between parents and children can increase motivation and academic success in children and adolescents (Yousfi, 2020, Ostowari, 2016). On the other hand, the damages caused by the wrong behavior of parents with their children and the lack of support for them when problems occur, result in psychological distress and suffering for students, as a result of which, social interactions and It makes academic progress difficult and creates them a high level of anxiety and depression (Asadiof et al, 2024).

The structure of academic enthusiasm, which has attracted the attention of various fields of psychology, especially positive psychology, in the last few years, refers to the amount of effort that a student spends on his academic work, and also evaluates his academic efficiency, effectiveness and productivity. The majority of students who have a high desire to study prioritize learning subjects and avoid doing incompatible tasks and behaviors. This group of students has a high study rate compared to other students and they are satisfied with their performance and academic status. Therefore, according to what has been said, the concept of academic enthusiasm has a high value and is considered important due to its effect on the performance and academic success of students. (Moazen, 2017).

Social adequacy is a concept that has attracted the attention of psychologists and researchers in the field of education in the last few decades. This capability, which includes various cognitive, emotional, motivational and behavioral dimensions, guarantees the personal independence of people and through that people can fulfill their social responsibilities (Kazemi et al, 2023; Momeni, 2017; Ashuri, 2016). Standardizing and limiting the structure of social adequacy, the so-called responsibility, is one of the actions that has been carried out in the field of theory and definition of social adequacy variable (Felner et al., 2020).

The education way that families use for their children's personal and social education are the same parenting styles that are influenced by many cultural, social, political and economic factors. Therefore, the attitudes, beliefs and behaviors of parents are manifested in the form of parenting styles and it causes the development of children's personality and the internalization of moral characteristics in them. Parenting styles can explain and predict psychological and social growth, enthusiasm and academic performance, well-being and psychological health of students (Aghajani, 2020).

One of the psychological constructs effective on students' academic enthusiasm is social support, which can act as a mechanism to deal with stress, can act as a source of protection to enable people to deal with psychological challenges (Fathy Karkaragh & Gozalova, 2021). In addition, this variable provides the context for constructive social interactions and causes emotional balance and reducing academic burnout (Rajabi, 2022; Li et al., 2018). Numerous researches have been conducted regarding academic enthusiasm and the factors that affect it, each of which emphasizes the importance of students' enthusiasm for education and the role it plays in their academic progress. for example; Hashmi-Nusratabad (2017) concluded in a separate research that social support and help-seeking can increase students' academic enthusiasm. In another study, Javadi Elmi and Asadzadeh (2020) found that the increase in interaction factors such as academic help-seeking, social support and academic vitality can increase academic enthusiasm in learners. Also, Rezaei et al (2014) in his research on predicting academic enthusiasm and academic satisfaction of primary school students based on parents' participation and parenting styles, concluded that academic enthusiasm and academic satisfaction have a significant relationship with parenting styles in students. In foreign researches, we can refer to the research of Han et al. (2017). In a study, they concluded that parenting styles have a positive and significant relationship with the academic progress of students. Considering the importance of the research topic as well as the results of the above research, in this

research we examine the relationship between parents' social support and parenting styles with students' academic enthusiasm.

Parents' support for students and their cooperation in formulating, implementing and evaluating curricular activities is one of the most important challenges in the world of education. Because the participation of parents is a guarantee for the realization of educational goals. In fact, parents are the first people who have the necessary knowledge about their children's weaknesses, abilities and personality traits and are aware of their needs. Of course, it is necessary to mention that parents should pay attention to the personality traits and gender of their children when meeting their needs (Khorami et al, 2024). Parents' support for school activities causes them to have a positive attitude towards themselves, the school, the students' abilities, and the role of the school staff, and to be active and diligent in the growth and education of their children. On the other hand, if parents actively take part in different levels of participation, including decision-making, volunteering, working with children, working with children at home, etc., they have supported the programs prepared for their child's academic progress. Considering that the right participation of parents is necessary to choose the appropriate parenting style and taking into account the positive and meaningful relationship between the authoritative style with the creativity and academic progress of the student and the negative relationship between the authoritarian style and the academic progress, the role of the importance of the parenting style in the academic progress is highlighted. So, investigating the status of students' academic enthusiasm and determining the relationship between social adequacy and parenting styles with this variable and the mediating role of social support in this model, determining the contribution of social support, social adequacy and parenting styles in predicting students' academic enthusiasm will be extremely necessary. On the other hand, the lack of research that has examined these variables and the relationship between them as a single and coherent research in students justifies the necessity of conducting such a research. Therefore, it becomes important to examine the predictors effective on academic enthusiasm in students considering that they are the future generation of the society. Therefore, this research was designed with the aim of predicting desire to study based on social adequacy and parenting styles, considering the mediating role of social support.

