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Research Paper

Investigating The Relationship Between Parent-Adolescent Conflict and Resilience with Academic Engagement: The Mediating Role of Social Support

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A R T I C L E I N F O:

A B S T R A C T

Objective: The purpose of the present study was to investigate the relationship between parent-adolescent conflict and resilience with academic engagement: the mediating role of social support among students in Urmia city.

Methods: The current research was applied and descriptive. This research was descriptive and correlational. The statistical research community included all male students of the 10th grade of Urmia city schools in the academic year of 2022-2023. The research sample included 375 male students who were selected using multi-stage cluster sampling. To collect research data, the parent-adolescent conflict questionnaire, resilience questionnaire, social support questionnaire, and academic engagement scale were used.

Results: The results of the present study showed that the direct effect of parent-adolescent conflict, resilience, and social support on academic engagement is -0.52, 0.64, and 0.66, respectively. Also, the direct effect of parent-adolescent conflict and resilience on social support was -0.48 and 0.55, respectively, which is significant at the 0.001 level. Regarding the number of direct effects, the indirect effect of parent-adolescent conflict and resilience through social support on academic engagement is -0.31 and 0.36, respectively.

Conclusion: Therefore, social support plays a mediating role in the relationship between parent-adolescent conflict and resilience with academic engagement. One issue that can be seen clearly in society today and can be effective in the academic engagement of students is the generation gap, or in other words, parent-teenage conflict. Interparental conflict is defined as parental disagreement and arises from inconsistencies and common disagreements. In fact, conflict between parents has a significant impact on adolescent adjustment.

1. Introduction

Today, educational systems are facing many changes and developments, and in the meantime, schools are trying to provide their education according to the needs of students and society (Sabzian & et al, 2020). One of the important challenges in the field of improving the quality of education and students' success in education is to create motivation in them, and one of the most important indicators of this is the student's academic engagement (Zhao & et al. Academic engagement, which plays an important role in predicting students' academic progress, is defined as the amount of energy spent by the learner to perform academic activities, as well as the effectiveness and efficiency obtained (Zahed & et al, 2019).

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In another model, academic engagement has two behavioral and emotional components introduced (Zhao & et al, 2020). Also, according to Newman (2019), academic conflict includes three behavioral, cognitive, and emotional components. Other researchers state that academic engagement has four academic, behavioral, cognitive, and psychological components (Ma & Wang, 2022). Research results have shown that if students can be more involved in academic issues and learning tasks, the possibility of abnormal and harmful behaviors and disrupting the memorization-learning process can be reduced (Simons, & Steele, 2020). In other words, students with high academic engagement levels in classroom environments are likely to experience a lower proportion of disruptive behaviors.

One of the issues that can be seen clearly in society today and can be effective in the academic engagement of students is the issue of the generation gap or, in other words, parent-adolescent conflict (Geng & et al., 2023). Conflict between parents is defined as the lack of agreement between parents, resulting from inconsistencies and common differences. In fact, conflict between parents has a significant effect on adolescent adjustment (Mokhtarnia & et al., 2023).In recent decades, it has been determined that conflict, in the form of disagreement, opposition, argument, and controversy, is one of the most prominent types of interactions in adolescence (Chiang & Bai, 2022). Since many of the incompatibilities of teenagers originate from the family, one of the problems of the teenage period is the occurrence of problems in the relations and relationships of teenagers with their parents. Disharmony between parents and children is the biggest problem in human relations, and the most differences between parents and children occur during this period (Branje Geng & et al., 2009). As much as the phenomenon of parent-adolescent conflict can have a traumatic and problematic aspect, it can be viewed as a natural process in the development of adolescence. The increase in parent-adolescent conflict during adolescence is a developmental phenomenon that is usually intensified by biological changes in the adolescent and his desire for independence (Weymouth & et al., 2016). The issues that cause conflict between him and his parents in the opinion of a teenager are the style of exercising power, comprehensive control, refusing to take into account the opinions of the teenager, the unavailability of parents, establishing family rules at the present moment, Unrealistic expectations, the existence of parental prejudice towards the teenager and not accepting the criticism of the teenager (Marshall, & et al., 2016). One of the consequences of conflicts between parents is that children imitate their parents' behavior, which causes them to behave aggressively with their friends and classmates and show antisocial behavior on a wider level (Holmbeck, 2018). Research have shown that parent-adolescent conflict is related to depression, unacceptable behaviors, behavioral problems at school, and reduced academic performance (Mikaeili & et al., 2024; Zhang & et al., 2022; Moed & et al., 2015; Brković & et al., 2014).

