

INVESTIGATING THE ROLE OF FAMILY AND TEACHER ON SCHOLASTIC ACHIEVEMENT OF STUDENTS

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Abstract: The purpose of this research is investigating the family factors and interactive role of teacher on scholastic achievement of elementary school students of Saveh. The methodology was applied from aim and it was descriptive-measurement from type. The statistical population consists of all students for elementary school studying in Saveh in graduation year 2016-2017 and research sample was 3 classes of 30 persons who were selected as multi-clusters method. The instruments for estimating questionnaire were FAD, interactive questionnaire of family and teacher (QTI) and student's scholastic achievement questionnaire. The reliability of the research was performed by 5 experts in ambiguity, discovery hidden indicators and delete extra indicators. Also, the reliability of research was done by 0.85 by Cronbach alpha and the results showed that two hypotheses were confirmed in role of family and teacher on scholastic achievement in statistical level as $p < 0.05$ and the variables had valid correlation to determine scholastic achievement for elementary students.

Keywords: Parents, School Parents, Scholastic Achievement

INTRODUCTION

A long time, it was imagined that the schools can respond to all educational and training needs lonely but trainers of school and parents of the students claimed that the consideration of education and training cannot be practical without shared cooperation and there is coordination between valuable system of family and system in which school practiced when students to teach and obtain mental blossom (Parsa, 2014). In the event lacking attention to basic elements of family and effective factors, the education and training confront with serious problems, certainly, it is different imagination of scholastic achievement for children and the domain in which family work and financial concerns and parent's scholastic education can help children to grow, thus, it is obvious to familiarize with family factors of students for teachers and planners.

Many researchers believed that the parents play important role in learning and scholastic achievement of the students and it is imperative to have relation with school, thus, it is regarded as one of the imperatives of education and we believe that lacking presence of parents and lacking aware from family factors can be regarded as the greatest educational defects for disruption in education.

Teacher, children and adolescents in ages 16 to 18 years spend 12000 hours in school. After family, school is regarded as main place for living and school activities are regarded as main activity. The researchers showed that school shapes mental and personality structure for the students, the school is environment where student experiences capability, competency, failure, success, favorite, separation and the best and effective person is teacher in school, role of teacher is to make discipline on student's behavior and since students regarded teachers as

one of the most important patterns, if teacher has good pattern, he can influence on personality of students.

RESEARCH PROBLEM

Success of children is regarded as most serious concern of families and authorities of education. In definition of education, it is seen that education is a continuous activity for society and all in order to grow and excellence, richness of culture and evolution of each society needs education and efficiency for persons (Safavi, 2011) and it is regarded as their abilities due to development and often, students are regarded as success who developed their educational skills (Ghazi, 2015). Emanuel Kant said about importance of education that the human can be regarded as human kind by education and it is possible with it (Shokuhi, 2012), the effective role of education and promoting scientific life is evident for all and to now, its necessity is not doubted, because, the blossom of abilities and high values of human are based on education and it is obtained by accurate education. Educational achievement is defined so that the person can convert potential to action mode and we can say the scholastic achievement is occurred (Alizadeh, 2013)

The authorities believed that family is regarded as the first public and world institutes which work to satisfy vital and emotional needs and survival of family and it is most natural system (Sharafi, 2013). Family is collection of society modes from size and it is regarded as the most superior firms from effectiveness and doubtless, family is regarded as the most higher social institute which is effective to educate children and by consideration of positive mode and scholastic achievement of family, we can find that literacy of parents and welfare can be regarded as most effective indicators for their economic needs and many researches were done to relate between teaching modes and what the teachers can find.

The teachers with more background have educational skills and they can reduce time for teaching in classes and the select teaching methods which take more pressures on students and the students shall try more efforts to enhance their abilities and this is related with salary of teaches and the promotion of their nature.

Autocracy patterns or the mediator's patterns are playing destructive role in personality whereas, interactive patterns between students and teachers in which teacher plays important role shall be considered more and the tasks are done in terms of inclinations between pupils and play better role in mental health of students (Shamlou, 2013), in this article it was tried to discuss role of family and teacher on scholastic achievement, in other word, the researcher wants to ask question that is there significant relationship between family and scholastic achievement? And is there significant relationship between interactive role of teacher and scholastic achievement?

RESEARCH HYPOTHESIS

There is significant relationship between family and scholastic achievement.

There is significant relationship between interactive role of teacher and scholastic achievement.

We can predicate role of family and interactive relationship with students.

