

# The effect of family cultural education on the quality of learning of high school students in District 2 of Tehran

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## Abstract:

This study was conducted to investigate the effect of educating cultural families on the quality of learning of high school students in District 2 of Tehran. Research Method to use this research on practical purpose, your data type is low and in terms of data collection, description and survey type. Statistical population in this study, high school students in District 2 of Tehran can continue. Which are about 2500 people . From the mentioned statistical population, according to the correct sampling samples (based on the sample samples in Morgan table), 384 people have been selected as the research sample. In the next step, based on the conceptual model of the research, research questions and hypotheses, using a researcher-made questionnaire, the certificates extracted in the statistical sample of the research are questioned. In the description section, data description is presented in two sections: contextual variables and main variables. In the inferential statistics section, the Kolmogorov-Smirnov test is used to install existing software and the Sport man nonparametric test is used to test research hypotheses. According to the results, cultural family education has an effect on the quality of learning of high school students in District 2 of Tehran.

Keywords: Family cultural education, quality of learning, education in region 2 of Tehran

## Introduction:

Over the past decade, the importance of parental involvement in educating their children has attracted a great deal of attention from policymakers, educators, parents, and the media in educational programs (Petal, Cooper, & Sivi, 2009). Much of what has been done about the relationship between parents and children is rooted in theoretical orientations. The importance of these relationships is both as a basis for personality

development and as a factor for the socialization of children. Recent findings suggest that parental support is associated with children's emotional, behavioral, and emotional development (Murray, 2009). The family is the main center of human growth and excellence, and so that all great human beings and mature builders of societies have been raised in the warm and sacred center of the family, the family is the main center of transmission through cultural, religious and social methods. (Biabangard, 2004) The family provides the first seed of personal development and personality building in humans. The child learns language in the family, acquires moral values, learns social relations with others and learns moral principles and rules. Take. The family is considered as a filter for the beliefs, values and attitudes related to the culture of a society and present them to the child in a very specific and selective way. And the characteristics, relative family affiliations, education and gender of the parents of the family will affect the way values and moral values are presented to the children. (Karami Nouri and Moradi, 1993)

The family has several duties and roles in the social education of the child, the most important of which are:

1. The family as a system
- 2- Family as a teacher and role model
- 3- The family as a center of love and security

The family can be considered as a social system or as part of a larger community, the family on the one hand is associated with social organizations and institutions such as school, market and community, and on the other hand includes family members. Therefore, the community of the individual and the family are interconnected as a system. If the family fully fulfills its basic duties, society will continue to live with greater strength, preparing the individual's family system for inclusion in society and the social system. A psychologist named Harlock defines the family as a complex balanced system that becomes more complex as each child enters. There are three members of the family (father, mother and one child). There are three types of interactions. With the addition of another child, there will be six interactions. If a third child is added to the family, the number of interactions will reach ten. The new child adds the same number of interactions in the same way. Therefore, the family is a growing human institution whose volume and complexity are constantly changing. And family members act both as individuals and as part of the family unit. (Karami Nouri and Moradi, 1993)

Undoubtedly, the family has a special role in modeling and teaching moral and social behaviors and measures, any relationship and dependence of parents on the child or the child to the parents or parents with each other as a basis for communication the individual's next social can be role models. Child talking, walking, social etiquette, eating etiquette, dress code, attitudes, responsibility, kindness, aggression, withdrawn behavior, love, courage, affection, cooperation, helping others, oppression and rape and ... learns from his parents. Basically, in child psychology, especially in the pre-school years, child behavior is considered as a mirror of parental behavior. Albert Bandura and Richard Waltzer, two psychologists who attach great importance to a child's learning through observation and imitation of parents, compared parental behavior and their children's behavior in a study. They concluded that: Aggressive children have aggressive parents and isolated children have isolated and isolated parents. (Karami Nouri and Moradi, 1993)

