

A Survey on Fulfillment Amount of Family Education Objectives in Terms of Managers and Parents For Girls High School of Islamshahr City of Iran

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ABSTRACT

Aim of this study was evaluate the fulfillment of the objectives of family education in term of managers and parents of for girl high school of Islamshahr city. In this descriptive study, 132 people of participated parents in family education courses and 36 people of managers who these classes are held at their school were complete a researcher made questionnaire. The data of research were analyzed using single-sample t-test. Results showed that family education has been effective of parental awareness about issues related to biological growth, health, social guidance, guidance and religious education, enriching educational skills, enhancement level of knowledge, enriching of educational skills of students.

KEYWORDS: Family, Managers, Educational Skills, Girls High School

1. INTRODUCTION

The family environment is the first environment which on underpin the physical, emotional and personality models of person and has an important role in the progress and development. The task of family is taking care of children and upbringing of them, establish the healthy relationship of members together and help to children's independence [1]. The children upbringing progress is enjoyable and yet is associated with hardships and numerous disorders for parents [2]. Given the critical role of family in children upbringing, any educative action should be initiated in the family. In other hand the role of parents is crucial for lifelong learning. Education and upbringing is providing of appropriate conditions for the indication of talents and capabilities which are in the entity of people and based on this the fields of children upbringing are consist of: home, school and community [3]. Research has shown that educational and cultural space of home and standards and values which parents are established in the home and their realization from school are of most important factors in educational, educative and emotional progress of students. Problem in a family is caused by of three aspects: 1) ignorance of family members about the role, tasks and stages of growth, 2) improper communications, 3) conflicting values,

One of the researchers believes that age, personality, time, cultural and educative differences between this two generations is natural, but does not mean that it get away them. If we cannot reconcile between two generations who one is full of change, friendship, modernization, renewal, vitality and mobility, and the other is full of useful experience and deep perception, and call them into a dialogue with a common language, we will abdicate from the capabilities and resources of both the groups. Mohaddesi [4] Lotfabadi [5] believes that adolescence is a period of transition from dependency of children to independence and responsibility of young and adult. In this course teen are involved with two fundamental issues: review and restore relationship with parents, adults, and society recognition and restore own as an independent person. If family circle be include of a healthy and constructive environment and warm relationships and intimate interpersonal interaction, led to comprehensive growth and development of family members. Constructive relationship in family is depending on the ability of members of family to effective communicate and to adopt a positive approach rather than each other [6]. For success in educative affair parents should be dominant on the skills, such as technical skills (sufficient and up-to-date knowledge), human skills (ability to well communicate with them), perceptual skills (proper perception of the issues and problems). Holding parent education classes, is a scheduled change with aim to close out the educative procedures aimed and education of parents and teachers and eventually change their behavior. Researches have shown that children of parents, who participate in these meetings, have fewer behavioral problems and have more cultural and academic achievement [7]. The industrialization and urbanization has been change the family structures and has been create new needs and expectations. The biggest problem of people is poor communication and inconsistency between parents and children. It is Important to remember that today's youth over the past need to romantic relationships, comradely support, the wisdom guidance, , logic and strength of character, fortitude and patience of parents and emotional immunity. Educative system and the family must work together to meet the educational and educative objectives students, to get them to grow. Asgharipour [8] explain that this case is ensured when to be tried to enable parents using of educational and consulting services. One of these services is providing regular training programs to parents. Hornby [7] stated that establishment of the group training sessions is invaluable for parents to provide guidance and information. This research is aimed to enhance the level of parent knowledge about adolescent period with regular training and to review its effects on the academic

achievement of children and their interrelationships. Many studies have been performed on various aspects of the parent training and parenting methods and relationship of parent – child in and out of the country. Study results of Mezzros and Melissa [9] showed that different aspects of parent education are important and parent training about fear and anxiety on children helps to decrease it and consequently helps to progress the education. Also encourages children to learn at home and parents' realistic expectations of school performance of the children had a great influence on their academic achievement. The results of Christine et al., [10] research showed that the parents' high expectations of their children's performance in school them grow them in terms of Intellectual in line with a education positive performance, also parents who are responsive to the emotions of their children and support their achievement have effective role in their academic performance.

