



Parental Illiteracy on Students' Well-Being: A Case Study of Grade 12 Students in Kabul Public School

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Abstract:

This study aims to clarify the complex relationship between parental illiteracy and the wellbeing of 12th grade students in the dynamic city of Kabul, Afghanistan. Education, an indicator of hope, is investigated through the lens of parental literacy, demonstrating its pervasive influence on scholastic achievement, emotional stability, and social progress. The study makes use of empirical data to outline the complex effects of parental illiteracy on students' life fulfillment, academic self-efficacy, and self-esteem. Claiming that children of illiterate parents experience poorer levels of wellbeing is supported by a thorough investigation of the complex issues that arise when illiteracy, cultural dynamics, and socioeconomic circumstances come together. The research sheds light on the challenges that students have in the face of parental illiteracy, but it does more than just name issues; it also makes useful suggestions and advocates for radical change.

The results highlight the critical role that literate parents have in influencing a child's educational path, cultivating good attitudes, and offering essential support. Suggestions that are customized to the particular circumstances of Kabul encompass community learning centers, integrated literacy programs, and programs that enhance socio-emotional health. The report advocates for systemic reforms through international cooperation, technological innovation, and legislative reform—a move that goes beyond individual remedies. As the study draws to a close, it calls on decision-makers, educators, and activists to work together to break down the obstacles caused by illiteracy, imagining a future in which education becomes a tool that empowers every kid. The appeal to develop hope, enlighten minds, and clear the path for a better, more just future resounds in Kabul's resilient heart. This call transcends national boundaries and fosters a vision of transformative education and societal upliftment.

Keywords: *parental illiteracy, well-being, education, illiterate.*



Introduction

In today's rapidly evolving world, education is the cornerstone of individual growth, social development, and economic prosperity, and it acts as a beacon of hope and opens doors to a bright future for countless people. However, the quality and access to education can vary significantly based on a myriad of factors, and one factor that has received increasing attention is parental literacy, particularly in areas with challenges. They are struggling socio-economically. Afghanistan, a country long marked by decades of conflict and instability, has faced numerous obstacles in providing equitable educational opportunities for its children. The well-being of its young learners is a matter of considerable concern, as the effects of social conflicts and challenges can reverberate across generations. Parental illiteracy, which is the inability to read and write, is a multifaceted issue and its impact on student well-being is complex. This study examines the complex relationship between parental illiteracy and student well-being with a special focus on 12th grade students in Kabul, Afghanistan. to an important stage when students finish high school and go to university and higher education. This course is important for students. Understanding the impact of parental illiteracy at this critical stage can help inform policies and interventions aimed at improving the educational outlook and well-being of young students in Kabul and beyond in Afghanistan. In addition, it tries to separate the layers of this issue and provide valuable insights about the challenges faced by students. The effects of parental illiteracy are not limited to the walls of the house. They extend their reach into the classroom and affect students' academic performance, emotional well-being, and overall development. In addition, these effects are intertwined with various socio-economic, cultural and political factors, making this a complex issue.

Parents have a significant role in their children's lives and serve as role models for them. Children's copying of their parents is not a conscious choice; human nature dictates that this road be taken. The family is the first social structure in which a person's existence begins, and it is where the earliest foundations of education are laid. Parental literacy has a significant impact on the educational progress and well-being of children. Parents who have a higher level of literacy play a greater role in the continuation of their children's education and progress. They try to ensure that their children receive a good education and provide a more material and spiritual well-being. Unlike parents who are illiterate, they understand these issues less and cannot cooperate with their children in the field of lessons. Also, when parents are illiterate, they cannot take care of their children's needs. The assumption of the research is that students with illiterate parents have a significantly lower level of self-esteem, academic self-efficacy and sense of belonging than

students who had literate parents. In addition, the level of life satisfaction of students with illiterate parents is significantly lower than that of students with literate parents.