Love and security is also one of the most basic requirements for a child's upbringing and development. A child who is deprived of family and parental affection, especially in the early years of life, may be in serious danger of losing his or her personal and social well-being in the future and may not enjoy adequate self-confidence or appropriate social interactions. The baby has learned the need for security from the mother's womb. After birth, she still wants to be in a safe and calm environment, and the most basic duty of the family, especially in the pre-school period, is to meet this need of the child. The family even retains this important role in other periods of life. The child's friends, teachers, and playmates may change throughout life, but the parents maintain close contact with the child throughout life and act as a stable institution for the child. (Karami Nouri and Moradi, 1993)

Parental involvement in children's education means significant parental involvement in supporting school learning and other school activities (Executive Director, 2007). Participation in education can take many forms, such as communicating with the school, participating in school decision-making, and supporting learning at home. Parental involvement in student homework is also a strategy that is used to facilitate academic achievement (Petal et al., 2009).

One of the most important areas of research in the field of academic achievement is reading literacy. UNESCO considers literacy to be an appropriate measure of educational progress and estimates of its improvement (UNDP, 2002). The organization notes that there is a strong correlation between literacy levels and progress in communities. Reading is a prerequisite for successful performance in school settings. Research on reading has focused on reading-related cognitive and social factors such as phonological awareness and the socioeconomic context of the child. Emphasis has also been placed on the emotional factors that contribute to the development of reading, such as attitudes to reading (Chia and Ko, 2005).

Since Coleman's 1966 study of equality of educational opportunities, socioeconomic status has been an important variable in predicting students' academic achievement. Socio-economic status includes educational background and social capital, education and family facilities (Kiamanesh and Mahdavi Hazaveh, 2008). O'Connor-Peterson and Miranda (2003), Pahlavan Sadegh (2005), Kiamanesh and Mahdavi Hazaveh (2008) and Mayberg and Rasen (2006) found the positive effect of socio-economic status variables on academic achievement to be positive and significant. The results also show that the main effect of the number of children's books at home on children's reading interaction, negative self-efficacy, positive reading attitude is significant. Also, according to O'Connor-Peterson and Miranda (2003), children who have more books have more positive reading behaviors and attitudes.

Other influential factors in the development of reading are the literacy environment of the home, the main components of which are tools (such as books, newspapers, pencils, paper, letters) and events (such as reading for children). Cunningham (2008) states that rich environments stimulate challenging activities with a wider range of behaviors such as questioning, answering, and complexity of language interactions. Nicoli et al. (2004) state that the literacy environment at home has a significant effect on the development of positive reading attitudes in children and factors that contribute to a positive reading attitude include belief in the importance of reading, enjoyment of reading. Having a high self-concept as a reader and having an environment that

stimulates verbal interaction between family members on a regular basis. Existence of a collection of personal books for oneself as well as more magazines, frequency of reading with and for children, special space and opportunities for reading, positive attitudes and patterns of parents' reading, frequency of going to the library and the amount of parent-child discussions To be. The dimension of most events involves parental involvement. Parental involvement in the teaching-learning process is divided into parental involvement in school activities, home-based activities, and extracurricular learning activities (Zia, 2009). Home-based child-parent learning activities are activities that motivate parents to participate in literacy activities for their children's development at home. This involvement in reading activities at home can include providing plenty of help for family members with reading assignments, encouraging children to read, increasing attention to school, deciphering, reading books, visiting the library with children, Making books at home, being aware of the progress of children's reading, providing an environment for children to read, determining a specific time for children to read (Zia, 2009).

