

THE ROLE OF FAMILY IN ACADEMIC ACHIEVEMENT OF RURAL IN OSHNAVIEH CITY IN THE ACADEMIC YEAR 2018-2019

O PAPEL DA FAMÍLIA NA REALIZAÇÃO ACADÊMICA DO RURAL NA CIDADE DE OSHNAVIEH, NO ANO LETIVO DE 2018-2019

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Abstract: *The purpose of this study is to analyze the role of family in students' academic achievement. This article is a review and library type. In this article, while providing definitions of the family system, we examine the role of this important social system through parent-child interaction methods in students' academic achievement, and we analyze the researches developed in this area. Academic success depends on many causes and the absence of any of these factors causes academic failure. Undoubtedly, among the factors of education, the role of home and school is more important than others. Parents and teachers, as heads of the familiar and the school institutions, are the bases of personality and behavior of the students and their cooperation contributes to the development of intelligent and effective people in society. Usually, parents who are more attentive to their children and their work and monitor their activities and allocate time and facilities to support their child at home and at school will have successful children in the future.*

Keywords: Family. Academic achievement. School. Students.

Resumo: *O objetivo deste estudo é analisar o papel da família no desempenho acadêmico dos estudantes. Este artigo é um tipo de revisão e biblioteca. Neste artigo, ao fornecer definições do sistema familiar, examinamos o papel desse importante sistema social por meio de métodos de interação pai-filho no desempenho acadêmico dos alunos e analisamos as pesquisas realizadas nessa área. O sucesso acadêmico depende de muitas causas que a ausência de qualquer um desses fatores causa fracasso acadêmico. Sem dúvida, entre os fatores da educação, o papel do lar e da escola é mais importante do que outros. Pais e professores, como chefes de duas instituições familiares e escolares, são a base da personalidade e do comportamento dos alunos e sua cooperação contribui para o desenvolvimento de pessoas inteligentes e eficazes na sociedade. Geralmente, os pais que estão mais atentos aos filhos e ao trabalho e monitoram suas atividades e alocam tempo e instalações para apoiar seus filhos em casa e na escola terão filhos bem-sucedidos no futuro.*

Palavras-chave: Família. Realização acadêmica. Escola. Estudantes.

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Introduction

The family is the first institution of the child's social life that plays an important role in shaping his or her social habits, thoughts, behaviors and perspectives. In other words, the family environment is the first environment in which one's personal, emotional, and personality patterns are shaped and it plays an important role in one's transcendence. It is the family's duty to take care of their children and to nurture them, to maintain a healthy relationship with each other and to contribute to the children's independence (Motamedi, 2004). But today, industrialization and urbanization have transformed the family structure and created new needs and expectations. The biggest problem in today's families is the lack of communication and incoordination between parents and children. Today's teens and youths need more than ever to have loving relationships, friendly support, wise guidance, rationality, parental patience, and emotional immunity; because adolescents' reaction to their environment is likely to be influenced by the social and cultural norms of the group they grew up in (Ahadi and Jamhari, 2007).

Family is one of the most effective environments in education. In other words, the family is more than just a group of people living in a physical and psychological environment. The family is a social and natural system which has its own characteristics and it is the primary institution of any society that is the heart of the emergence of human emotions and intimate relationships between individuals and it can be said that family function has a direct and significant impact on community performance (Massoudi, 2014).

The family plays an important role in shaping a child's social behavior and attitudes, emotional aspects of parent-child relationships, in families where parents have loving behaviors, children are usually raised with positive ethical behaviors, respect for others, and motivation to progress. The impact of family on the various aspects of social development of children is numerous. Receiving appropriate, supportive behavior from the environment promotes a sense of competence and facilitates the evolution of innate and self-regulating tendencies (Byrne, 2002). Pauls and Elliott (1993) believe that most children in relation to their surroundings, (Parents, siblings, peers) they learn social skills without effort however, many children also fail to acquire social skills for various reasons and most of them exhibit underdeveloped, anti-social and inappropriate behavior. The role of the family in affecting this behavioral condition can be mentioned. Various studies indicate the influence of family relationships on the development of children's social and educational skills (Ebrahimi, 2012).

Pirasteh et al (2008) in a study entitled: The impact of parenting styles, parent-child educational interventions at home, and parents' relationship with school on children's social behaviors and educational skills concluded that: the impact of parenting styles, parent-child educational interventions at home, and parents' relationship with school on children's social behaviors and educational skills concluded that: Father's authoritarian parenting style is negatively correlated with children's acquisition skills and breadth of vocabulary; Whereas the father's authority style and academic interaction with children at home and ongoing contact with school have a positive relationship with the development of these skills and children's social behaviors; In the case of mothers, it was also found that the authoritarian parenting style of mothers had a negative relationship with children's social behaviors, while the offspring of mothers who are in constant contact with their child's school, they have higher social growth.

