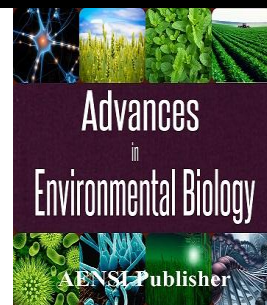




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### Review Guidelines of Increase Effectiveness of Family Education in Schools According to Institute Training Model in ShahinDezhcity

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#### ABSTRACT

This research has performed by descriptive-survey method to investigate guidelines of increasing effectiveness of family education in schools according to institute training model in ShahinDezhcity. The population was 3445 people that include all experts, teachers and parents of students and school administrators in the academic year 92-93 in ShahinDezh. The sample size calculated 350 by using Morgan table that directors and administrative experts were selected by the census method and to select the sample size of parent's Simple random sampling was selected. A researcher made questionnaire consist of 36 questions of 5 options was used to data collecting. That is reliability obtained 0/915 through Cronbach's alpha. T-test single sample, One-way ANOVA and Friedman test were used to analyze data collected. And the results showed that: according to institute training development model Defining the problem, analysis of education family, family Education management, determining educational goals, determining methods of conducting education, Production training programs, testing education programs, analysis of results and implementation and revision training the family has meaningful effect on increase its effectiveness. Among Pattern dimensions of Educational Development Institute defining problem has the highest rank and implementation and revision has the lowest rank.

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#### INTRODUCTION

The child isn't himself mostly, due to extreme family care and restrictions but parrots everything adopts and mimics and instead to internalize his roles he taught to how to play alien roles. We expect our children to have intellectual independence and the power of choice and not lose their confidence when confronted with problems. And keep their balance in emotional crisis [9].

The family is considered as the most natural unit of reproduction and comprehensive social unit since it includes all members of the community [15]. Hitt in his family educational program with the name of learning how to care provides the required exercises to develop observational skills as a method of effective learning. Cooke suggests that If knowledge taught in training programs of families offers a way that is easily converted into action, this knowledge should be taught through methods that include widespread direct observation and first-hand experience with the child [14]. Design Patterns Training is trying to create relationship between learning theories and construction of training systems [5]. Model used in this study is the pattern of educational development institute since this model is the best design for implementation and evaluation of short-term trainings such as family training. This model is one of the most famous models of educational development and has extensive use in design, implementation and training evaluation programs. For optimal performance it's necessary to done research actions. From the other hand if we want to all families reach to required trainings the wide educations is necessary. From the other hand different necessities and education demands of families has caused educational courses face with problems such as educational contents and executive matters. Lack of a general policy in the family training has caused that held courses by the anchors do not as sectional and personalization. Current methods of family education courses are mainly lectures. And these courses mainly manage by school form yet this method of education for families has not

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required performance [18]. Ritchie&Partin [16] has done a research over 213 school counselor about determined limits And the nature of the nature development work of the consultant about skill education of parents and family counseling. That specified that yet relationship with parents is weak and counselors is not devote the sufficient time with parents.

From some resources and evidences, comment of lecturers and PTA expertpractitioners of family education classes it can be understand that the class is not truly welcomed. Even after victory of Islamic republic of Iranhas been done some actions to quality and quantity development in the province. But these measures were not very effective. In any case if family education process is ignored in all dimensions it results to loss of quality in training and failure in the education system. So regard to family training and identify barriers and ways to qualify them is important as education. The basic question is that according to model Training Institute what are the strategies to increasing effectiveness of family education to achieve the objectives of family education programs in ShahinDezhCity?

#### *Methodology of research:*

The research method is a descriptive survey that is placed in the applied research category. The population of the research is all the experts, educators and parents, students and administrators of elementary, middle and high schools courses in academic year of 92-93 in the ShahinDezhCity. Which the numbers of parents are 3455 people and numbers of educators are 45 people and number of school administrative 95. The sample was calculated using the Morgan 350. to to selection that counting all method was used to selection of managers and Administrative experts and simple random sampling was used to selection of parents. That finally the sample size content was consisting of 45 administrative experts, and 76 administrators and 229 people parents.

