



The Efficacy of Family and School Together Program on Family Educational and Cultural Performance and Parental Self-Efficacy in Mothers of 4-6-Years-Old Children

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Citation: Soltani, L., & Ansari, M. (2024). The efficacy of family and school together program on family educational and cultural performance and parental self-efficacy in mothers of 4-6-years-old children. *Journal of Woman Cultural Psychology*, 15(60), 101-114.

<https://doi.org/10.61186/iau.1127308>

ARTICLE INFO

Received: 16.04.2022

Accepted: 11.06.2022

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Keywords:

Family and school together program
Parental self-efficacy of mothers
Family educational and cultural performance

Abstract

The research was intended to examine the efficacy of family and school together program (FAST) on the educational and cultural performance of families and the parenting self-efficacy of mothers with 4-6 years old children in Isfahan on 1403. The research statistical population embraced all the mothers of four- to six-years-old children in kindergartens in Isfahan on 1403. The sample encased 30 of mothers who were selected by convenience sampling procedure and were placed in two experimental and control groups, 15 participations each. The research was designed as pretest posttest semi-experimental one with tow experimental and control groups. To collect data Family Educational and Cultural Performance Questionnaire (Babaei Fard, 2021) and Parenting Self-Agency Measure (PSAM) (Dumka & et al., 1996) were implemented. The experimental group exposed to (FAST) Program for 8 sessions with 150 minutes' duration each and the control group received none. Then both groups were post tested. The data were analyzed by applying multivariate analysis of covariance (MANCOVA). The results revealed that both groups differed significantly in educational and cultural performance means in the two experimental and control groups ($F=237.91$, $P<0.5$). Also, there was a significant difference between the means of parental self-efficacy in the two experimental and control groups ($F=225.18$ and $P<0.5$). It could be concluded that (FAST) program was effective on family educational and cultural performance and self-efficacy in mothers with 4 to 6-year-old, and this program can be utilized to strengthen the parenting skills of mothers in the family and society.



Extended abstract

Introduction: Mothers in the family system, play the most important role in raising children in terms of social and emotional development. The family is the most important social institution and the first system that affects the way children and adolescents evolve. The (FAST) program seeks to strengthen and support the child's relationships at different levels of their life. This program is designed with the aim of restoring the authority of parents in the family system and reminding them of their supervisory and control duties in different areas in relation to their children, as well as reducing social harms and in this way, raise the educational and cultural performance of the family in the society. Also one of the most important goals of the FAST program is to increase the level of parental self-efficacy. Mothers in today's society, due to the diversity of educational theories and approaches that they were exposed to, have experienced a kind of confusion in playing the role of motherhood. In this program, mothers, along with other mothers who have children of the same age as their children, will find possible solutions or compromises with parenting issues. The aim of the present study was to determine the effectiveness of the implementation of this program on the educational and cultural performance of the family and the parental self-efficacy in mothers with children aged 4 to 6 in Isfahan on 1403.

Methods: The research statistical population embraced all the mothers of four- to six-years-old children in kindergartens in Isfahan on 1403. The sample encased 30 of mothers who were selected by convenience sampling procedure and were placed in two experimental and control groups, 15 participations each. The research was designed as pretest posttest semi-experimental one with tow experimental and control groups. To collect data Family Educational and Cultural Performance Questionnaire (Babaei Fard,1400) and Parenting Self-Agency Measure (PSAM) (Dumka et al., 1996) were implemented. The experimental group exposed to (FAST) Program for 8 sessions with 150 minutes' duration each and the control group received none. Then both groups were post tested. The data were analyzed by applying multivariate analysis of covariance (MANCOVA).

Results: The results revealed that both groups differed significantly in educational and cultural performance means in the two experimental and control groups ($F=237.91$ and $P<0.5$). Also, there was a significant difference between the means of parental self-efficacy in the two experimental and control groups ($F=225.18$ and $P<0.5$). It could be concluded that (FAST)program was effective on family educational and cultural performance and self-efficacy in mothers with 4 to 6-year-old, and this program can be utilized to strengthen the parenting skills of mothers in the family and society.

Conclusion: In FAST program, the authority in the family was returned to them. Mothers in today's society, where every family deals with the duties of parenting and growing their children independently, in an inevitable isolation, have difficulties in performing their maternal duties. In this program, the reconstruction of the family system was emphasized and it tried to prevent the isolation of the family, which pursued these goals through the interpersonal relationship of family members and communication with other families and other social institutions and support organizations and strengthens their sense of self-efficacy. In fact, FAST program, could be effective on the return of parental authority and



the influence of the family in transferring and maintaining social and cultural values in the community. The results of this research can have a positive impact on the attitude of educational officials, managers, teachers and researchers regarding the importance and priority of educating families and especially mothers in schools.

Author Contributions: Dr. Leila Soltani: Cooperating in designing the overall framework of the article, editing the article. Dr. Maryam Ansari: Overall design of the article and corresponding author. All authors reviewed and approved the final manuscript.

Acknowledgments: The authors considered it is necessary to express their sincere gratitude to the manager of Nonahalan kindergarten for their cooperation in the implementation of this program and the parents.

Conflict of interest: The authors declared that this article has no conflict of interest.

Funding: This article did not receive any kind of financial support.