In an international study, McFarlane (2005) found that family emotional environment, socioeconomic status, mother's cognitive ability, job satisfaction, and academic status at university and early preferences for family formation are related to children's school performance and if teachers are sensitive to parents' role in school performance, they can use them to improve student performance (Ezatollah et al., 2011).

Proper communication between parents and children, sympathy for problems, discussion on educational and social issues, and control and monitoring of their situation lead to a sense of self-efficacy and a more motivated drive for future educational success which directly or indirectly identified as an important source of appropriate academic and social adjustment. The results of some studies show that two dimensions of family support, family bonding and parental involvement in educational activities are effective in students' development and adjustment. Students who share their parents' interests and con-

cerns with academic issues, academically they performed better than others and parental intervention behaviors have significant effect on educational and social development (Lee, 2006).

Problem Statement

The family institution is the smallest unit in the set of institutions of society but is the highest and largest social institution in terms of reliability and effectiveness and there is no doubt that the basis for the transformation of the family begins and it is very simple to put all the heavy burden of education on the shoulders of the school and not to overlook the role of the family and the basic functions of this sacred institution, children and adolescents in our country face mental and psychological problems and most of this pressure goes back to the family, the parents and their relationships with the children and it is these families who are the best solvers for their children's problems and with the right insight and understanding they can help their children succeed and become more aware and empowered to understand themselves and their problems.

Significance of the study

It was once thought that schools alone could meet all the educational needs of students. But the school's parents and students' parents acknowledged the fact that without their co-operation, dealing with the ongoing process of education may not be desirable in practice. There must be harmony between the value system governing the family and the school so that children can read the lesson calmly and achieve their mental well-being.

Literature review

Larijani (2014) conducted a study on "The Role of the Family in Academic Achievement of Elementary School Students in Tehran" on 142 boys and girls students in Tehran. The results of this study showed that students with dysfunctional family atmosphere have significantly worse educational status. The educational status of students with poor economic status was higher than those with high economic status. There was no significant difference between the educational status of students and the level of education of mothers and female students were better than male students. In general, the results of this study showed that: There was a significant relationship between low family functioning and poor educational performance of middle school adolescents (by, Afrooz, 2016).

Rashwanloo and Hejazi (2012) conducted a study entitled "The Role of Involvement, Support for Mother and Father's Autonomy and Gratitude in Autonomy Motivation and Academic Performance of Children" They performed on 111 primary school students in Tehran. The results of this study showed that Mother conflict, support for father's autonomy and the warmth of parents through autonomous motivation, have an indirect effect on academic achievement. The mediating role of autonomous educational motivation was confirmed between perceptions of parenting and academic achievement (by, Afrooz, 2016).

Mohebi Nouraldinvand, Moshtaghi, and Shahbazi (2014) conducted a study entitled "The Relationship between Family Emotional Climate with Social Skills Development and Academic Achievement of Male and Female Elementary and Fourth Grade Elementary School Students in Masjed Soleiman". The results of this study showed that there is a positive and significant correlation between emotional family atmosphere and social skills of male and female students. The results of multiple regression analysis from eight domains of family emotional environment showed that the best predictors of social skills development of male students were positive feeling in family and about female students, loving and sharing experiences with their parents.

Pirasteh (2008) carried out a research on 402 students based on family performance and parent-child relationship among sixth district students in Tehran city during the academic year (2007-2008). The results showed that family performance and parent-child relationship predict academic achievement. In

the Family Functioning Questionnaire, problem-solving variables of relationship and overall family functioning and parent-child relationship questionnaire of positive affect, relationship, anger and parenting variables and in the parent-child relationship questionnaire, positive affect, relationship and coping variables predict academic achievement.

Chowhury et al. (2006) conducted a study on "Relationship between family factors and academic status of high school students in Qom province". The results of this study showed that students with a dysfunctional family atmosphere have significantly worse educational status. There was no significant difference between different components of marital conflict with academic achievement of students. The educational status of the students of families with poor economic status was significantly higher than those of high economic status. There was no significant difference between students' educational status and mother's level of education. Female students were better than male students. The regression results with regression method showed that The variables of birth order, age of father, age of mother, income, number of children and problem solving variables, relationship and behavior control from students 'point of view, as well as variables of relationship, emotional attachment and rational authority from mothers' point of view were significant predictors of educational status.

Methodology

Statistical Society

The target population for this study is all rural primary schools in Oshnavieh city with 85 schools in the academic year (2018- 2019).

The statistical sample

Of these, 20 are selected from 10 upper-level and 10 lower-level schools, and all teachers are asked to teach in classrooms.