Resilience is one of the factors that are related to increasing students' academic engagement and reducing their academic problems (Rajan & et al., 2017). Resilience is one of the coping strategies that help a person face stressful situations and recover from pathogenic disorders (Emerson & et al., 2023). Resilience is known as a factor for successfully adapting to changes and the ability to withstand problems (Siddique & et al., 2023). Resilience allows a person to benefit from their adaptive skills and turn stressful situations into opportunities for learning and growth, and by focusing on the problem, control stress in the person (Fernández-Castillo & Fernández-Prados, 2023). Resilience is a person's ability to maintain biological and psychological balance in adverse conditions. Resilience is a characteristic that occurs completely naturally and indicates that humans show positive adaptive behavior in the face of adverse conditions or trauma (Brewer & et al., 2019). Resilience is not the only way to adapt to stress. Rather, it means improvement, flexibility, and return to the first state. In resilience, the categories of tolerance, recovery, and flexibility are hidden (Yıldırım & Tanrıverdi, 2021). A resilient person faces the stresses, challenges, and events of his life and has an active presence in his environment (Wu & et al., 2023). Resilience somehow adjusts the levels of stress and disability in stressful situations and is actually a dynamic process of adaptation and positive adaptation to bitter and unfortunate experiences in life (Yıldırım & Tanrıverdi, 2021). Research has shown that students with low resilience are exposed to more risks in terms of psychological problems such as depression, hopelessness, behavioral disorders, violence, smoking and drug use, and are weak in terms of academic progress (Ye & et al., 2020; Veronese & et al., 2021; Hosp & et al., 2008; Rosenberg & et al., 2023; Prins & et al., 2022; Gao & et al., 2020)

Evidence shows that social support is one of the factors that can be related to students' academic engagement (Mishra, 2020). Social support refers to the care, respect, consolation, and help that other people or groups provide to an individual (Alsubaie, 2019). Social support is interpersonal exchanges among the social network members that are known to be useful and beneficial for the individual (Guo & et al.,, 2021). Sources of social support are formal and informal social relationships, but

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family members and friends are the main sources of social support (Razgulin & et al., 2023). Students can protect themselves against mental disorders and social incompatibility by receiving social support from family, parents, classmates, and friends (Ahmadi & et al., 2023). Deficiency of social skills during adolescence is related to adjustment problems in later years (Razgulin & et al., 2023), behavior disorder and delinquency in adolescence (Ye & et al., 2020), dropping out of school (Mishra, 2020) and mental health problems in adulthood (Ahmadi & et al., 2023) and Psychological Resilience (Tavakoli & MakhtoomNejad, 2022). In his study (2020) came to the conclusion that the more social support is provided to teenagers, the more learning and attention to homework, and as a result, the adjustment and social relationships in these students will increase. The results of the research by Gungor (2019) showed that social support has a negative and significant relationship with academic burnout. Neneh (2022) showed in their research that there is a significant relationship between social support and self-efficacy in students. In this way, social support from the family predicts students' self-efficacy.

According to the available evidence and also considering the importance of the family in forming a safe environment for children and the necessity of creating intimacy and empathy between parents and children and all-round support for the advancement and progress of students in different stages of life and finally helping them adapt especially during adolescence, And also considering the lack of research on the role of social support in the relationship between parent-adolescent conflict and resilience with academic engagement; The purpose of this research was to investigate the mediating role of social support in the relationship between parent-adolescent conflict and resilience with academic engagement.

2. Materials and Methods

This research was descriptive and correlational and was a type of structural equation studies.