Asadi's research [11] entitled of the examination the amount of family training effects on parents' behavior change than their children in guidance school and high school shows there is a significant relationship between family training and Improvement parent's educative awareness and knowledge, improvement of educational guidance, religious and moral direction of children and appropriate ways of family relations. The results of Hassan pour [12] entitled a review of Influence of family training classes on mothers' attitude change in the upbringing of children, has reached the following conclusions:

A- Family Education could be affecting on mothers' attitude change about educational issues (behavioral disorders, learning disabilities and communication school and home) and educative issues (religious and moral education, sex education and emotional-social education) of their children.

B- The family training has been greatest impact on changing the mother's attitude about and emotional- social education issues. Evaluation of the amount of achieving the goals of training program of family may be indicate the degree of influence of these programs in views of parents and school managers. On the other hand, this study can be to get parents attention than teenagers' natural variations and give them required knowledge to try to communicate better relationships with their with children understand and to benefited own and society from their benefits.

Since 1998, family training courses is formed across the country based on comprehensive recipes of family education to enhance parents' educative knowledge and behavior in the family and society environment in format of five title: 1 - family and children in pre-school period; 2 - family and children in school period; 3 - family and children in guidance school period; 4 - family and children in high school period; 5- youth and family creation in schools level. For each of the titles of courses, have been compiled homonymous books in offer the Central Association of Parents and teachers by professors of family education comprehensive plan and is given to family training teachers to teach. The trainings which parents need are very diverse with regard to the progress of society. For parent training is needed to be identify and be prioritized their training needs accurately for each city and regional till is designed according to the parent training program priorities. Thus family education programs can be helpful, and be completely consistent with the needs of students' parents. The amount of achieving the goals of the family education program is one issue which should be examined that we paid it in the present study.

2. MATERIALS AND METHODS

This research is an applied kind and the research method for this study is descriptive-survey. The population of this study include all managers (n = 46) and students' parent (N = 200) of High Schools for girls of Islamshahr city who have participated in family education classes in School Year 92-91. Their common factor is that they have been a relation of father or mother or other with their student and at least 2 times have participated in held meetings in the school. The statistical sample of this study based on HS Bula formula have been 132 participated people in parent education classes and 36 person from their school managers who these classes is held in their schools. In this study random sampling was used. First for girls' high schools had selected randomly then from each school the number of parents who have participated in family education classes had selected.

The tool of this study is a researcher made questionnaire that is adjusted to support the Ministry of Education and based on headings of family training goals according to the following sequence:

A- Managers questionnaire: 20 questions have been adjusted in four sections (mental and emotional problems, social functioning, classes' effects cognitive, and problems of classes holding).

B- A parent questionnaire: 40 questions has been adjusted in six sections (religious education, physical needs, emotional needs, coordinate home and school disciplinary procedures, problems of program family education).

In this study validity of questionnaire procured using guidance of advisors and supervisors and were presented to 5 professionals of education and after collecting their comments reform and adjustment and prepared during several stages. Also, Cronbach's alpha was used in order to determine the test reliability. To this end, a prototype of the composed of 40 questionnaire was pre-tested then using the data obtained from the questionnaires and spss statistical software was calculated Cronbach's alpha reliability coefficient that number of 0.987 for the parent questionnaire and the number of 0.828 for Inventory managers were obtained that this number indicates that the used questionnaire have the reliability, or in other word have enough stability.

3. RESULTS

In this section will be reviewed the study questions using single-sample t-test. Research question: have family education been successful on enhance parents' awareness about issues related to biological growth, health, social conduct, religious conduct and education, enriching educational skills, enhance knowledge level, enriching educational skills of the students?

Since the questions attend to review the components from the perspective of parents and managers individually, therefore, are used single-sample T-test to investigate this question that its results can be seen in Table 1.

Table 1 reports the results of be successful of family education on enhance parent's awareness about issues related to biological growth of students from view of parents. Based on the above data, the allocated mean of score by 132 members of the sample is equal to 2.87 and its standard deviation is (0.620). Since this average is greater than mean of scale score which is 2 (because of be 4-optional of questionnaire, the output of SPSS software show medium scale of 2), It can be stated that family education has more effect than mean on parent's enhance awareness from view of parents about related issues to students' biological growth. In addition to considering the value of (T = 16.236) and significance level of 0.000 can be stated that parents education have been effective on parent's enhance awareness about related issues to students' biological growth from view of parents with 99% confidence.