The purpose of this research is to explore the challenges faced by students with illiterate parents, identify potential strategies to mitigate these challenges, and ultimately, contribute to a more comprehensive understanding of the complex dynamics that shape educational outcomes and well-being. By shedding light on the situation in Kabul, we hope to provide a case study that provides insights and recommendations that can be generalized to similar contexts around the world. To seek the objectives of these research following research questions will be asked. What is the impact of parental illiteracy on the performance and academic achievement of Kabul grade 12 students, and what are the implications for their future and well-being? What effect does parental illiteracy have on the mental and emotional health of Kabul 12th grade students? And What are the strategies and solutions that can be used to help 12th grade kids in Kabul with illiterate parents and improve their overall well-being?

Literature Review

Numerous studies around the world have investigated the relationship between parental illiteracy and its impact on children's academic performance. Findings consistently show that students with illiterate parents tend to have lower academic achievement, lower school engagement, and higher dropout rates. Student's well-being refers to the general state of physical, mental and social health and happiness of the student in his school environment. This includes their satisfaction and positive attitude towards school, positive self-concept and academic progress, enjoyment of school activities, lack of anxiety and complaints about the school environment, and the absence of social problems at school. Students' well-being is essential to their growth, learning process and academic outcomes. It is influenced by various factors such as school environment, quality of education, classroom facilities and peer support. In addition, student well-being plays an important role in coping strategies and their ability to deal with challenges and negative influences in the school environment. It is imperative for schools to prioritize student well-being in order to create a conducive and supportive learning environment that promotes positive attitudes, engagement, and overall academic achievement (Pollard 2003).

Despite many alterations, the family as a social institution is still in normal psychological growth and cultural value transmission. Every society is responsible for the fundamental function, and global-national and regional planning should be

carried out to ensure consistency and consolidation of its position. It will occur. Each person's growth, development, and activation of talents and abilities necessitates the existence of a healthy family and a healthy society. The scenario (the sum of effective time-place conditions) is healthy, and their combination is one of the requirements for effective and successful education (Sharifi & Aflakifard 2017).

Afghanistan is a country that has gone through decades of civil wars, and in Kabul, where the educational infrastructure is severely disrupted due to years of conflict, the impact of parental illiteracy on educational outcomes is likely to be evident. Parental illiteracy significantly affects the well-being of students. It includes a range of academic, social-emotional, health and long-term socioeconomic consequences. Research has shown that children of illiterate parents often face academic difficulties due to limited parental support and access to educational resources (Higgins & Katsipataki 2015). This leads to reduced self-esteem and self-confidence, as well as potential social-emotional challenges. Limited literacy skills in parents can hinder a child's cognitive development, language skills, and academic performance (Virlée, Van Riel & Hammedi 2020). In addition, children from illiterate families face difficulties in accessing health care and may face economic difficulties in the future (Trani, Biggeri & Mauro, 2013). However, interventions such as family literacy programs show promise in improving parent and child literacy levels, which can positively impact students' overall well-being (Brooks-Gunn, & Markman 2005). Understanding these multifaceted effects and the potential for intervention in addressing the well-being of students with illiterate parents is essential. Social-emotional development is also significantly affected by parental illiteracy. Children of illiterate parents often experience lower self-esteem, confidence, and social isolation due to the stigma associated with parental illiteracy (HAIDARY 2013). This can lead to extreme vulnerability to psychological distress and even bullying or discrimination. Furthermore, parental illiteracy can affect family access to health care and understanding of health information, potentially leading to poor health outcomes for children. Stress caused by illiteracy of parents can have adverse effects on mental and physical health of students. In the long term, students with illiterate parents are at high risk of poverty and economic hardship that can last into adulthood. Limited parental support for education can also hinder a child's access to higher education and well-paying jobs, perpetuating the cycle of deprivation.

However, there is hope through interventions and support mechanisms. Family literacy programs and adult literacy initiatives have shown promise in improving parent and child literacy levels, breaking the cycle of illiteracy, and



increasing overall well-being (Furness, 2012). School-based programs that involve parents in their child's education can also have a positive impact on academic outcomes.

As a result, parental illiteracy has multifaceted consequences for students' well-being, including academic, social-emotional, health, and socioeconomic domains. Interventions that focus on improving parents' literacy and participation in their children's education are critical in reducing these effects.