Method

This research is applied in terms of its purpose and descriptive (correlation) in terms of data collection methods. The statistical population in this research includes all high school students of the 2nd district of Ardabil. Their numbers were 9576 in the academic year of 1401-1402 (4470 girls and 5106 boys). The statistical sample of the research includes 368 students (172 girls and 196 boys) of the high school in the 2nd district of Ardabil, who were selected by stratified sampling method. In this study, we have used 4 social support questionnaires by Vaux et al. (1986), the 30-question questionnaire of Diana Baumrind's parenting styles (1973), the academic enthusiasm scale by Fredericks et al. (2004) and the social adequacy questionnaire by Fellner et al. We explain each one:

Social Support Questionnaire (Vaux, Phillips, Holley, Thompson, Williams and Stewart, 1986): This questionnaire was created by Vaux, Phillips, Holley, Thompson, Williams and Stewart in 1986 based on Cobb's definition of social support. According to Cobb's definition, social support refers to the level of love, assistance and attention of family members and friends and to other people. This questionnaire has 23 items. Ebrahimi Ghavam (2012) in his dissertation research, which was conducted under the guidance of Delavar, changed the scoring system of this questionnaire to zero and one and the reason for this was the use of Cronbach's alpha (Hemati Rad and Sepah Mansour, 2008). This questionnaire has three sub-components: family support, friends' support, and others' support; By looking at the questions, you can easily understand which question is related to which subscale. The scoring of questions 3, 10, 13, 21 and 22 is reversed.

Questionnaire of 30 questions of parenting styles (Baumrinds, 1973): This questionnaire has 30 items, which was designed and constructed by Diana Baumrind (1973). It was translated by Hosseinpour (2002) and measures parents' parenting styles in three factors. Sentences Nos. 28, 24, 21, 19, 17, 14, 13, 10, 6, 1 are in a permissive manner and sentences Nos. 2, 29, 3, 7, 9, 12, 16, 1, 25, 26 in an authoritarian way and sentences Nos. 4, 5, 8, 11, 15, 20, 22, 23, 27, 30 in a decisive way. In front of each statement, there are 5 columns (completely agree, somewhat agree, somewhat disagree, disagree, completely disagree) respectively from 0 to 4, which is scored by summing the scores of the questions related to each method and dividing it by the number questions are given a separate score. The validity and reliability of this questionnaire have been confirmed. Borai (1991) used the (differential) method to check the validity and reliability of this questionnaire and observed that the authoritarian method has a negative relationship with complacency ($r=0.38$) and logical authority ($r=0.48$) and his laxity style had no significant relationship with his logical authority style ($r=0.7$) (Mehrafrooz, 1999). Borai (1991) used the

test-retest method to calculate reliability and found that the reliability of permissive, authoritarian and authoritarian methods was 0.81, 0.86 and 0.78, respectively. He also confirmed the internal validity. Using Cronbach's alpha formula, it was calculated that it obtained 0.75 for the permissive style, 0.85 for the autocratic style and 0.82 for the authoritarian style (Mehrafroz, 1378).

Academic Enthusiasm Scale (Fredericks, Blumenfeld and Paris, 2004): This questionnaire was created by Fredericks, Blumenfeld and Paris (2004), which has 15 items that measure three behavioral, emotional and cognitive subscales among students. Fredericks et al. reported the reliability coefficient of this scale as 0.86 (Fredericks et al., 2004). The validity of this questionnaire was confirmed in a research and the total reliability was 0.66 by Cronbach's alpha method in their research (Abassi et al., 2015). In the study by Safari et al. (2015), the total reliability was calculated by Cronbach's alpha method at 0.74. Questions 1, 2, 3, 4 are related to behavioral passion subscale and questions 5, 6, 7, 8, 9, 10 are related to emotional passion and questions 11, 12, 13, 14, 15 are also related to cognitive passion subscale. The answer of each item has scores from one to five, which includes (very little = 1 to very much = 5). It should be noted that the total score of the academic enthusiasm scale was intended.