Population, sample, and sampling method: The statistical population of this research was made up of all male students of the 10th grade of Urmia city schools in the academic year of 2022-2023. The research sample included 375 male students who were selected using multi-stage cluster sampling. In this way, first, the researcher divided the whole city of Urmia into 3 regions, north, center, and south, then randomly selected 5 schools and 2 classes from each high school, and the students of those classes were selected as the research sample. The inclusion criteria included being a male student, studying in the 10th grade and the

exclusion criteria included incomplete answers to the questionnaire. The following tools were used to collect research data:

1. Parent-Adolescent Conflict Questionnaire: In this research, conflicts are measured using the Murray and Strauss (1990) questionnaire. This questionnaire contains 15 questions that measure 3 scales of reasoning, verbal and physical aggression in the two parts of me and my mother (Branje & et al., 2009). All questions are scored on a 4-point scale. Also, retest reliability after one month for subscales of emotional exhaustion, doubt and pessimism, and academic self-efficacy was obtained at 0.79, 0.80, and 0.83, respectively. The face validity of this has been reported as 0.94. (Mokhtarnia & et al., 2016)

2. Student Resilience Questionnaire: This questionnaire was created by Samuels in 2004. It has 29 questions and three components: communication skills, future orientation, and problem-oriented/positive attitude (Tempski & et al., 2015). The original version of this questionnaire had 40 questions, but after validation in Iran, the number of questions was reduced (Tempski & et al., 2015). The validity and reliability of the Academic Resilience Questionnaire (ARI) have been confirmed (Cheraghi & et al., 2017).

3. Social Support Scale (SS-A): This questionnaire was prepared by Vaux, Phillips, Holly, Thomson, Williams & Stewart in 1986, and its theoretical structure is based on Cobb's definition of social support. This scale has 23 questions that consider the three areas of family, friends, and others. The scoring of this scale is four-point: strongly agree, agree, disagree, and strongly disagree (Taheri, 2019). This test was conducted by Ebrahimi Qavam (1991) on 100 students and 200 Iranian students, and the reliability coefficient was obtained in the student sample on the whole scale of 0.90 and in the student sample on the same scale of 0.70. Also, in re-implementation in students, after 6 weeks, the obtained coefficient was 0.81. Shah Bakhsh (2009) obtained the internal reliability coefficients of this test in a group of 300 students of Allameh Tabatabai University of 0.66.

4. Academic engagement Scale: The academic engagement scale was prepared by Rio in 2013 (Reeve, 2013). This questionnaire has 21 items and four behavioral factors (5 questions), cognitive (4 questions), emotional (5 questions) and factor (7 questions). The items are scored with a 5-point Likert scale from "totally disagree=1" to "totally agree=5". Rio (2013) observed a positive and significant correlation between conflict with autonomous motives and a negative and significant correlation between conflict with control motives in the construct validity of the

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scale. In order to determine the reliability, Cronbach's alpha method was used, and all the coefficients were suitable (Reeve , 2013). The validity and reliability of this questionnaire has been confirmed in Iran (Ramazani & Khamesan, 2017).

Procedure: After obtaining permission from Urmia city education and obtaining the consent of the subjects, first, the purpose of the research was explained to them, and the questionnaires were provided to them, and they were asked to read the questions carefully and choose the desired answers according to their characteristics and not to leave any question unanswered as much as possible. Information was collected individually and in the respective schools. Finally, the collected data were statistically analyzed using Pearson's correlation coefficient and structural equation analysis. Also,

reassurance about the confidentiality of information and freedom of choice to participate in the research was one of the ethical points observed in this research.

3. Results

Based on the collected data, among 375 high school students in Urmia city, 205 were boys and 170 were girls. Considering the fact that the correlation matrix is the basis for the analysis of causal models, especially the modeling of structural equations. Therefore, before dealing with the theoretical model test, the correlation matrix of the research variables, along with their correlation coefficients and significance levels, is presented in Table (1) in order to examine the relationship between the variables.

Table 1. Correlation matrix of research variables

Variables	1	2	3	4
Parent-adolescent conflict	1			
Resilience	-0.655**	1		
Social support	-0.425**	0.552**	1	
Academic engagement	-0.598**	0.618**	0.736**	1

Table number (1) shows a significant relationship between the research variables at the level of 0.01. The tested model of the current research is shown in

Figure (1). Also, in Table (2), coefficients of direct effects, t-statistics related to each path, and the significance level of the paths are reported.