Problem Statement

Success and prosperity in education depends on various factors and these factors are classified into individual, school, family and social groups. Undoubtedly, the academic progress of students depends on many factors such as income, parents' education level, parents' behavior, school environment, family atmosphere, school type, educational facilities, teacher, teacher's behavior, students' talent, place of residence, teacher's clothing, location. It depends on the school, the behavior of classmates and many other factors.

In this research, we investigate the effects of parental illiteracy on students' well-being: a case study of 12th grade students in Kabul. The level of education of parents, like other factors, is effective in various ways in the progress or failure of students. It is possible that students whose parents have a high level of literacy and have problems in solving and doing their homework, their parents help them in doing their homework, but if the parents are illiterate, they cannot help. It is effective in their academic progress. In addition, students whose parents have sufficient literacy pay attention to the general condition of their children and their physical, mental and social health and happiness, and all this makes them progress.

The Significant of the Research

Investigating the impact of parental negligence on the academic progress and well-being of students. The primary goal of this research is to gain a comprehensive understanding of how parental illiteracy affects the well-being of 12th grade graduates in Kabul. It seeks to examine the various dimensions of this impact, including academic performance, social-emotional development, health, and long-term socioeconomic outcomes. Presenting empirical data and insight into the challenges faced by students with illiterate parents in Kabul. It seeks to quantify and quantify the effects of parental illiteracy and provides a deeper understanding of the subject. The study aims to identify potential interventions and support mechanisms that can ameliorate the negative effects of parental illiteracy on student well-being. This includes evaluating the effectiveness of existing programs and proposing



recommendations for future interventions. When it comes to the education situation and how the children's academic progress is discussed, we often come across parents who say that the children of educated families do not progress and Students who have illiterate parents basically cannot progress in education. Also, we see fathers and mothers who have a special attitude towards school and the education of their children and that education and the ways of its advancement and progress are only provided by the school. They know and do not consider themselves to be involved in education and think that it is the duty of parents to educate and bear children. The more informed and insightful parents are and try to raise their talented children, they will not have much success in an inappropriate and inconsistent environment, just like planting a modified and high-quality seed in a salty and uncultivable land, which will certainly not be fruitful (Porter, 2020).

The Role of Families in the Progress of Children's Education

Parents are an important part of children's lives and always serve as role models for them. Children's imitation of their parents is not a matter of choice, because human nature is such that it naturally steps in this direction. The family is the first social institution in which a person starts his life, and the first foundations of education and training become in it.

For children, it is better than education and upbringing, and an environment with love, honesty, faith and love for goodness, intimacy, unity, etc. should be created, and this requires literate parents. The type of behavior of parents has major effects on children's actions, thoughts and feelings. If a person grows up in a family, it is enough and he needs educational and psychological issues that need the mental and emotional support of the child during physical growth and such a person will be more comfortable in his social life in the future. I can communicate better with others. The literacy level of parents is one of the factors that affects the general attitude and has a direct relationship with the educational progress of the individual and even the society. Some people believe that parents whose children are highly literate are more successful than others. On the other hand, some parents are of the opinion that the education and development of their children is only the duty of the school, and the literacy of the parents has no effect on their children's children. However, according to the studies conducted, illiteracy has a direct relationship with poverty and abnormality, and it becomes a big obstacle in the way of progress and development.

In the past, literacy was only defined as reading and writing. However, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has provided the following definition of literacy: "Literacy: the ability to recognize,



understand, interpret, construct, communicate and calculate using printed and written materials related to various fields. (Oghenekohwo & Frank-Oputu 2017). In fact, a literate person is someone who makes a change in his life by using what he has read and learned. The skills that a literate person should have include: communicating emotionally with friends and family members, social etiquette and communicating correctly with new people, knowing the methods of measuring and managing finances and raising children.

The environment started from the family, continues in the school and society and affects the student's performance. The effect of literacy on academic achievement is one of the topics that have been discussed. Parents who are more educated usually have better social status. This good social and cultural situation has a positive effect on the attitude of students towards their parents. Usually, these students can communicate with their environment better than others. This makes their talent flourish. But it should also be noted that education alone cannot be the reason for people's progress, but the level of literacy of parents plays a large role in economic and social situations, as well as for the academic progress of students. Parents who have a higher level of literacy can help their children in solving problems, which conveys a kind of encouragement and a sense of confidence to the children.