Data collection method

The method of collecting data in this study is questionnaire and using of GPA.

Statistical method

The specific statistical method of this study

A: Frequency distribution table

B: The exit statistical test (χ^2) is the Z test

Measurement tools:

The method used in this study is calculated by two methods: the evaluation of the students' average in both high and low income groups and a questionnaire that has even attempted to report the research to present the actual situation.

In the final stage, with complete observance of the sections of the questionnaire, it should have the same meaning and clear meaning for each person, without any illusions. Survey as described above that I feel that this tool has been used correctly and correctly the results have high validity.

Validity Credit Index

To validate and standardize the questionnaire, some steps have been taken that add to the validity and reliability of the research question and its importance.

These steps are as follows:

A: Based on two hypotheses, the research problem for one case is comparing the average of students and the other has four questions.

B: By exchanging, cooperating and consulting with experts, the questionnaire was prepared as a

closed questionnaire.

C: Then the questionnaire was prepared and edited by the honorable professor and implemented after his comments in coordination with the Department of Education.

Data collection method

First, based on the two hypotheses that have been considered, a question has been asked about the first hypothesis, which is the relationship between family income level and students' academic achievement, only the average of 10 students in high-income families and 10 in low-income families is randomly compared and for the level of literacy hypothesis, four closed-ended questions that examined ways of predicting independent variables. The questionnaire was based on four personal information questionnaire and 10 high-income students and 10 low-income students and four four-choice questions. It came to the honor of Master, and after its confirmation I proceeded to reproduce it. Data were collected by a questionnaire and each question was answered by each statistical sample and for each question, statistical analysis was done with respect to the information from the percentile table and the results of the descriptive analysis have been done, it is used with the Scholar K table (xz) and Z.

Results

Data analysis

“Frequency Distribution of Gendered Persons”

Table 1: Frequency Distribution of Gendered Persons

Sex status	male	female	Total
Number			
f number	13	6	19
p percent	68.42	31.57	100

Of 19 subjects, 13 (68.42) percent were male and 6 (31.57) percent were female.

“Frequency Distribution of Individuals by Degree”

Table 2: Frequency Distribution of Individuals by Degree

Option	diploma	Associate Degree	Bachelor and above	Total
F number	1	8	10	19
P percent	5.26	42.10	52.63	100

Out of 19 studied subjects, 1 (5.26%) had a diploma, 8 (42.10%) had a diploma and 10 (52.63%) were bachelors and above.

“Frequency Distribution of Individuals by Family Income”

Table 3: Frequency Distribution of Individuals by Family Income

Option	30-40 Thousand Tomans	40 -60 Thousand Tomans	More than 60 thousand Tomans	Total
f number	2	2	15	19
p percent	10.52	10.52	78.94	100

From 19 people ,two people (10.52%) earn between 30 and 40 thousand tomans and two people (10.52%) have between 40 and 60 thousand tomans and 15 (78.94%) have income above 60 thousand to-mans.

Hypothesis 1: There seems to be a relationship between family income and students' academic achievement

Table 4: relationship between family income and students' academic achievement

Evaluation of the first group High income	Evaluation of the second group Low Income	
20	15	+
19	12.5	+
17.62	15.68	+
17.5	17.5	
19.5	16.83	+
19.66	19.5	+
13.5	15	-
16.5	14.80	+
18.25	13.5	+
16.75	12	+

$$\begin{aligned}
&= 8x \\
&= 17/82 \mu_1 \text{ The mean of the first group} \\
&= 15/23 \mu_2 \text{ The mean of the second group} \\
&= 95c \\
&= 0/05a \\
&\text{Hypothesis violation } H_0 = H_1 = H_2 \\
&H_1 = \mu \neq \mu_2 \text{ Claimed hypothesis} \\
p_0 &= \frac{1}{z} \\
q_0 &= 1 - p_0 \\
q_0 &= 1 - \frac{1}{z} = \frac{z-1}{z} \\
Z &= \frac{x - np_0}{\sqrt{np_0q_0}} \\
Z &= \frac{z - 10x \frac{1}{z}}{\sqrt{10x \frac{1}{z} + \frac{1}{z}}} \\
Z &= \frac{3}{1581} = 189
\end{aligned}$$

Because Z obtained from formula (Z-1.89) does not fall between (-1.96, +1.96) Therefore, the hypothesis H_0 is rejected, meaning that high income will be an important factor in students' progress.

Hypothesis 2: There seems to be a relationship between parental literacy and students' academic achievement.