RESEARCH BACKGROUND

Larijani (2014), in their research titled role of family in scholastic achievement of students stated that the aim of discussion is to investigate role of family on students of guidance schools of Tehran. The research was post-event. Thus, among students for guidance school in Tehran in 2012-2013. 740 girls' and boys' students were selected by clustering method for multi-steps. Then, demographic information questionnaire and estimation family instruments (FAD), was performed in order to discuss family performance for sample group and the indicators are considered in terms of scholastic achievement which are based on average. By t test and one single analysis variance, the data was analyzed by SPSS and the findings showed that the students with inefficient family had insignificant grades and same status for weak families showed another mode and there is relationship between them and the girls students were better than boys and there is significant relationship between weak students and students in guidance school.

Morovati (2014), in his research named the effect of family performance and addiction to internet on scholastic achievement of students of Ilam city stated that the students for high school were 467 peoples in educational year 2011-2012 and were selected as randomly clustering method. The method was as correlative and family estimation test (Opstein, Baldwin and Bishib, 1992), addiction to internet scale (Young, 1996) were selected as sample and after completing data by students, past average was recorderd and then by multi-variables regression test and X2 tests, SPSS was used and the results showed that the indicators for solving problem, behavior control and effective relations for family performance with scholastic achievement was significant relationship as if the three variables (20.8) of changes were determined by it, the results showed that from family dimensions, solving problem, control patterns and relations between members had more effects.

Bayern et al (2002) found that experience and family factors have more effects one evolution of family and other aspects of life. Kohen² (2010), on the first effects of teacher with students found that the first effects for teacher with students are maintained and he found that the insight of teacher is formed in first sessions and after that it changes gradually. The correlation of the first effects for estimation and second estimation was done compared with last term and it was 85%. The interesting point is on Kohen research that as well first effects of teacher with students showed that teacher obtains information about students and offers positive picture about his task and this is another point which is stated in other scale (Ahamdi, Marzban, Rouhani, 2014).

Wiliam Lee et al., (2010) in their study named relationship between mental health, bodily health and self-esteem among Chines adolescents in 1945 found that significant numbers of Hong Kong young showed depression symbols and total results are regarded as main predicators for bodily health. (Ahamdi, Marzban, Rouhani, 2014).

In researches were performed by Arbokel (2005) on confrontation of teachers and students as friendly (Sarkarani, 2011), in research of Loyen (2010) this point is seen that demographic insight of teacher and attention to

partnership method and cooperation between them and responsibility and self-esteem are important (Sajadi, 2011). Salaimi (2013) in his study named the effect of teacher behavior on students in school test following hypothesis: there is significant relationship between friendly relations of teacher and observation of discipline in students, there is positive and significant relationship between respect of teachers and this is related to other domains.

Results of Danesh Pazhou research (2013) showed that general skills of teachers in elementary schools and observers are lower than scales as 60% but average of personal skills are not different from physical skills, generally, teaching method for teachers are so important in guidance period and the results showed that most teachers of elementary school have necessary skills and there is inefficiency for their educational performance (Danesh Pazhou, 2013).

RESEARCH METHODOLOGY

The purpose of this research is determining the family influence level and family conditions and parent of the school on scholastic achievement of elementary school students of Saveh. The methodology is applied research in terms of purpose and it is descriptive-survey in terms of method. The statistical population consists of all students for elementary school studying in Saveh in graduation year 2016-2017 and the number was 30000 persons. The research sample was 3 classes of 30 persons who were selected as multi-clusters method and it was included Haghighat and Ghods schools. The instruments for test was Mc mister instrument. In order to discuss relationship between family factors and parents of school, scholastic achievement is discussed and three variables are discussed and multi-variables regression test has been used and also, SPSS has been used to data analyzing.

RESEARCH FINDINGS

Since in present research, we tried to discuss family factors and interaction between teacher and student on scholastic achievement of students, as result, in order to obtain correlation for the factors, regression test has been used which is summarized in table 1.

Table 1: Summarize the model of family factors and interaction between teacher and student on scholastic achievement of students

Model	Correlation	Sum of correlation	Sum of correlation	Approximate deviance
The relationship of family factors and teacher on academic achievement	0.809	0.654	0.597	22.78146

According to the table 1, squared correlation coefficient model of relationship of family factors and teacher on academic achievement of students, the number is calculated in the domain of this coefficient ($R^2=0.654$). This number show that there is significant and positive relationship between family factors and interaction of teacher and student on scholastic achievement of students.

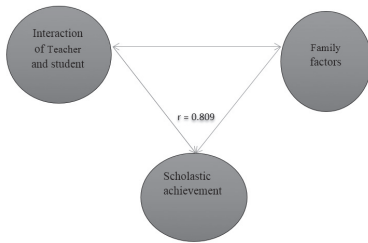


Figure 1: the first model of family factors and interaction between teacher and student on scholastic achievement of students

In order to aware from the role of family factors and interaction between teacher and student on scholastic achievement of students, at the first variables for scholastic achievement, each student has been investigated separately and as for it, in order to predicate regression, each of variables have been considered which the results are as follows.