If you use enough literacy for yourself, during the holidays and free time of children, they will still think about their education and most of their children and spend their free time with reinforcement classes, English language and sports classes. These parents always try to make sure that their children have the right plans for their free time. The production of parents with a lower level of literacy usually does not allow the economic conditions to allow them to engage in such activities. As a result, children are deprived of using the facilities.

As a result, the literacy of parents has a great impact on the material development of children and it is not only limited to the issues and subjects, but the level of literacy of parents has a great role in the proper upbringing of children, preparing them for the society and ultimately the progress of the society. Having a healthy and gifted child is not enough, providing a suitable educational environment and suitable educational conditions is the desired goal. Since parental literacy greatly affects students, it is essential that families can take advantage of parental literacy. Students who have literate families have better education and upbringing. For this reason, it is better for the government to provide conditions for their education to parents who have a low level of literacy and to attract the attention of parents to increase their level of literacy.



Research Methodology

Since the research investigate the effects of Parental illiteracy on students' well-being: a case study of Grade 12 students in Kabul public school cause. Therefore, the qualitative research method of case study is used.

The following are the data sources I'd want to use:

- Semi-structured online interviews (via WhatsApp) with parents and students.
- Examining and analyzing some digital materials, such as news, articles related to the topic.

To strengthen my claims about the effectiveness of Parental illiteracy on students' well-being in Kabul I need to collect data related to the topic therefore the above Research methodology is appropriate.

Finding and Recommendation

In the backdrop of Kabul, Afghanistan, where socioeconomic hardships and decades of conflict have made educational problems even more severe, this study explores the complex relationship between parental illiteracy and the wellbeing of 12th grade Students. The results highlight the complex effects of parental illiteracy on a range of student life aspects, providing insight into academic achievement, mental well-being, and long-term socioeconomic consequences. Empirical evidence supports the claim that students with illiterate parents have poorer levels of academic self-efficacy, self-esteem, and a sense of belonging than their literate peers. According to the research, there is a clear disparity in students' life happiness, with those who have illiterate parents reporting far lower levels. This implies that parental illiteracy affects students' psychological and emotional wellbeing on a wider scale and is not limited to issues with academic support.

These conclusions are supported by the literature study, which highlights the difficulties that children of illiterate parents have in their academic performance, involvement in school, and general well-being. It's clear that parental illiteracy has an impact on students' academic performance, emotional stability, and socioeconomic opportunities outside of the home, even in the classroom. The report also emphasizes how important parents are as role models for their children's educational path. Parents that are literate are essential in supporting their children, creating an environment that is favorable for learning, and being involved in their education. Conversely, parents who are illiterate and unable to communicate with their kids about school issues create an environment that is difficult for the youngsters to learn in. Parental illiteracy has significant socioeconomic ramifications since studies show a direct correlation between parents' low literacy

levels and obstacles to their children's academic achievement, linguistic development, and cognitive growth. The results are consistent with international research indicating that illiteracy is cyclical, with children from illiterate families likely to experience future financial issues and challenges obtaining health care. The research's empirical methodology, which quantifies the effects of parental illiteracy and offers specific insights into the difficulties experienced by Kabul Students, is what makes it significant. The study advances a sophisticated knowledge of the intricate processes that, in the setting of parental illiteracy, influence educational outcomes and general well-being by addressing the research topics.

The issue of parental illiteracy is complex and calls for a diversified strategy to support the holistic development of schooling. The following suggestions are meant to tackle the intricate dynamics that surround parental illiteracy; they serve as a guide for interventions that take academic, socio-emotional, and financial aspects into consideration. Although the objectives of these solutions are specific to the Afghan environment, their general framework can be applied to other similar global contexts that also face issues with parental illiteracy. First, there can be a synergistic effect from developing integrated literacy programs that cater to both parents and Students. These programs must be made to take into account the special requirements of parents who are illiterate, providing them with ways for supporting their children's education in addition to fundamental literacy skills. These programs enable parents to take an active role in their child's academic career by including family literacy. Second, creating community learning centers can act as hubs for adult education, offering parents who are illiterate a comfortable setting in which to learn. These facilities provide accommodating schedules, timely instruction, and a caring environment. The efficiency of these centers can be increased through partnerships with nearby educational institutions, non-governmental organizations, and civic leaders. Third, create programs that promote parents' active involvement in their children's education. Regular meetings, seminars, and workshops can give parents a platform to learn about the value of being involved in their children's education. Such programs must be attentive to cultural differences and take into account the particular difficulties that Kabul families experience. Fourth, as parents who lack literacy skills often struggle with socio-emotional issues, it is important for therapies to put the development of emotional health first. In order to destigmatize the emotional challenges that children may experience as a result of parental illiteracy, this entails integrating counseling services inside schools, putting peer support programs into place, and running awareness campaigns. Fifth, create educational resources that are suited to the local culture and appeal to the general public. This includes giving literacy