Chi-square=6802.48, df=2609, p-value=0.00000, RMSEA=0.065
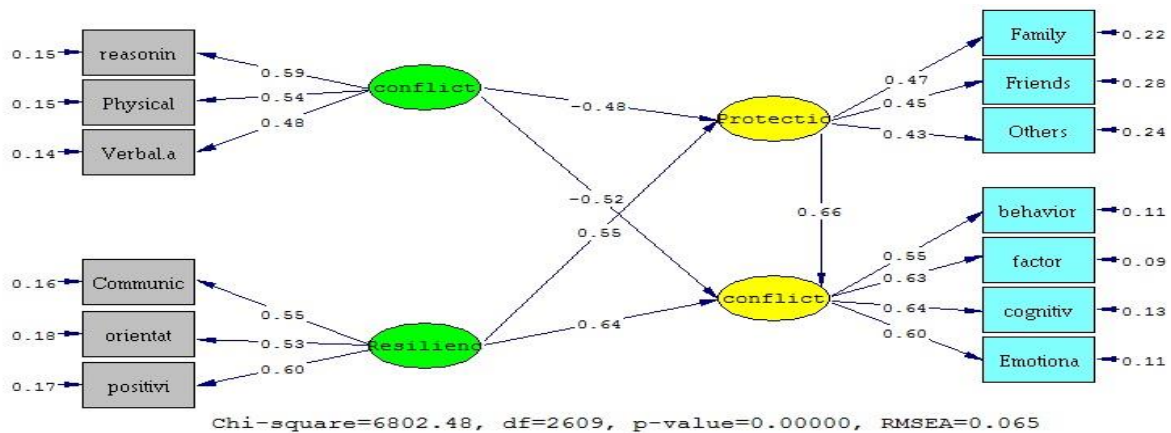
Figure 1. The tested model of the current research

Table 2. Estimation of coefficients of direct effects

Variables	Path coefficient	standard error	t-statistics	P
on the academic engagement				
Parent-adolescent conflict	-0.52	0.38	-4.38	0.001
Resilience	0.64	0.49	8.24	0.001
Social support	0.66	0.43	6.09	0.001
on the academic engagement				
Parent-adolescent conflict	-0.48	0.32	-5.08	0.001
Resilience	0.55	0.39	7.44	0.001

According to Table (2), the direct effects of parent-adolescent conflict, resilience, and social support on academic engagement are -0.52, 0.64, and 0.66,

respectively. The direct effects of parent-adolescent conflict and resilience on social support were -0.48 and 0.55, respectively, which is significant at the 0.001 level.

Regarding the amount of direct effects, the indirect effect of parent-adolescent conflict and resilience through social support on academic engagement is -0.31 and 0.36, respectively. Therefore, social support mediates the relationship between parent-adolescent conflict and resilience with academic engagement.

Table (3) reports the fit indices of the tested model. According to the criteria proposed by Giffen et al. (2000), the tested model has a good fit with the collected data.

Table 3. General fit indices of the tested model of the current research

Index	RMSEA	AGFI	GFI	CFI	df	X^2
current study	0.065	0.85	0.92	0.91	2609	6802.48
Acceptable limit	Less than 0.08	More than 0.80	More than 0.90	More than 0.90	-	not meaningful

4. Discussion and Conclusion

The aim of the present study is to investigate the relationship between parent-adolescent conflict and resilience with academic engagement and with the mediating role of social support. The results of this research showed that there is a negative and significant relationship between parent-adolescent conflict and academic engagement. In other words, the higher the conflict between parents and teenagers, the lower students' academic engagement and progress. The results of this research are in line with the results of Asadi et al. (2018). The interaction of parents with the teaching staff can have a significant effect on the motivation and academic status of students. The cooperation of parents with school parents can help to create a favorable relationship between home and school. In this way, it is possible to help increase competencies and reduce problems. It is worth mentioning that parents in relation to the school should not have a critical and complaining view of the performance of the school's agents, but it is necessary to cultivate the attitude of "participatory action" to solve the shortcomings. The cooperation of parents in doing academic homework can help to form a favorable relationship between parents and children. Also, the child develops the feeling of being noticed and considered important by the parents. Parents' participation in homework (according to parents' education level) can play a role in re-education, practice, and consolidation of school learning.