**Table 1:** population and sample.

| group                  | population size | sample size |
|------------------------|-----------------|-------------|
| parents                | 3455            | 229         |
| administrative experts | 45              | 45          |
| administrators         | 95              | 76          |
| total                  | 3595            | 350         |

The data collection of this research is including of 2 method of library and field method. In the first step that was done as library method a form was used for data collection and in the second step that was field method the researcher made questionnaire was used for data collection that was designed according to education institute model. This questionnaire has assessed 3 dimensions such as definition, implementation and evaluation and 7 components consisting of define the problem, analyzing, management, defining educational goals, determine methods, produce educational program, program testing, result analysis that was designed in the format of 36 five-choice questions in the likert type from number 1 (very low) to number 5 (very much).

That distribute of each component was as follows: Defining the problem: 1 to 4 questions, Analyzing 5 to 8, management 9 to 12, Defining educational purposes 13 to 16, determine methods 17 to 20, Produce educational program 21 to 24, program testing 25 to 29, Analysis of results 30 to 32 and Implementation of the Appeals 33 to 36.

Content and face validity were used to determine the validity of data collection tools that in this regard opinions of teachers and technology specialties were used and reliability of questionnaire was calculated as 0/726 through using cronbach alpha that is done among 30 people. for data analyzing descriptonal indexes and bar chart error was used. Also for determine natural of data distribution Kolmogorov-Smirnov test was used. And for hypnosis analyzing T single test and ANOVA test was used and Friedman test was used to examine questions.

#### *Research findings:*

Descriptive Statistics indexes of institute model educational development and Executive processes

In table 2 Descriptive Statistics showed indexes of institute model educational development and Executive processes and its dimensions in Shahin Dezhcity.

#### *Review questions of research:*

Firstly it has investigated the state of being normally distributed of variables of problem defining, analyzing, management, determine educational goals, determine methods, pilot program production, result analyzing, implementation of the appeals for this purpose the Kolmogorov – Smirnov test has used. As indicated in table 3 the significant level of each variables of problem defining, analyzing, management, determine educational goals, determine methods, pilot program production, result analyzing, implementation of the appeals in the studied sample is larger than 0/01. and it can be said that with 99 % confidence that variables in the study sample are normally distributed.

**Table 2:** In table 2 Descriptive Statistics showed indexes of institute model educational development and Executive processes and its dimensions in Shahin Dezhcity.

| variable                      | N   | mean   | Std. Deviation | min  | max  | range |
|-------------------------------|-----|--------|----------------|------|------|-------|
| model educational development | 350 | 3/7314 | 0/4639         | 2/31 | 4/78 | 2/47  |
| Defining the problem          | 350 | 4/0379 | 0/7281         | 1/50 | 5    | 3/50  |
| Analyzing                     | 350 | 3/5686 | 0/7966         | 1/50 | 5    | 3/50  |
| management                    | 350 | 3/5036 | 0/679          | 1/25 | 5    | 3/75  |
| Defining educational purposes | 350 | 3/738  | 0/8224         | 1/25 | 5    | 3/75  |
| determine methods             | 350 | 3/727  | 0/8482         | 1/25 | 5    | 3/75  |
| Produce educational program   | 350 | 3/817  | 0/7266         | 1/25 | 5    | 3/75  |
| program testing               | 30  | 3/607  | 0/8062         | 1/50 | 5    | 3/50  |
| Analysis of results           | 350 | 3/994  | 0/7638         | 1/75 | 5    | 3/25  |
| Implementation of the Appeals | 350 | 3/587  | 0/8378         | 1    | 5    | 4/00  |

