

THE REFLECTION OF FAMILY ECONOMIC EDUCATION AND ITS IMPACT ON SOCIAL DISCIPLINE AMONG STUDENTS (CASE STUDY: SECONDARY SCHOOLS, DISTRICT 14, TEHRAN)

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Abstract: The present study aims to investigate the relationship between family economic education and social discipline among students. The statistical population of the present research consists of secondary school students in district 14 in Tehran. Through random cluster sampling, 160 students were selected as the statistical sample. The test instruments used in this study were the questionnaires of economic education and social discipline that were distributed among the statistical sample members. The data were analyzed in SPSS-21 and it can be concluded that there is a significant relationship and a direct correlation between the economic education of families and social discipline among students.

Keywords: Economic education, students, social discipline.

INTRODUCTION

As the first unit to which a person belongs, a family is of significance importance. The first environmental impressions are perceived from the family environment and even the influence of other environments may originate in the families. Families constitute an important part of human destiny and play a major role in determining the future lifestyle, traits, ethics, health and individual performance.

Families are involved with some factors such as the personality of parents, their physical and mental health, the educational methods applied within the family, the career and education of parents, the economic and cultural status of families, place of residence, family size and population, the social relationships of a family and an infinite number of variables. These factors affect the child's personality, his mental and physical health, his occupational, educational, and economic future, social and cultural compatibility and the formation of family. In this study, an attempt will be made to investigate the role of family economic education in the development of social discipline among students in that discipline and order are among the principles to be noted in the management of any family or organization. The word 'discipline' literally points to being upright, being upheld, having an order, being neat, and having an arrangement and order.

The observance of discipline in management involves having respect and value for the laws, regulations and agreements that have been determined for the advancement and progress in the processes of an organization.

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Order in any organization refers to the application of things in their proper places. Paying attention to order and discipline is also essential in family and home management. Mirkamali (2006) considers the role of the family to be highly significant in children's growth and introduces it as the main source in passing on the skills. Family is the main source for indoctrinating basic skills, behaviors, habits and cultural heritage in children. In fact, the future and destiny of children depend on the conditions and performance of families. Whether the families are rich or poor, educated or uneducated, and religious or nonreligious affect the personality of children along with several other issues.

Shoarinezhad (1989) considers the economic status of a family to be very effective in the personality of children and writes that a child who is raised in a poor family grows up with a constant lack of confidence and a feeling of inferiority. Belonging to a wealthy family ensures the child's satisfaction in gaining social fame whereas belonging to a poor family would definitely cause a low social fame for the child.

Taghipoor (2006) believes that the students' learning is affected by parental socio-economic status and asserts that the inherent abilities of learners are influenced by this socio-economic status in many ways.

The particular social class in which the child has been born and raised would drastically influence the different types of cognitive traits, the processes of intellectual growth, self-perception, group relations, teacher-student relationships, opportunities for creativity and one's experiences. He points out that the relationship between parental education and the children's interest in education and asserts that a child living in a family whose members are knowledgeable and educated where there is an interest and enthusiasm for conversations on new thoughts, inventions and discoveries will be more prepared to participate in discussions to find out new facts and will be probably more adjusted and adaptable to them in comparison to a child that is in a family whose members do not discuss books and new subjects and discoveries. In any case, children whose parents are well educated will be probably more interested in their educational achievements.

As regards the impact of parental socio-economic status on the children's intelligence, Shariatmadari (2009) refers to a considerable body of research showing that the socio-economic status of parents affects the children's growth.

The career of parents and their social status cannot raise the level of intelligence per se. For instance, a university professor's child might differ from a laborer's child in terms of intelligence but this difference is related to the environment that the parents create at home. The level of their education, the created educational opportunities and the experiences they gain at home may affect the growth and development of their intelligence.

With regard to the parental role in education, Taghadosian (2005) writes that the children's educational talents are higher in families with high levels of social and economic potential compared to the children who belong to lower socio-economic and cultural levels. In family environments, the child's mental growth is strengthened and encouraged by a variety of stimuli including instructional entertainment, mass media or parental education. Parents respond to the needs of their children, motivate them for discoveries and curiosities by providing appropriate facilities, and contribute to their further cognitive growth. In this study, an effort has been made to answer the main question below:

Does the family economic education have a role in the social discipline among students?

METHODOLOGY

A research method is a collection of regulations, instruments and reliable and systematic measures used to discover realities and unknown facts and find a solution to the problems (Khaki, 2003, p. 102). This is an applied research study which has been based on mixed method approach. It includes data collection on the one hand and is a descriptive survey research and, on the other hand, it has a qualitative aspect given the interviews that have been conducted. The statistical population of the present study consists of all the secondary students in district 14 in Tehran. The sample size of the study is comprised of 160 participants through random sampling.

The data have been collected by means of the library and field research methods. In this research, written and relevant information from books, journals, similar dissertations and other scientific papers pertaining to the research subject were used to study the theoretical issues in the research background and the review of literature. The instruments used for collecting the data were the questionnaires of social discipline and economic education.