Table1. Evaluate biological growth on single-sample t-test.

| Variable | Umber | Mean | Standad Deviation | T value | Value sig | Error value | Confidence percentage |
|-------------------------------------|-------|-------|-------------------|---------|-----------|-------------|-----------------------|
| Biological growth | 132 | 2.87 | 0.920 | 16.236 | 0.000 | 0.001 | 99% |
| Mental health | 132 | 2.95 | 0.599 | 18.351 | 0.000 | 0.001 | 99% |
| Social guiding | 132 | 3.079 | 0.927 | 19.755 | 0.000 | 0.001 | 99% |
| Religious guiding and education | 132 | 2.85 | 0.651 | 15.164 | 0.000 | 0.001 | 99% |
| Enriching educative skills | 132 | 3.081 | 0.712 | 17.437 | 0.000 | 0.05 | 95% |
| Enhance knowledge level | 132 | 3.007 | 0.625 | 18.508 | 0.000 | 0.001 | 99% |
| Parents' enriching educative skills | 36 | 2.098 | 0.471 | 12.524 | 0.000 | 0.001 | 99% |

Based on the above data, the mean score assigned by the 132 members of the sample is equal to 2.95 and its standard deviation is equal to (0.599). Because the mean is greater than the scale average score which is equal 2, it can be stated that family education has more effect than mean on the students' mental health from view of parents. Considering the value of T (18.351) and significance level of 0.000 it can be concluded that family education is effective on the students' mental health from view of parents with 99% confidence. According to Table 1, the mean score assigned by the 132 members of the sample is equal to 3.079 and its standard deviation is equal to 0.627. Since the mean is greater than the scale average score which is equal 2, it can be stated that family education has more effect than mean on the students' social guiding from view of parents. Considering the value of T (19.755) and significance level of 0.000 it can be concluded that family education is effective on the students' social guiding from view of parents with 99% confidence.

Also the mean score assigned by the 132 members of the sample is equal to 2.85 and its standard deviation is equal to 0.651. Since the mean is greater than the scale average score which is equal 2, it can be stated that family education has more effect than mean on the students' religious guiding and education from view of parents. Considering the value of T (19.755) and significance level of 0.000 it can be concluded that family education is effective on the students' religious guiding and education from view of parents with 99% confidence. About enriching educative skills, since the mean is greater than the scale average score which is equal 2, it can be stated that family education has more effect than mean on the students' enriching educative skills from view of parents. Considering the value of T (17.437) and significance level of 0.0001 it can be concluded that family education is effective on the students' enriching educative skills from view of parents with 99% confidence.

According to Table 1, the mean score assigned by the 132 members of the sample is equal to 3.007 and its standard deviation is equal to 0.625. Since the mean is greater than the scale average score which is equal 2, it can be stated that family education has more effect than mean on the students' enhance knowledge level from view of parents. Considering the value of T (18.508) and significance level of 0.000 it can be concluded that family education is effective on the students' enhance knowledge level from view of parents with 99% confidence.

About parents' enriching educative skills, the mean is greater than the scale average score which is equal 2, it can be stated that family education has more effect than mean on the parents' enriching educative skills from view of managers. Considering the value of T (12.524) and significance level of 0.000 it can be concluded that family education is effective on the parents' enriching educative skills from view of managers with 99% confidence.

Research question: which are the problems of family education program in view of the parents?

Table 2 lists the problems and issues related to family education classes from view of students' parents:

Table 2. The problems of family education program from view of parents

| Problem | Number | Minimum | Maximum | Mean | Standard deviation |
|--------------------------------------|--------|---------|---------|------|--------------------|
| Holding time | 132 | 2 | 4 | 3.30 | 0.801 |
| According to Censures and Offers | 132 | 1 | 4 | 1.95 | 0.686 |
| Use of aid-train | 132 | 1 | 2 | 1.60 | 0.503 |
| attention to the presence of parents | 132 | 1 | 3 | 1.50 | 0.513 |
| Inform by the school | 132 | 1 | 2 | 1.40 | 0.503 |

Table 2 examines issues and problems of implementing family education from the perspective of parent. Because this question and next question are descriptive, we need to review the components related to these two questions from parents and managers what have mean, to level (Intensity) of problem be identified. As Table 9 shows, the courses time of family education with an average of 3.30 difficulty level is in the first priority and after, attention to feedback of parents with mean of 1.95 and then using of training and aid-training tools with an average of 1.60, after, according to the presence of the parent in classes during courses with an average of 1.50 and finally inform about the courses with average 1.40.