Table 2, correlation coefficient between scholastic achievements with family factors

Variable		Scholastic achievement	Family factors
Scholastic achievement	Correlation coefficient	1	0.664
	Significant level	-	0.007
Family factors	Correlation coefficient	0.664	1
	Significant level	0.007	-



Fig.2: a model from correlation factor between scholastic achievements with family factors

The data derived from table 2 showed that there is correlation between variables of scholastic achievement and family factors. So in this table that sig. =0.007, $r=0.664$ and there is significant and positive relationship between scholastic achievement and family factors, because sig., level is lower than 0.05 and $0 < r < 1$, the mean of this positive correlation coefficient is by improving the family factors satisfaction, students' academic achievement improves.

Table 3, correlation coefficient between scholastic achievements with parents of students

Variable		Scholastic achievement	interaction of teacher and student
Scholastic achievement	Correlation coefficient	1	0.659
	Significant level	-	0.008
interaction of teacher and student	Correlation coefficient	0.659	1
	Significant level	0.008	-



Fig.3: model of correlation coefficient between scholastic achievements with parents of students

The data derived from table 3 showed that there is correlation between variables of scholastic achievement and interaction of teacher and student. So in this table that sig. =0.008, $r=0.659$ and there is significant and positive relationship between scholastic achievement and interaction of teacher and student because sig., level is lower than 0.05 and $0 < r < 1$, the mean of this positive correlation coefficient is by improving teacher satisfaction, students' academic achievement improves.

In order to aware from predication variables, regression analysis was used which the results are in table 4.

Table 4:sum of squares in multivariable regression

Model	Sum of squares	Freedom degree	Average	F	Sig., level
Regression	11785.795	2	5892.897	11.354	0.002
Residual	6227.939	12			
Total	18013.733	14	518.995		

The data derived from table 4, showed that predication of variables that is scholastic achievement is significant from interaction of teacher and students ($F=11.354$, $df=2$), thus, one concludes that the relationship between variables and scales is randomly.

CONCLUSION

The more researches showed that scholastic performance of the students and their activities cannot be suitable and thus, majority students cannot use it as accurately and think about their scholastic achievement (Nazari Katoli, 2014).

But the most important problems for educational systems is lacking in world and our country is due to it, educational drop means descending from a higher level to a lower level (Rahini, 2013).

Then, lacking educational success can be regarded as reduction of performance and the best indicators for showing educational drop is to compare scholastic achievement, previous performance with current ones and an efficient educational system is the lowest drop and high yield. Recognition and discussion the scholastic factors and on the reasons offers perfect and comprehensive information about it.

Family is regarded as social system or a part of greater society, in one side, it is regarded as social organizations and departments and in other side, it covers members of family and they are related each other and if family does its basic duties, the society continues their life with more strong and prepares person against it.

One of the basic human needs is to obtain success and development and this performance influences on

dynamic domains which are necessary in family conditions (Sholtez, 2011).

In order to discuss relation between variables, the regression test has been used and the results are as follow:

The first results of the research showed that there is relationship between family factors and interactive relationship between students and teachers ($R^2=0.654$).

This number show that there is significant and positive relationship between interaction of teacher and student and scholastic achievement of students.

Data derived from table 2 shows correlation between scholastic achievement with family factors, so that (sig.=0.007, $r=0.664$), there is significant and positive relationship between family factors and scholastic achievement of students, because of significant level is lower than 0.05, the meaning is that by increment variables, scholastic achievement is restored.

The data derived from table 3 showed that there is correlation between variables of scholastic achievement and interaction of teacher and student. So in this table that sig. =0.008, $r=0.659$ and there is significant and positive relationship between scholastic achievement and interaction of teacher and student because sig., level is lower than 0.05 and $0 < r < 1$, the mean of this positive correlation coefficient is by improving teacher satisfaction, students' academic achievement improves.

Data derived from table 4 showed that predicator variables means scholastic achievement is significant between family factors and interaction of teacher and student ($F=11.354$, $df=2$), thus, one concludes that the relation between variables is randomly.

In this regard, we can point to larijani (2014), Morovati (2014), Mohammadzadeh, Heydari, Jandaghi, Pouretamad, Malek Khosravi, Saadatmand (2013), Bahtami, Mokhtari (2012), Anderson (2003) Loyeen et al (2004), Bayern et al (2002), Bahardin, laster (2003), Edi (2003), Hit (2004), Randsel (2001) Dembod (2005), Zahedi Asl (2013), Arjil (2010), Mary Jouri Bankzed (1991).

In this article, it was tried to show a model for each regression.

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