In Perl's studies, the primary literacy activities are the activities that the student learns and performs before entering school. These activities are taught to him both formally and informally (Mollis et al., 2006). Basic literacy activities include reading books, telling stories, children singing, playing with alphabet toys, talking about things done, talking about what they have read, playing with words, writing Letters or words are reading signs and stickers aloud, going to the library and reading street signs (Echilf, 2004). Parents' help plays an important role in learning these activities. Dena (2004), Samuelson et al. (2008) and Conlan et al. (2006) consider the impact of early literacy activities on the development of reading literacy and consider it as an important factor in the development of reading literacy. Students' attitudes toward academic subjects are also an important factor in learning and academic achievement. Attitude to reading is considered as a continuum from positive to negative attitude. Attitude to reading is the most important component of the reading curriculum, and the development of a positive attitude to reading in children depends on continuous reading involvement throughout life (Chiachui, 2005). Tse et al. (2005), Matangwin and Areva (2006) in their research have examined the relationship between students 'and parents' attitudes and reading literacy performance. Among the countries participating in the 2001 Perls Study, students with high scores on reading progress reported that their parents spent more time reading.

Learners' innate abilities are affected in many ways by socio-economic situations. The types of cognitive types of thought development processes, self-concept, group relationships, teacher-student relationships, creative opportunities, and gaining experiences are deeply influenced by the social class in which the child was born and raised. The level of high schools and students has been done and it has been found that despite the efforts made to persuade children deprived of education to enter high school and university, the majority of students and students are from middle and upper middle class families. . Studies also show that such differences were evident not in terms of educational economics, but in terms of expectations and financial resources of parents or children deprived of education. Most likely, the results of these studies can be generalized to our country. However, to be sure, similar research needs to be done in recent years. (Ismaili, 1396)

In the past, the lower social classes had the least interest in formal education. Society also assumed that they would drop out of lower grades, and most were expected to be like their fathers and fathers' friends. Unskilled

or semi-skilled manual workers. In addition to Most of the deprived families live in densely populated neighborhoods or in remote neighborhoods, which live mostly from a family whose people are people of science and literature, and where there is a desire to discuss new ideas, inventions and There are new discoveries, more than a child who does not talk about books or new topics and discoveries in his house will be ready to participate in discussions, understand new issues and possibly coordinate and adapt to them.

However, children whose parents are well-educated are more likely than other children to be more successful in their education. A kind of family life also affects the child's learning. For example, a child who travels to most places with his family. More than a child with limited travel experiences, he or she is prepared for social studies, history, and geography.

Also, studies on the relationship between education and incomes and the inequalities that arise in families and, consequently, in schools, show that the higher the level of income, the higher the scores on academic achievement test scores. It also increases; the level of education of children and adolescents is directly related to their family income. (Taghipour Zahir, 1374)

Family income level, type of father's occupation, mother's education level are factors that affect the level of income of children. However we measure the above variables, it seems that the socio-economic situation of the family has a great effect on the future income of children.

In various ways, children's income is influenced by the socio-economic situation of the family. For example, families with higher education and facilities are more likely to encourage their children to spend more time in school than regular students, or families with higher incomes are more likely to be able to afford the cost of their children's higher education years. The first education and encouragement, in the childhood years at home, can provide the level of IQ (IQ) motivation and continuation of education and desire to study in children, enabling them to successfully complete the educational process in a continuous and successful manner. Complete. Finally, guidance, advice, and family influence can help children find employment in which economic sector and what jobs to choose after graduation, while all of the above factors are thought to be effectively affects children's income, the relative importance of each of these factors is still unclear. (Emadzadeh, 1997)

According to the above, in this study, the effect of family cultural education on the quality of learning of high school students in District 2 of Tehran is investigated.

## **Hypotheses:**

### **The main question**

### **The main hypothesis**

There is a significant relationship between family cultural education (socio-economic status of the family, parents 'attitude toward students' learning, parents 'level of education and literacy, and parents' encouragement and punishment) and the quality of learning of high school students in District 2 of Tehran .

### Sub-hypotheses

1. There is a significant relationship between the socio-economic status of the family and the quality of learning of high school students in District 2 of Tehran.
2. There is a significant relationship between parents 'attitudes toward students' learning and the quality of learning of high school students in District 2 of Tehran.
3. There is a significant relationship between the level of study and literacy of parents and the quality of learning of high school students in District 2 of Tehran.
4. There is a significant relationship between encouraging and punishing parents and the quality of learning of high school students in District 2 of Tehran.