programs contextual relevance, local languages, and customs. Tailoring resources improves the efficiency of learning programs and guarantees broad engagement. Lastly, put in place a strong system for tracking and assessing interventions' long-term effects. In addition to academic results, regular evaluations should take socioemotional growth, financial advancement, and the general wellbeing of students and their families into account. Intervention tactics are continuously improved and refined thanks to this data-driven approach.

To sum up, tackling parental illiteracy necessitates an all-encompassing and persistent endeavor including the educational, socio-emotional, and economic spheres. By putting these suggestions into practice, Kabul, Afghanistan, and comparable areas can open the door for revolutionary reforms that will halt the cycle of illiteracy and create an atmosphere where every child has the chance to succeed academically and beyond.

Conclusion

The relationship between parental illiteracy and student well-being becomes particularly relevant in the war-torn country of Afghanistan. By exploring the lives of 12th graders, this study sheds light on the complex web of parental illiteracy, a web that reaches into the domains of academia, the heart, and the very fabric of social advancement. The results highlight an important fact: parental illiteracy is a complicated phenomenon that affects multiple generations and is not only the result of a single person's incapacity to read and write. As 12th graders approach their transition into higher education, the darkness of illiteracy casts a heavy fog over their hopes, affecting not just their academic performance but also the most basic aspects of their lives.

This study has shown that there are many different ways that parental illiteracy appears. It enters the sacred space of the family, where parents who are illiterate struggle to provide their kids with the necessary educational support. The effects are felt in the classroom, where they mold students' sense of identity, academic self-efficacy, and self-worth. Illiteracy's entanglements extend beyond the classroom and into the emotional and socioeconomic spheres, combining with cultural, political, and economic elements to form a complicated web of difficulties. Nevertheless, despite the difficulties, there remains hope—hope rooted on comprehension, compassion, and a dedication to revolutionary action. This study establishes the foundation for significant interventions while also clarifying the complex impacts of parental illiteracy. The story of students struggling with poor self-esteem, decreased life satisfaction, and the threat of limited opportunities is revealed.

As the primary planners of a child's educational journey, parents play a crucial role. The empirical evidence supports the study's hypothesis, which highlights the crucial impact of parental literacy on a child's scholastic trajectory. Literate parents are seen as accelerators for educational advancement since they not only provide monetary and spiritual assistance but also cultivate positive attitudes toward education. Suggestions emerge as arrows pointing the path ahead. A comprehensive strategy's cornerstones include parental engagement programs, community learning centers, integrated literacy programs, and the advancement of socioemotional well-being. These suggestions, which are adapted to the particularities of Kabul, picture a time when parents who are illiterate have the means to actively engage in their children's educational journey.

However, the voyage goes beyond recommendations and touches on issues of international cooperation, technical innovation, and policy advocacy. A vision of systemic transformation is heralded by government initiatives, partnerships with NGOs, and the use of technology into adult education. In addition to freeing people from the bonds of illiteracy, the objective is to strengthen communities, empower families, and create an atmosphere in which education becomes a source of hope. As the study draws to a close, it challenges advocates, educators, and legislators to see past the numbers and adopt an empowering story. It calls for a team effort to tear down the obstacles put up by illiteracy and build an environment where every child can fly, regardless of how literate their parents are. The need for transformative education—a call to nourish hope, illuminate minds, and pave the path for a brighter, more equitable future—resonates in the heart of Kabul, where resilience meets desire.

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