As for data analysis, descriptive and inferential statistical methods were employed. Central data, dispersion, and frequency distribution were used in order to describe the obtained information statistically. For the inferential examination of data, the statistical Kolmogorov-Smirnov test, the paired sample sign and chi-square tests were used. SPSS-21 software packages were also employed to analyze the data.

FINDINGS

In this section, the general characteristics of the respondents are explained and the results related to the attitude and condition of respondents in connection with each concept and research items will be discussed in what follows.

THE VARIABLE OF AGE

The following table has been drawn based on the frequency distribution of the respondents in terms of age. As observed in the table, the highest frequency is related to the age of 16 that is 30.4% and the other ages are respectively 17 years with 28.6%, 15 years with 26.1%, 18 years with 11.8%, and 19 years with 2.5%.

TABLE 1: THE AGE OF PARTICIPANTS

<i>Age</i>	<i>Frequency</i>	<i>Percentage</i>
15 Years	42	26.1
16 Years	49	30.4
17 Years	46	28.6
18 Years	19	11.8
19 Years and Older	4	2.5
Total	160	100%

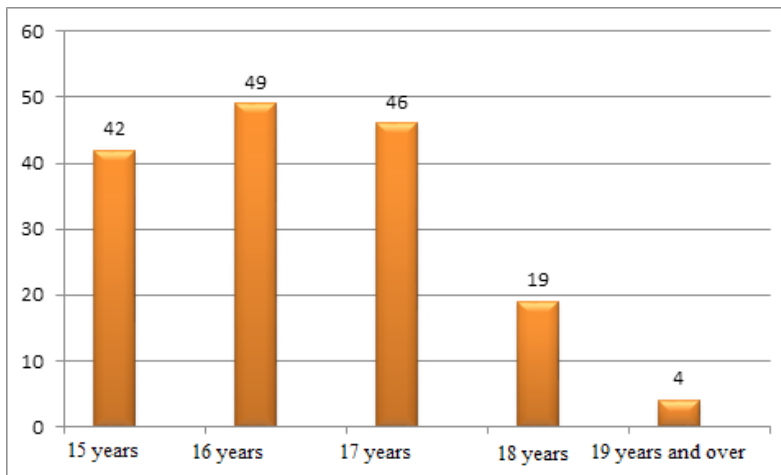


Figure 1: The age of participants

EDUCATION

The following table has been organized based on the frequency distribution of respondents in terms of their education. As seen in the table, the highest frequency is related to the second grade of high school with 30.4% and the following grades are respectively the third grade with 28.6%, the first grade with 26.1% and the pre-university grade with 14.3%.

First hypothesis: There is a significant relationship between economic education and the students' social discipline in the studied district.

TABLE 2: THE EDUCATION OF PARTICIPANTS

<i>Age</i>	<i>Frequency</i>	<i>Percentage</i>
First grade in high school	42	26.1
Second grade in high school	49	30.4
Third grade in high school	46	28.6
Pre-university	23	14.3
Total	160	100%

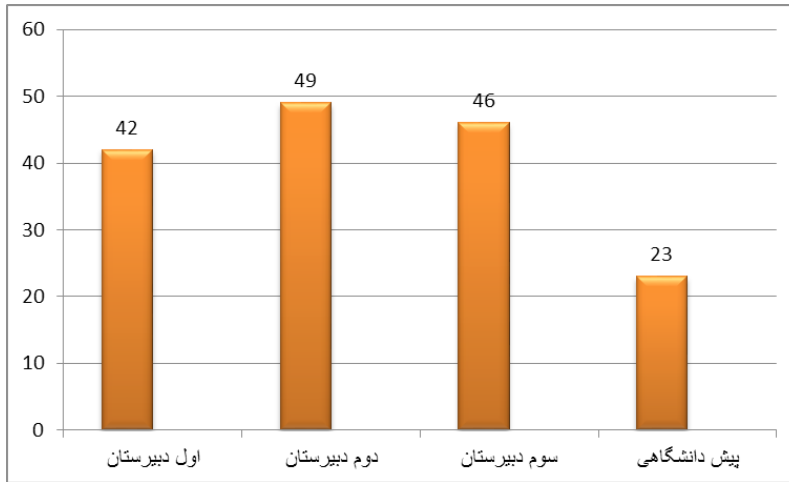


Figure 3: The education of participants

TABLE 3: THE RELATIONSHIP BETWEEN ECONOMIC EDUCATION AND THE STUDENTS' SOCIAL DISCIPLINE IN THE STUDIED DISTRICT

<i>Correlation coefficient</i>	<i>Family economic education</i>	
	<i>R</i>	<i>P</i>
The students' social discipline	545%	001%

According to Table 3, the correlation coefficient between the two variables of family economic education and the students' social discipline in the studied district is $P \leq 05\%$. Therefore, it can be said that there is a significant relationship between the economic education of families and the social discipline among students.