**Table 3:** One-Sample Kolmogorov-Smirnov Test.

| variable                      | N   | K.S   | Sig   |
|-------------------------------|-----|-------|-------|
| model educational development | 350 | 1/041 | 0/139 |
| Defining the problem          | 350 | 1/171 | 0/217 |
| Analyzing                     | 350 | 0/932 | 0/113 |
| management                    | 350 | 1/280 | 0/078 |
| Defining educational purposes | 350 | 1/119 | 0/126 |
| determine methods             | 350 | 1/165 | 0/115 |
| Produce educational program   | 350 | 1/416 | 0/036 |
| program testing               | 30  | 1/084 | 0/134 |
| Analysis of results           | 350 | 1/006 | 0/192 |
| Implementation of the Appeals | 350 | 1/295 | 0/070 |

*Review the main question:*

The pattern of educational development institute has influence on increasing effectiveness of family education in ShahinDezhcity?

t – test single test has used to examine effectiveness of institute for educational development pattern on increasing effectiveness of family education in ShahinDezhcity that results are showed in table 4.as it can be seen significant level test is 0/000 and under 0/01 and t – test statistic calculated is 29/494 and in comparison with the critical values of 1/960 with degrees freedom is 349.that by 99% confidence can say that the null hypothesis test is not confirmed and the hypothesis of the research is confirmed.

*Review the first question:*

Problem defining in the family education according to model of educational development institute has impact on increasing effectiveness?

t – test has used to review Problem defining in the family education according to model of educational development institute has impact on increasing effectiveness in ShahinDezhCity that results are showing in the table 4 as it can be see that significant level test is 0/000 and under 0/01 t – test statistic calculated is 26/664 and in comparison with the critical values of 1/960 with degrees freedom is 349.that by 99% confidence can say that the null hypothesis test is not confirmed and the hypothesis of the research is confirmed.

*Review the second question:*

Analysis in family education has impact on increasing effectiveness according to pattern of educational development institute?

t – test has used to review analysis in the family education according to model of educational development institute has impact on increasing effectiveness in ShahinDezhCity that results are showing in the table 4 as it can be see that significant level test is 0/000 and under 0/01 t – test statistic calculated is 13/353 and in comparison with the critical values of 1/960 with degrees freedom is 349.that by 99% confidence can say that the null hypothesis test is not confirmed and the hypothesis of the research is confirmed.

*Review the Third question:*

Management in family education has impact on increasing effectiveness according to pattern of educational development institute?

t – test has used to review management in the family education according to model of educational development institute has impact on increasing effectiveness in ShahinDezhCity that results are showing in the table 4 as it can be see that significant level test is 0/000 and under 0/01 t – test statistic calculated is 13/873 and in comparison with the critical values of 1/960 with degrees freedom is 349.that by 99% confidence can say that the null hypothesis test is not confirmed and the hypothesis of the research is confirmed.

*Review the fourth question:*

Determine educational goals in family education have impact on increasing effectiveness according to pattern of educational development institute?

t – test has used to review determine educational goals in the family education according to model of educational development institute has impact on increasing effectiveness in ShahinDezhCity that results are showing in the table 4 as it can be see that significant level test is 0/000 and under0./01 t – test statistic calculated is 16/800 and in comparison with the critical values of 1/960 with degrees freedom is 349.that by 99% confidence can say that the null hypothesis test is not confirmed and the hypothesis of the research is confirmed.

*Review the fifth question:*

Determine methods in family education have impact on increasing effectiveness according to pattern of educational development institute?

t – test has used to review determine methods in the family education according to model of educational development institute has impact on increasing effectiveness in ShahinDezhCity that results are showing in the table 4 as it can be see that significant level test is 0/000 and under0./01 t – teststatistic calculated is 16/052 and in comparison with the critical values of 1/960 with degrees freedom is 349.that by 99% confidence can say that the null hypothesis test is not confirmed and the hypothesis of the research is confirmed.