Also, the results showed a positive and significant relationship between resilience and students' academic engagement. In other words, increasing students' resilience levels can lead to academic conflict. The results of this research are in line with the results of Wang and Walker (2012). In line with the results mentioned in another research, the effect of the self-regulation training program on vitality and academic engagement was confirmed by Parhiz (2014), and the results showed that the motivation for progress and academic engagement in the experimental group is more than the control group. Also, in line with the mentioned result, research was conducted by Dehghanizadeh (2013), which indicates that some dimensions of family communication patterns directly have the power to predict academic vitality. Khoshab (2015) also concluded in his research that self-regulation has a positive effect on students' academic vitality and academic progress. Marshall, & et al. (2016) are among the researchers whose research results show the effectiveness of motivational self-regulation skills on vitality and academic engagement. The results of Zhang & et al. (2022) and Ye & et al. (2020), Razgulin & et al. (2023) also show that social-emotional skills training increases students' academic vitality. In the explanation of the mentioned result, it can be stated that the motivational desire and vitality of students have a positive relationship with the cognitive and metacognitive strategies they use, so students who participate in training courses based on social-emotional skills are more likely to use materials who are trained to adjust their motivation to study through more effort and persistence when necessary and are more likely to use metacognitive strategies. This means using cognitive strategies and awareness of active motivational management in students leads to high vitality (Shank and Zimmerman, 2008).

The subsequent findings of the research showed that there is a relationship between parent-adolescent conflict and students' academic engagement. In line with the mentioned result, Rezvani (2015) studied academic engagement and academic vitality among students in research and concluded that using self-regulation skills in changing students' academic engagement has a positive and meaningful relationship. Also, another research related to conflict and self-regulation was conducted by Gholamali Lavasani et al. (2012), and the results obtained from this research showed that self-regulation learning strategies significantly increase academic engagement and reduce students' exam anxiety. Azidio (2009) concluded that academic engagement increases cognitive and motivational involvement. Moed & et al. (2015) also reached similar results. In line with the result obtained from the first hypothesis, Wall et al. (2017) also reached a similar result in another study.

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Brković & et al. (2014) are among the researchers who found academic engagement to be effective in their academic engagement. The findings of Claire Wazimerman (2017) and the research of Razgulin & et al. (2023) showed that teaching self-regulated learning strategies has a significant effect on students' academic engagement and self-efficacy. Ning and Donning's research results, Guo & et al. (2021), Hills and Argyle (2013), Singh et al. (2014), and Rezvan et al. (2016) also show that those who have been trained in self-regulation skills can have high academic engagement. This is in line with the result obtained by Gholamali Lavasani et al. (2009) and Azidio (2009). Tseng (2011) concluded that self-regulation strategies increase cognitive and motivational engagement.

In explaining the mentioned result, it can be stated that, according to Zimmerman, academic engagement encourages students to use different motivational learning strategies and do many things to progress in learning. Therefore, according to the belief of many experts (including Zimmerman), students are active self-regulators, and self-regulated learning is effective in promoting and improving their activity. When these students are presented with a learning task, they manage and control their behavior by arranging goals, applying prior knowledge, considering alternation of strategies, designing a plan to solve the problem, and considering coordinated plans to deal with it (Mishra, 2020). Therefore, students who think they can do better try harder and show more self-persistence; on this basis, self-regulated learning can affect students' perspectives and attitudes and increase conflict. be their education.

Another result of the present study was that social support plays a mediating role between parent-adolescent conflict and academic engagement. In line with the mentioned result of the research of Ahmadi & et al. (2023), it shows that the lack of social support in students has a negative effect on the vitality of their studies and their academic performance. Also, Brković & et al. (2014) showed in their research that social support, in addition to improving and growing the academic vitality of people, is also effective in improving their mental health. The research findings of Ye & et al. (2020), Veronese & et al. (2021), Hosp & et al. (2008), and Siadat and Jadidi (2014) show that social support increases academic vitality.

In general, it can be said that the parent-adolescent relationship has an effect on the academic progress of students. So, if there is more gap between parents and teenagers, children will have less academic engagement. Also, the presence of social support from friends and family is a major factor in reducing parent-adolescent conflict and increasing students' academic engagement.

Research Limitations:

1. The present research has been obtained based on the self-report scales, and surely the variable like mood and another factor were influenced on the result of the research.
2. The research sample was limited to the city of Urmia, which makes it difficult to generalize the results to other geographical regions of the country.

The research sample included male students of the 10th grade of secondary school, which makes it difficult to generalize the results to other gender and age groups.

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.

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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