Second hypothesis: There is a relationship between the students' level of discipline and the economic education of families.

Third hypothesis: There is a significant relationship between family economic education and the students' sense of responsibility.

TABLE 4: THE RELATIONSHIP BETWEEN THE STUDENTS' LEVEL OF DISCIPLINE AND THE ECONOMIC EDUCATION OF FAMILIES

<i>Correlation coefficient</i>	<i>Family economic education</i>	
	<i>R</i>	<i>P</i>
Level of discipline	315%	001%

TABLE 5: THE RELATIONSHIP BETWEEN FAMILY ECONOMIC EDUCATION AND THE STUDENTS' SENSE OF RESPONSIBILITY

<i>Correlation coefficient</i>	<i>Family economic education</i>	
	<i>R</i>	<i>P</i>
The students' sense of responsibility	354%	001%

Based on the research findings and the correlation coefficient between the sense of responsibility and family economic education, it can be asserted that there is also a significant relationship between these two variables as the correlation coefficient is $P \leq 05\%$ in Table 5. With regard to the value of the coefficient of determination which is 8%, the levels of responsibility and family economic education are common and there is a direct relationship between these two variables.

Fourth hypothesis: There is a significant relationship between family economic education and students' participation.

TABLE 6: THE RELATIONSHIP BETWEEN FAMILY ECONOMIC EDUCATION AND STUDENTS' PARTICIPATION

<i>Correlation coefficient</i>	<i>Family economic education</i>	
	<i>R</i>	<i>P</i>
The students' participation	514%	001%

According to the research findings, it can be said that children and students in families with economic education have a high level of participation. Therefore, according to the results of correlation coefficient between these two variables, the relationship between participation and economic education can be estimated as significant and there is a direct correlation in this regard.

Fifth hypothesis: There is a significant relationship between family economic education and the students' criticizability.

The correlation coefficient between the two variables of economic education and the students' critical thinking and criticizability is 541% which indicates the significant relationship between these two variables.

According to conducted studies and table 8, it can be said that there is a significant relationship and a positive correlation among all variables pertaining to the students' social discipline and family economic education. In this way, a high

level of family economic education would lead to a higher level of social discipline among the children and vice versa. Therefore, a low level of family economic education would cause the students to be irresponsible and show misconduct in terms of social rules.

TABLE 7: THE RELATIONSHIP BETWEEN FAMILY ECONOMIC EDUCATION AND THE STUDENTS' CRITICAL THINKING AND CRITICIZABILITY

<i>Correlation coefficient</i>	<i>Family economic education</i>	
	<i>R</i>	<i>P</i>
Critical thinking and criticizability	541%	001%

TABLE 8: THE MULTIMODAL RELATIONSHIP BETWEEN ECONOMIC EDUCATION AND THE STUDENTS' SOCIAL DISCIPLINE

<i>Model</i>	<i>Multimodal correlation coefficient</i>	<i>Multimodal correlation coefficient square</i>	<i>Adjusted multimodal correlation coefficient</i>	<i>F</i>	<i>Significance Level</i>	<i>R</i>
Students' social discipline	512%	236%	234%	/18 132	0.001	265%
Sense of responsibility	534%	348%	346%	/72 27	0.001	052%
Students' participation	557%	354%	352%	8.06	001%	016%
Critical thinking and criticizability	563%	364%	362%	11.12	001%	023%

DISCUSSION AND CONCLUSION

The family is the first social unit in which one is born and the first foundations of upbringing and education are laid. The existence of affection and compassion in a family is important to one's happiness and success. It is also the key to many problems in gaining the respect of others and observing their rights. Compassion, love and affection for the children can heal their shaken willpower and their troubled souls and give them hope for a prosperous and successful life. To educate and teach the children properly, an environment ought to be created in which there is no conflict and dispute. Love and honesty, faith and love for the good deeds, intimacy, togetherness and unity can solve many problems. Many educators, psychologists, sociologists and others believe that social and behavioral problems in students are caused by the behaviors at home. Improper emotional relationships between parents, disagreements among family members, overprotective behaviors, and the lack of attention and control over the child's friends and companions are among the important issues that have a central role in their educational failure.

Economic losses caused by educational failure and the social consequences of such a failure include the proclivity for social delinquency and criminal activities such as robbery, homicide, addiction and membership in gangs, corruption, smuggling, etc. Therefore, attention to the family unit is a very important and crucial fact in ensuring public health.

Four hypotheses were discussed in the present study which were concerned with the investigation of the relationship between the economic education of families and the students' social discipline. Given the extant investigations, it can be asserted that the economic education of families is a key element in establishing social discipline among students in society. In this way, there is a positive correlation and relationship between the economic education of families and the students' social discipline. The organized and principled economic education of students at home would cause the students to be more receptive to criticisms and responsibilities in society. Such students have a collaborative spirit in society and, therefore, economic education might be one of significant processes in establishing social discipline among students.

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