*Review the sixth question:*

Produce test program in family education have impact on increasing effectiveness according to pattern of educational development institute?

t – test has used to review produce test program in the family education according to model of educational development institute has impact on increasing effectiveness in ShahinDezhCity that results are showing in the table 4 as it can be see that significant level test is 0/000 and under0./01 t – test statistic calculated is 21/037 and in comparison with the critical values of 1/960 with degrees freedom is 349.that by 99% confidence can say that the null hypothesis test is not confirmed and the hypothesis of the research is confirmed.

*Review the seventh question:*

Program testing in family education have impact on increasing effectiveness according to pattern of educational development institute?

t – test has used to program testing in the family education according to model of educational development institute has impact on increasing effectiveness in ShahinDezhCity that results are showing in the table 4 as it can be see that significant level test is 0/000 and under0./01 T statistic calculated is 14/105 and in comparison with the critical values of 1/960 with degrees freedom is 349.that by 99% confidence can say that the null hypothesis test is not confirmed and the hypothesis of the research is confirmed.

*Review the eighth question:*

Analyzing of results in family education have impact on increasing effectiveness according to pattern of educational development institute?

t –test has used to analyzing of results in the family education according to model of educational development institute has impact on increasing effectiveness in ShahinDezhCity that results are showing in the table 4 as it can be see that significant level test is 0/000 and under0./01 t – test statistic calculated is 24/355 and in comparison with the critical values of 1/960 with degrees freedom is 349.that by 99% confidence can say that the null hypothesis test is not confirmed and the hypothesis of the research is confirmed.

*Review the ninth question:*

Executive appeals in family education have impact on increasing effectiveness according to pattern of educational development institute?

t – test has used to executive appeals in the family education according to model of educational development institute has impact on increasing effectiveness in ShahinDezhCity that results are showing in the table 4 as it can be see that significant level test is 0/000 and under0./01 t – test statistic calculated is 13/111 and in comparison with the critical values of 1/960 with degrees freedom is 349.that by 99% confidence can say that the null hypothesis test is not confirmed and the hypothesis of the research is confirmed.

*Review the Tenth question:*

Is there is different between views of managers, parents, teachers and administrative experts about increasing effectiveness of family education according to pattern of development educational institute in ShahinDezhcity?

**Table 4:** results of One-Sample Test.

| variable                      | d.f | sig   | Mean Difference | t      | 95% Confidence Lower |
|-------------------------------|-----|-------|-----------------|--------|----------------------|
| model educational development | 349 | 0/000 | 1/03786         | 29/494 | 0/6827               |
| Defining the problem          | 349 | 0/000 | 1/56857         | 26/664 | 0/9613               |
| Analyzing                     | 349 | 0/000 | 0/50357         | 13/353 | 0/4848               |
| management                    | 349 | 0/000 | 0/73857         | 13/873 | 0/4322               |
| Defining educational purposes | 349 | 0/000 | 0/72786         | 16/800 | 0/6521               |
| determine methods             | 349 | 0/000 | 0/81714         | 16/052 | 0/6387               |
| Produce educational program   | 349 | 0/000 | 0/60786         | 21/037 | 0/7407               |
| program testing               | 349 | 0/000 | 0/99429         | 14/105 | 0/5231               |
| Analysis of results           | 349 | 0/000 | 0/58714         | 24/353 | 0/9140               |
| Implementation of the Appeals | 349 | 0/000 | 0/73143         | 13/111 | 0/4991               |

In this hypothesis analysis of variance technique was used since views of managers, parents, teachers and an administrative expert is divided to more than 2 categories. In this test the null hypothesis is lack of difference between views of managers, parents, teachers and administrative experts about increasing effectiveness of family education according to pattern of development educational institute in ShahinDezh city. Results of this test is come in the table 5. according to significant level related to ANOVAs variance in the last column 0/083 and its comparison with 0/01 the null hypothesis is confirmed by 99% confidence.

It means that the tenth hypothesis is rejected. So there is no difference between views of managers, parents, teachers and administrative experts about increasing effectiveness of family education according to pattern of development educational institute in ShahinDezh city.