Table 5: relationship between parental literacy and students' academic achievement

People's opinion The second hypothesis questions	Confirmation		disapproval		Total
	f_o	f_e	f_o	f_e	
Parental Literacy on Academic Achievement	19	19	0	3	19
Parents study with books and newspapers	16	16	3	3	19
Parents' attitude towards science	12	16	7	3	19
Parental interest in science	17	16	2	3	19
	64		12		76

$$\begin{aligned}
X^2 &= \sum \left[\frac{(f_o - fE)^2}{fE} \right] = \frac{(19-14)^2}{14} + \frac{(0-3)^2}{3} \\
&+ \frac{(16-16)^2}{16} + \frac{(3-3)^2}{3} + \frac{(z-16)^2}{16} + \\
&\frac{(7-3)^2}{3} + \frac{(17-16)^2}{16} + \frac{(z-3)^2}{3} \Rightarrow \\
X^2 &= 0.56 + 3 + 1 + 533 + 0.06 + 033 = 10 - 28 \\
df &= (4-1) (z-1) = 3 \\
c &= 0.95 \\
a &= 1 - 095 = 0.05 \\
X^2 &0.05, 37.8.1
\end{aligned}$$

Because the calculated XZ is 10.28 much more than the XZ of Table 7.81 we can say with 95% confidence that there is a significant relationship between parent's literacy level and students' academic achievement therefore, the claimed hypothesis is confirmed.

Information analysis

Assumption No. 1: It seems that there is a relationship between family income level and students' academic performance since Z obtained from formula ($Z = 89.1$) does not fall between $(-1.96, +1.96)$ we can confidently say that there is a very close relationship between family income and children's educational performance therefore upheld our assumption In other words, the higher a person's income level, the higher their children's educational attainment. Because these people can invest in their children as skilled human resources in terms of educational facilities and better facilities and more experienced teachers and facilities. However, we should not deny such things as smart children in lower class families. In terms of financial resources, we have also seen low-income families with smart, gifted and highly educated children and the opposite is true.

But what is being generalized to the community is that it is highly accepted that we as teachers and practitioners of education as planners and directors of education are constantly considering it and seek to improve the level of income and social justice that the country can achieve in real development.

Judgment: Data analysis

Assumption No. 2

It seems that there is a relationship between parental literacy and students' academic achievement. Given that the calculated XZ is more than just a table, it is almost possible to say that the majority of respondents consider the material and education of their family members to be an important determinant of academic achievement. It can be stated that there is a relationship between the level of education of the family and the educational achievement of the children. Therefore, the hypothesis is confirmed at a high level. In other words, we can confidently state that Student achievement requires a high level of education for families. So we can say the level of parental literacy is very useful and effective in the academic achievement of students and experience has also been observed that most people who have passed successful degrees are educated and literate of course, the inheritance of the environment of interest and motivation of students to learn science, knowledge and appropriate educational conditions, etc. also have an impact on the academic achievement of students, especially students.

That's why in low-educated families, students reported lower levels of educational attainment than those who were highly educated and educated: This should also be of particular importance to teachers and educators and should always be taken into consideration.

Discussion and Conclusion

According to the results it can be stated that: there is a significant relationship between income le-

vel and academic achievement of students. Simply put, the higher the income level of a family, the better their children will get because it has made a longer-term and safer investment by creating an appropriate educational environment and providing educational facilities and necessities. This is less likely to happen in lower-income families. Of course, smart, gifted, and well-educated children have also been found in lower-income families, and this cannot be denied but because these examples are very small compared to the children of well-off people so it can be generalized, based on the results and confirming the hypothesis, it can be claimed that family income is very useful and effective in academic achievement. Therefore, the possibility of the opposite is also true which cannot be ignored. Educational planners should include free and compulsory education and training in areas of community-wide macro-planning, in order not to overwhelm the vast gap between the affluent and the disadvantaged by providing appropriate educational facilities and skilled teachers, the vacuum created by the low income of families and students are provided, as far as possible, with appropriate educational requirements according to the results we can say that almost the majority of the samples questioned the education of family members as an important determinant of students' academic achievement and in this respect we can say with great confidence that: There is a relationship between family education and educational achievement of children, therefore, the hypothesis is confirmed at a very high level. In other words, it can be said that the educational achievement of a student is necessary to have the education and education of the families.

Experience has also shown that most people who have passed successful degrees are educated and educated. Of course, the issue of inheritance, interest in and motivation to learn science, appropriate educational conditions, etc. also have an impact on students' academic achievement. For these reasons, less educated students are seen in illiterate families and lower educational attainment. So as a finding, it is recommended, if the authorities insist on this important and essential issue as they continue to emphasize literacy, and that families are bound to embrace it, this will happen in the not too distant future and the country's education planners should at least mandate public education so that children who are tomorrow's fathers and mothers are not illiterate people who will not be harmed by the next generation.

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