Social Sufficiency Questionnaire (Felner et al., 1990): Social Sufficiency Questionnaire was created and validated in 1990 by Felner and his colleagues and based on Felner's scientific theory that presented the 4-dimensional model of social sufficiency. This questionnaire measures 4 sub-scales, which include; cognitive skills and abilities, behavioral skills, emotional adequacy and motivational cues and expectations. To check the reliability of this scale, two Cronbach's alpha methods were used and to determine the correlation coefficient between two test executions (retest method) and the results showed that this questionnaire has an acceptable and desirable internal similarity coefficient (Alpha = 0.884). In the interval of 4 weeks, the correlation coefficient between the two implementations of the questionnaire was 0.889, which indicates the high and acceptable reliability of this tool. According to Felner's theory and the opinion of experts and professors of psychology and psychometrics, it can be said that the formal and logical validity of this questionnaire is confirmed. It should also be said that this scale includes a 7-point Likert spectrum (from 1 strongly disagree to 7 strongly disagree) that statistical samples should choose the option that best expresses their feelings and opinions. It is worth mentioning that questions 3, 6, 8, 9, 11, 12, 15, 16, 21, 25, 26, 28, 32, 36, 37, 38, 43, 44 and 45 are scored in reverse.

Descriptive and inferential methods have been used to analyze the data of this research. In fact, descriptive statistics methods have been used to calculate descriptive indicators such as mean and standard deviation, using SPSS-16 software to check the correlation between variables, Pearson correlation method and Multiple regression analysis were used.

Findings

Table (1). Description of demographic characteristics of the participants

Gender		field of study			level of study		
Boys	girls	humanities	experimental sciences	mathematics	10th grade	11th grade	12th grade
196 people (53.27 %)	172 people (46.73 %)	3 people (17 %)	195 people (53%)	170 people (30 %)	125 people (34.4%)	68 people (18.2%)	175 people (47.4%)

Based on the results of statistical analysis listed in table (1), 53.27% (196 people) of the participants are male students and 46.73% (172 people) of them are female students. Field of study 3 people (17%) of the participants were studying humanities, 195 people (53%) were studying in the field of experimental sciences, and 170 people (30%) were studying in the field of mathematics. It was also found that 125 students (34.4%) were in the 10th grade, 68 (18.2%) were in the 11th grade, and 175 (47.4%) were in the 12th grade.

Table (2). Review of descriptive indicators of research variables

Indicators	Social support	Social adequacy	Parenting styles	Academic enthusiasm
Average	110.41	177.49	51.77	201.17
Standard deviation	13.87	25.65	12.38	36.98

According to the results of table (2) and the analyzes related to the descriptive indicators, the average (and standard deviation) of the variables of social support, social adequacy, parenting styles and academic enthusiasm are respectively equal to; 110/41 (12/87), 177/49 (25/65), 51/77 (12/38) and 201/17 (36/98).

Table (3). Pearson correlation analysis between the variables studied in the research

Variables	Parenting styles	Social adequacy	Academic enthusiasm	Social support
Parenting styles	1			
Social adequacy	0.231	1		
Academic enthusiasm	0.453	0.564	1	
Social support	0.356	0.406	0.251	1

P < 0.01

Considering the results of table (3) and taking into account that the significance level in the Pearson correlation test (0.000) was lower than the confidence level of 0.01, then it can be said that the relationship between academic enthusiasm and social competence and parenting styles has a mediating role. Social support is positive and significant ($P < 0.01$). It was also found that social support has a positive and significant relationship with parenting methods and social adequacy ($P < 0.01$).

Table (4). direct, indirect and total effect to predict academic enthusiasm

Variable	Not standardized coefficients		Beta coefficient	Direct effect	Indirect effect	Total effect	P
	B	Standard error					
Parenting styles and social adequacy on academic enthusiasm	20.576 9.274	0.554	9.06200	-	0.182	0.182	P<0.001
Authoritative parenting style on academic enthusiasm	74.203 13.517	.557	13.24745	0.227	-	0.227	P<0.001
Social adequacy on academic enthusiasm	10.35	.696	11.42142	0.137	-	0.137	P<0.001
Social support on academic enthusiasm	15.576 4.134	0.426	9.46341	0.102	-	0.102	P<0.001
Social adequacy on social support	68.964 9.762	0.648	10.53134	0.189	-	0.189	P<0.001
Authoritative parenting style on social support	9.768	.638	8.14236	0.151	-	0.151	P<0.001

According to the results of table (4) and considering that the significance level of the test in all hypotheses is less than 0.001, it can be said that the mediating role of social support in the relationship between academic enthusiasm and parenting styles and social adequacy of students is positive and significant. Also, according to Figure (1), the rounded coefficients that can be seen are related to the correlation coefficients in Table (4), so that social adequacy has been able to explain 10% of the academic enthusiasm variable, the effect that social support has had on academic enthusiasm, is about 14%. Social adequacy has been able to have a 45% impact on social support. And finally, the effect of Authoritative parenting style on the desire to study and social support is 53% and 11%, respectively. As a result, considering the mediating role of social support, it can be said that parenting methods and social adequacy have been able to provide a suitable model in relation to academic enthusiasm. In fact, with the effect of parenting styles and social adequacy on social support and academic enthusiasm and the effect of social support on academic enthusiasm, academic enthusiasm can be predicted in a favorable way.