**Table 5:** ANOVA test results.

|                | Sum of Squares | df  | Mean Square | F     | Sig.  |
|----------------|----------------|-----|-------------|-------|-------|
| Between Groups | 1/069          | 2   | 0/534       | 2/504 | 0/083 |
| Within Groups  | 74/051         | 347 | 0/213       |       |       |
| Total          | 75/120         | 349 |             |       |       |

*Determine rankings of components of pattern of educational development institute and executive process:*

The Friedman test was used for ranking dimensions of development educational institute model and executive process in effectiveness of family education in ShahinDezh city that has showed in table 6. the significant level is 0/00 and is lower than .01 and the calculated statistic is 219/228 that there is significant difference by 99% confidence between prioritization of model dimensions institute Educational Development and executive process.

| Ranks                         | Mean Rank |
|-------------------------------|-----------|
| model educational development | 6/24      |
| Defining the problem          | 4/53      |
| Analyzing                     | 3/98      |
| management                    | 4/90      |
| Defining educational purposes | 4/89      |
| determine methods             | 5/29      |
| Produce educational program   | 4/56      |
| program testing               | 6/08      |
| Analysis of results           | 4/53      |

*Discussion and Conclusion:*

The family transfers values and principles to the next generation and has the most role personality development of children. According to this we can say that to promote these principles in is necessary to parents educated very well their attitudes and behaviors has to be changed. This research has conducted with the purpose of review the strategies of effectiveness family education in schools from views of administrative experts, family education teachers and also school principals. The results indicated that the dimensions of defining problem, analyzing, management, determine educational goals, determine methods ,test program producing ,program testing ,results analyzing and executive appeal have significant effects on increasing effectiveness of family education.

Results of conducted researches by Bart [2] Ghahremani [6], Ramazanizadeyaydi and Zaidi Darvishi and Alizade Hasanpour [8], Moein, Ghiasi and Goharkani [7] Kazemyan et al [10] PedramRazi et al [12] are consists with results of research.

In explaining the results, we can say by implementation model for Educational Development Institute of family education, create motivation and interest in the parent, development recognition of student, using modern methods of training, parental awareness of family education programs etc provides context to families to take apart in family education classes that is cause finally to effectiveness of family training.

Sabaghian believes that this training is hold for those that no participate as full time and regularly in classes that may cause them to increase their knowledge.

Yarmohammadi [19] in a research indicated that implementation the plan studying with family has caused to increasing awareness, interest to studyand assistant with family. Results are consisting with founding of current research.

Also Pamila and Davis [11] indicated that economic and social variables of family have effects on educational success of students. Also it specified that family education has so many influences on useful interaction of parents with children.and parents that enjoyed of better and more family education had more intimate relationships with their children that results of this research is consisting with founding of research. And results achieved from research of Andrya et al [1] reveals that family education in addition with improving communication with children has effect to reduce stress of students in the classes. The results of that research are consisting with findings of the research.

#### *Proposals for research:*

- 1) The present study has uses to the executives and staff of family education courses such as do actions to increase the effectiveness of family education at the schools.
- 2) Suggested that requirements of family education meetings recognizes by experts and offers to teachers by priority.
- 3) Do actions to hire qualified and experienced instructors
- 4) Since the family has a great role in physical health of students training family classes must take into consideration seriously and suggested that researches try to find a native pattern for effectiveness of family education.
- 5) Courses must hold regularly with a pre-planned program and in accordance with parents.
- 6) For better using it is suggested that teachers must be more familiar with the process of implementing this model and implement it with a trail in a small sample and then try to develop it by pathology.
- 7) It is necessary to hold in-service classes for educators since instructors teaching methods are required to parents to participate in classes.
- 8) It is recommended that at the beginning of the training classes' importance and states of these classes described for parents.
- 9) It is recommended to authors of textbooks and non-academic books that do actions to write books, magazines and materials in relation with educational development model and executive process.

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