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Factorial Validity and Psychometric Properties of the Persian version of the Academic Parenting Scale

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Abstract

Abstract

The undeniable necessity of understanding parental behaviors from a contextual perspective has encouraged various researchers to study the functional characteristics of parenting practices depending on the contexts such as academic learning, interaction with peers, and the daily life of children and adolescents. Therefore, this research study was conducted to analyze the factorial validity and psychometric properties of the Persian version of the Academic Parenting Scale. In this descriptive survey, 350 mothers were selected through accessible sampling method. They filled out the Academic Parenting Scale (Wang et al., 2022), Parenting Wisdom Scale (Boumpouli et al., 2022), and the Strength-based Parenting Scale (Jach et al., 2018). The results of the confirmatory factor analysis showed that the Academic Parenting Scale had good factorial validity with a four-factor structure consisting of parental warmth, parenting focused on behavioral control, parenting focused on psychological control, and parental support. Indices of 2χ, 2χ/df, CFI, GFI, AGFI, and RMSEA were equal to 904.66, 1.85, 0.93, 0.95, 0.93, and 0.05, respectively. In addition, the results concerning the correlation between the dimensions of academic parenting with strength-based parenting and different facets of parental wisdom supported the convergent validity of the Persian version of the Academic Parenting Scale. Moreover, the internal consistency coefficients of academic parenting subscales, including warmth, behavioral control, psychological control, and independence-encouraging parenting, were equal to 0.80, 0.79, 0.84, and 0.79, respectively. In sum, while defending the conceptual positions derived from the self-determination theory in the development of a contextual approach to parenting behaviors and expanding the frontier of theoretical knowledge in the field of emerging and contextual studies of educational parenting, this research study provided compelling evidence in preliminary support of the technical characteristics of validity and reliability of the Persian version of Academic Parenting Scale.

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Introduction

The undeniable necessity of understanding parental behaviors from a contextual perspective has encouraged various researchers to study the functional characteristics of parenting practices depending on contexts such as academic learning, interaction with peers, and the daily life of children and adolescents. Parenting includes a wide range of behaviors and practices in different situations such as relationships with peers, academic learning, and daily life of children and adolescents. In the model proposed by Wang et al. (2022) about academic parenting, parent-child academic interactions, and parental behaviors in the context of pursuing the academic efforts of children and adolescents are emphasized. In this vein, the conceptual structure of parental involvement in the field of child and adolescent academic progress, including the four aspects of parenting, makes it inevitable to distinguish among four groups of parents, including the independence-encouraging parents, behavior-controlling parents, psychologically controlling parents, and structured parents. In this conceptual system, psychological control means that the parents subjugate the child's psychological world by inducing guilt, exercising power, and depriving him of affection. On the other hand, behavioral control refers to the parent's effort to set behavioral rules and provide the appropriate opportunity to guide the child and adolescent (Guo et al., 2021).

In Wang et al.'s (2022) study, the results of the confirmatory factor analysis supported the four-factor structure of the Academic Parenting scale (i.e., parental warmth, parental behavioral control, parental psychological control, and independence-encouraging parenting) in a sample of Chinese parents. The results of this research study emphasized the positive correlation between parental warmth, parental behavioral control, and independence-encouraging parenting with parents' academic involvement, children's academic mastery behaviors, and their academic performance. In addition, it showed a negative correlation between psychological control with parents' academic involvement, the children's academic mastery behaviors, and their academic performance. It provided sufficient support for the validity of the Academic Parenting scale's structure, and experimental evidence regarding the theoretical teachings of self-determination which formed the theoretical framework of the mentioned scale .

Thus, being aware of the fact that the analysis of the functional characteristics of the contextual and emerging phenomenon of academic parenting requires access to an instrument to measure the behaviors of academic parenting, the researchers tried to examine the validity and reliability of the Persian version of the Academic Parenting scale.

Methodology

The statistical population of this study included the parents of first-grade female students in district 11 of Tehran in the academic year of 2022. The sample included 350 mothers (with the age mean and standard deviation of 37.76 and 1.64, and age minimum and maximum of 31 and 39 years) who were selected through available sampling method. Being aware of the number of items in the Academic Parenting scale, the researchers resorted to the 10 to 1 rule to select an appropriate sample size; 10 participants were selected for each item of the scale. Furthermore, to collect data, Academic Parenting Scale (Wang et al., 2022), Parenting Wisdom Scale (Boumpouli et al., 2022), and the Strength-based Parenting Scale (Jach et al., 2018) were used. To use the confirmatory factor analysis, the maximum likelihood method was used; in line with the suggestion of Meyers et al. (2016) in order to provide a comprehensive evaluation of model fit, 2χ, $2\chi/df$, CFI, GFI, AGFI, and RMSEA were used.

