

The Effect of Family Education Classes from the Perspective of Students' Parents

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Abstract: *This study aimed to evaluate the effect of family education classes from the perspective of students' parents. Using stratified random sampling method, 333 parents participated in these classes were selected as sample. This was descriptive study. A researcher made questionnaire was used as research tool. The results indicated that the family education courses increased awareness and knowledge of participated parents. The family education classes impacted on increase of knowledge and awareness among parents who participated in courses including religious education methods, physical needs of adolescents, emotional - psychological needs of adolescents, coordination of home and school education methods, and improvement in the relationship between parents and teachers.*

Keywords: *family education, knowledge and awareness of parents, students*

1. INTRODUCTION

The experts in psychology and educational sciences consider the family as one of the effective entities of human education and behavior that is the most important basis of social life (Ganjifar, 1998). The adult education has attracted the attention of many thinkers and is of considerable debate. Due to the lack of facilities, funds, and human resources in most of the developing countries including Iran, these questions always arise: whether the education of children has priority to adult education? How much of the educational budget should be allocated to adult education? In general, most of the funding and facilities are allocated to children education; the adult education has been considered as less important (Sabbaghian, 2005).

The family education is one of the most effective indirect methods to deal with academic failure and academic and behavioral conflicts. Since 1960, it was promoted first in America, then in Europe and other countries. The proponents of cooperation with parents believe that with an emphasis on the ability of education systems and some other social organizations in dealing with academic failure, mental and social conflicts, and families' violence to children, the parent education is the most effective solution to develop programs for parents to make aware them and attract their cooperation. The results of researches indicate that parents consider the family education classes as important and necessary. Hassanpour (2008) showed that family education impacted on mothers' attitude toward educational (behavioral disorders, learning disabilities, and communication between home and school) and training (moral and religious training, sex training, and social-emotional training) issues. Hertel (2006) showed that parents are willing to participate in such meetings to get aware of their children's education and social situation. Apparently, however, they were not pleased of the content of these purely educational meetings and preferred to consider the children's emotional and social development issues, too (Asadi, 2000). Mezarus and colleagues (2002) showed that parents' education is important and it can help to decrease the fear and anxiety and increase academic achievement of children. The parents' education may be an important tool in helping parents and experts to review their premises on children and themselves; especially, the premises that they consider as fact. In modern societies, there are new restrictions for parents and their children. They are losing traditional support of society. The extended families are replaced by core families; therefore, the parents and children have lost the supportive extended networks. Today, parents and children are

isolated from local society. However, while the information and research findings on children nurture methods are increasing dramatically, the expectations of parents are also increasing. Nowadays, parent’s feel more pressure to prepare their young children to take important responsibilities and tasks. Most parents believe that parenting is much more difficult than past. They do not have a clear idea about parenting. As a result, they seek for new information about new ways of parenting and guidance on this matter. The formation of multiple family education programs is the result of this condition (TalebzadeNobarian, 2006). The family education programs are the most effective actions that will help families to use modern training methods and psychological issues in children's mental, emotional, and moral education and ensure their successful social life in future. This study aims to evaluate the effectiveness of family education classes from the perspective of parents.

2. METHODOLOGY

This was descriptive study. The population consisted of all parents of students in 18 high schools in District 2, Tehran, who attended in family education classes in academic year 2013-2014. Using stratified random sampling method, 333 parents participated in these classes were selected as sample. A researcher made questionnaire was used for collecting the data. The content validity was evaluated to determine the validity of questionnaire. Using alpha Cronbach coefficient, the reliability was obtained 0.90.

3. FINDINGS

The data were analyzed using chi-square test. The results are shown in Table 1.

Table1. The comparison of calculated chi-square

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	No.
179.	106.	138.	79.7	126.4	60.6	80.0	59.4	129.	60.71	139.0	74.36	189.2	61.4	173.3	Calculated Chi square
438	313	924	7	04	3	18	95	231	1	09	2	52	71	41	
30	29	28	27	26	25	24	23	22	21	20	19	18	17	16	No.
69.1	116.	111.	130.	112.1	102.	145.	120.	65.1	76.96	117.5	110.8	42.28	111.	/498	Calculated Chi square
38	188	594	555	25	969	063	344	56			68	3	091	195	
9/49															Chi square in table
4															Degree of freedom
0/000															Sig. level

The results in table 1 showed that at significant level of zero and 4 degrees of freedom, the chi-square of all questions was higher than the chi- square in table (9.49). Therefore, it can be said that the courses were effective in increasing the knowledge and awareness of parents. The family education classes impacted on increase of knowledge and awareness among parents who participated in courses including religious education methods, physical needs of adolescents, emotional - psychological needs of adolescents, coordination of home and school education methods, and improvement in the relationship between parents and teachers.

4. DISCUSSION AND CONCLUSION

With the aim of increasing the awareness of parents about religious education methods, the family education classes had the expected effectiveness. The hypothesis included the variable of parents’ awareness about religious methods of children education. The result showed that the parents’ education courses increased the knowledge and awareness of parents who participated in religious education methods programs. The findings of this study are consistent with the findings of previous researches including Hassanpour (2008), Asadi (2000), Abbasinia (2002), and Rahmati (1998).

Due to the limitations of this study, however, the generalizability of results in this study is uncertain. It is recommended that a pretest of awareness of parents before the start of training will be conducted to determine the starting point of education. Considering the prior knowledge of parents, the scientific subjects may be discussed in the class. The subjects may be determined according to different levels of parents’ education level in order to match the educations with awareness level of parents with different educational levels.

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