Discussion

The aim of this study was to predict academic enthusiasm based on social adequacy and parenting styles, considering the mediating role of social support in students. The results of statistical analysis showed that the relationship between academic enthusiasm and parenting styles and social adequacy is positive and significant due to the mediating role of social support in students, and the three variables of parenting methods, social adequacy and social support have the ability to predict academic enthusiasm in students. Similar to this research finding can be observed in separate researches conducted by Sharei et al. (2021), Talebi Amrei et al, Akhvin (2017), Keshavarz (2018) and Moazen (2017). Thus, Talebi-Amrei et al. (2020) concluded during a research that the relationship between lifestyle promoting health and social sufficiency with the mediating role of academic adjustment in students is positive and significant. Sharei et al. (2021) and Keshavarz (2018) in separate studies concluded that this relationship is direct and significant. Moazen (2017) also concluded in a research that the relationship between social support and academic enthusiasm of students is positive and meaningful with regard to the mediating role of academic motivation. Also, Akhvin (2017) concluded in a research that the correlation of social support, perfectionism is goal orientation with positive and meaningful academic enthusiasm.

In explaining this finding of the research, it should be said that academic enthusiasm has a two-way relationship with psychological constructs such as the pleasure of being in the classroom with characteristics such as life satisfaction, enthusiasm, vitality, cheerfulness, happiness, peace of mind, peace and comfort, and These emotions cannot be realized in learners unless they are placed in a constructive and supportive emotional atmosphere of the family, the parents' relations with them are sincere and respectful, and their needs are met within the family as much as possible. These actions create self-confidence in students with learning disabilities, and because of this feeling, they can deal with their academic problems without fear and try to solve them. Also, with the support they receive from the family, they can have constructive relationships with classmates and teachers and continue their academic activities with more enthusiasm (Akhvin, 2017).

Another finding of this research indicates that there is a positive and significant relationship between academic enthusiasm and social support of students, which is in line with the results of Sheikh Al-Islami and Karimianpour's research (2018) as well as the research of Fathy karkaragh (2022) So that they came to the conclusion in a separate research that social support and a favorable psychological climate can explain and predict the desire to study in learners.

In explaining this research finding, it should be said that things like loving, caressing, giving gifts, encouraging and feeling safe in the family environment, which are expressed as a result of children's academic success, create positive and constructive academic emotions in students, which these positive emotions It leads to increasing their interest in academic activities. In fact, by paying attention to the needs of their children and meeting them to a reasonable extent, parents provide the basis for their personal, social and academic growth and lead to the emergence of increasing academic interest and passion in learners (Fathy karkaragh, 2022).

Based on the results of the research hypothesis test, students who were raised with authoritarian parenting style are at a favorable level in terms of academic enthusiasm, which is in line with the results of the research of Fadavi, Pourshafei and Asadzadeh (2021) as well as Batyar's research (2017). So that they came to the conclusion in a separate research that there is a significant relationship between academic vitality and authoritarian lifestyle.

In explaining this finding from the research, it should be said that authoritative parents have control over their children along with a warm relationship and accountability. While applying control methods to their children, authoritative parents explain how to do it and also use reinforcement methods to change their children's behavior. In this style, a set of social support, two-way communication, acceptance, responsiveness, patience and satisfaction towards children can be seen. Research shows a strong and significant correlation between authoritative parenting style with organization, academic progress and rational orientation in children and it is through this type of educational method that the children of authoritative parents have higher levels of autonomy and more social skills than others and show less aggression (Batyar, 2017).

Conclusion

According to the findings of the statistical analysis, it can be said that the mediating role of social support in the relationship between academic enthusiasm and social adequacy and parenting methods is positive and significant, and social adequacy and parenting methods, through the mediating role of social support, can predict academic enthusiasm in students. According to these findings, it is suggested that parents prepare programs for the social support of their children and also use appropriate parenting style for their education and growth in order to increase their academic enthusiasm. It is also suggested that a workshop be established to familiarize parents with various parenting styles in order to familiarize themselves with their own style, so that in these workshops they can become familiar with the consequences of parenting styles. According to this finding of the research, it is suggested that

more research be done in relation to the consequences of academic enthusiasm. Its relationship with factors within the family and the mechanisms of providing parental support with academic exhaustion should be done. The current research is limited to the high school students of the 2nd district of Ardabil, and there are limitations in generalizing the results to all students in all grades, and it should be noted that the research design is cross-sectional, which has limitations compared to longitudinal designs.

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