Results

In this study, the four-dimensional structure of the first order, including the four aspects of independence-encouraging parent, behavioral controlling parent, psychologically controlling parent, and structured parent, was selected and examined. The results of the fit indices of the four-factor model for each of the indices proposed by

Meyers et al. (2016) (i.e., $^{۲}\chi$, $^{۲}\chi$/df, CFI, GFI, AGFI, and RMSEA) were equal to 904.66, 1.85, 0.93, 0.95, 0.93, and 0.05, which indicated the acceptable fit of the model with the data.

The results of confirmatory factor analysis showed that for all four subscales, all regression weights were statistically significant ($P < 0.001$). In this study, the regression coefficients for parental warmth ranged from 0.50 to 0.77, for behavioral control parenting ranged from 0.49 to 0.79, for psychologically controlling parenting ranged from 0.51 to 0.72, and for parental support ranged from 0.49 to 0.69.

As Table 1 shows, the correlation between dimensions of parental warmth, behavioral control parenting, and parental support with strengthening parenting was positive and significant, and the correlation between psychologically controlling parenting and strengthening parenting was negative and significant. Moreover, the results showed that the correlation between parental warmth, behavioral control parenting, and parental support with multiple facets of parental wisdom was positive and significant, and the correlation between psychologically controlling parenting with parental wisdom was negative and significant.

Table 1. The correlation of academic parenting with strengthening parenting and parental wisdom

	Parental warmth	Behavioral control parenting	Parental support	Psychologically controlling parenting
Strength-based parenting	.55**	.45**	.57**	-.44**
Reflection	.34**	.39**	.40**	-.31**
Perspective change	.35**	.31**	.37**	-.33**
Emotion regulation	.30**	.30**	.32**	-.29**
Learning from life experiences	.29**	.30**	.33**	-.35**

**P<.01

Conclusion

The results of the factorial validity of the Persian version of the Academic Parenting scale are consistent with Wang et al.'s (2022) study which empirically supported the four-factor structure of the scale, including parental warmth, behavioral controlling parenting, psychologically controlling parenting, and parental support. The results in the present study, by repeating the factorial structure of the mentioned scale, supported the mastery of the conceptual teachings derived from the self-determination theory (Deci & Ryan, 2008; Ryan & Deci, 2018), which formed the theoretical foundation of the Academic Parenting scale. In other words, the results of this study are in line with the findings of Wang et al.'s (2022) study which supported the interpretive capacity of self-determination theory in taking a contextual approach to make sense of parenting practices. The idea assumed in the self-determination theory is that the social context provides the safest and healthiest platform for the emergence and occurrence of intrinsic behaviors for academic progress-oriented experiences in learners through providing the basic psychological needs of communication, independence, and competence in children and adolescents (Garn et al., 2010). Accordingly, the results of this study are in line with the results of Won et al. (2023) and Guo et al.'s (2021) studies; they empirically supported the explanatory contribution of self-determination theory in the context-oriented observation of parenting methods in the realm of pursuing children's efforts for academic progress.

On the other hand, the results of the present study found the correlation between aspects of academic parenting with multiple dimensions of parental wisdom, and provided other evidence in defense of the convergent validity of the Academic Parenting scale. Although the conceptual boundaries of context-dependent and context-independent parenting independence were recognized through emphasizing the relative independence of academic parenting from strengthening parenting, the effort to understand other conceptual correlates of

academic parenting is of special importance in providing the necessary supplies for identifying contextual parenting. Boumpouli et al. (2022) emphasized the context-oriented observation of the multifaceted and complex structure of wisdom and insisted on the necessity of analyzing the functional characteristics of this structure in the context of parent-child and parent-adolescent interactions.

In sum, the results of this research study defended the conceptual issues derived from the self-determination theory in attending to parenting behaviors and expanding the frontier of theoretical knowledge on emerging and contextual studies of academic parenting. It also provided convincing evidence in preliminary support of the technical characteristics of the validity and reliability of the Persian version of the Academic Parenting scale.

Conflict of interest

According to the authors, there is no conflict of interest.

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