Research question: what are problems of family education programs from view of school administrators? Table 3 shows the problems and Issues of family education classes from view of school administrators:

Table3. Problems and Issues of family education classes from view of school administrators

| Problem | Number | Minimum | Maximum | Mean | Standard deviation |
|---------------------|--------|---------|---------|------|--------------------|
| Manpower | 36 | 1 | 4 | 2.67 | 0.793 |
| Financial Resources | 36 | 2 | 4 | 2.94 | 0.860 |
| Convenient location | 36 | 1 | 4 | 2.42 | 0.937 |
| Quantity of program | 36 | 2 | 4 | 3.11 | 0.667 |

Table3 examines issues and problems of implement family education from view of managers. According to achieved averages (supply trained manpower (2.67), supply financing (2.94), Provide the appropriate place to implement the courses (2.42) and also the quantity of educational programs (3.11)), can state related the problems and issues to family education classes in terms of managers In order of preference that quantity of education programs (number of sessions) is in the first priority, then funding for the implementation of this courses type, then supply trained manpower to Implementation of course and finally provide a convenient place for implement family education.

4. DISCUSSION AND CONCLUSION

After implementation of research according to the findings the family education has been effective on parents' awareness about related issues to students' biological family. This conclusion with Asadi's results [11] who has approved significant relationship between family education and parents' enhance awareness and educative information and appropriate family relations practices which state most of the high school students' problems is related to family relations and the positive effect of parents' participate in educational sessions on prevention and reducing of problems was confirmed. With explanation the result, it seems that parents' inform from effects of childrearing practices and ways of communicating properly with the children are causes revised its behavior and adopt proper educative practices in dealing with children. Also the family's parent is often unfamiliar with morals of their child and does not understand them. If parents are able to make their thoughts and feelings aligned with the thoughts and feelings of their adolescent, they can understand them. The understanding cause to behave with their teenager with the wisdom and avoid to various prejudices than their children's actions and behaviors in time and planning to proportional treat them.

Also, according to be effective of parent education on enhance family awareness about health of mental - emotionally from their parents' view it show that the held family education course has effective in promoting parents' awareness on related issues to adolescents growth and upbringing to understand their psychological - emotional needs. Also findings of the research match with Hassan pour [12]. In explaining this result, it seems that parents' aware of the effects of family education has effective on mental and emotional health and a parent is capable to deal with their juvenile's problem just and reasonable with foresight and awareness of emotional and mental issues.

The findings of family that is effective on parents' enhance awareness about student's social guiding is in line with findings of Mezzros and Melissa [9], Pellack Lorraine [13] and Karimpour [14] based on that parents' most relational problems with high school students and theological, is related to trust and mutual understanding issues and also the positive impact of family education. The possible reasons to explain this result are: A - Awareness of individuals' the role and tasks is effective in preventing of problem in family and mutual relations improves under effectiveness of family education in family relationships aspects. B - Establishing healthy relationships with peers influenced by curriculum also affects on other family relationships. C - Parents who learn problem-solving techniques in dealing with the problems of their adolescent children are used properly methods, it reduces the stress on the family and family relationships can be improved. D - Correct understanding of their role and the need for parents to accompany children's emotional causes to the guidance teens in the adolescence crisis

conditions against his relational problems with opposite, properly. Findings of effect of family education on increasing parents' knowledge and awareness who participate in this course match with the findings of earlier research of Amjadian [3], Asgharipour [8], Asadi [11], Lotfabadi [5]. The provided training has been expected effect in family education classes with aim of promoting parents' awareness of the religious education of their children.

Other findings of the study that family education is effective on enriching their educational skills are performed with previous research about family learning courses and amount of effects of the courses on parents' educative awareness. The research results showed that both the parents and managers evaluate positive the family education classes from view of rate to achieve educational, emotional - psychological and social guidance goals.

The research results showed that both the parents and managers evaluate positive the family education classes from view of rate to achieve educational, emotional - psychological and social guidance goals. This paper is match with studies of Haji Babaei [14] and another study by King et al. [15] have been performed about the effectiveness of family education on people thinking. The mentioned results of research indicate after that family education the trained persons can better to think and to find better alternative for solutions and to evacuate them from a lot of mental pressure through logical thinking. The family education makes people to have more control over their circumstances. This strategy can positively affect on parents' emotional and cognitive responses. This study is in line with previous studies and is consistent.

Finally, it can be stated that effectiveness of family education about parents' enriching educational skills of parenting skills is more than average from view of managers. Consequently, the finding of this research is match with Pirzad's [17] study.

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