### Theoretical foundations of research

#### Educational quality:

According to Jarvis, education "is the process of turning experience into knowledge, skills and attitudes" (Sabrakesh, Mazinani, Habib O, Nour Mohammadi, Hadi 1392: 134-108) is an activity that focuses on the work and occupation that the person currently has And does, focuses. On the other hand, improvement focuses on the activities that the individual is going to do for the organization in the future (Raheja K. 2015). Training is part of the subsystems of the improvement process, the improvement process includes the following subsystems: 1- Organization subsystem and system 2- Maintenance sub-system and salaries and benefits 3- Development and promotion subsystem; Is. (Sabrakesh, Mazinani, Habib O, Nour Mohammadi, Hadi 1392: 134-108); In this process, training is part of the human resource development and promotion subsystem (same resource). Research shows that there is a significant difference between organizations with trained employees and other organizations (Alfani A. M. 2016. pp: 377-384) and trained employees maintain the continuity and survival of the organization.

The concept of quality in the field of education is more complex than other fields and the definitions provided by it are more diverse, and each of the scholars has considered this concept from a specific perspective. . Quality, like other concepts of education, is relative in nature and different definitions can be applied to it depending on the educational situation. Based on the principles of total quality, quality means the adequacy of the educational system (inputs, processes, outputs and outcomes) with the minimum standards and in the absence of standards with educational goals and missions (Ismaili, 2006)

Quality in education is defined differently by researchers. Adapting training output to planned goals, characteristics and requirements – (Crosby, 1979; Glimore, 1974) Avoiding deficiencies in education (Peter and Waterman, 1982) Superiority in education (Parasoraman et al., 1985) Quality in education They define training as meeting or exceeding customer expectations and (Tang and Ziri, 1998; Reynolds, 1986) define it as fit for purpose (Alfani AM 2016. pp: 377-384). )

**Family:**

During the last two centuries, the Iranian family has undergone fundamental changes during the cultural, social and political modernization of the country. The point that can be mentioned about family developments is the following: Family changes in Iran are reflected in daily life, and in the meantime, the interventions of religion and government are also effective, and psychologists, scholars of educational sciences, historians and Sociologists have also paid attention to the fact that the result has been the reform of the conceptual system in identifying social developments in Iran. (Gholizadeh, 2012)

The family is a social organization that has survived for thousands of years, despite its constant changes. In recent centuries, industrial life has changed the shape of the family. And the types and forms of the family have evolved. The family in a broad sense refers to a group of people who live together in a limited environment without outside interference, and kinship relations between them are based on pure love and other specific dependencies. In fact, as sociologists say, the family is the first form of a society. The family consists of father, mother and child who have lived under the same roof for many years and have the same life and to the same extent the same ideals and beliefs and a certain economy. A family is a group of people who are directly related by kinship and whose adult members are responsible for caring for children. Marriage can be defined as a socially recognized and desirable sexual bond between two adults. When two people get married, they become related to each other, but the marriage bond also connects a large number of relatives. (Giddens, 2001)

**Factors affecting children's learning in the family****1- The role of socio-economic situation and learning**

Learners' innate abilities are affected in many ways by socio-economic situations. The types of cognitive types of thought development processes, self-concept, group relationships, teacher-student relationships, creative opportunities and gaining experiences are deeply influenced by the social class in which the child was born and raised. The level of high schools and students has been done and it has been found that despite the efforts made to persuade children deprived of education to enter high school and university, the majority of students and students are from middle and upper middle class families. . Studies also show that such differences were evident not in terms of educational economics, but in terms of expectations and financial resources of parents or children deprived of education. Most likely, the results of these studies can be generalized to our country. However, to be sure, similar research needs to be done in recent years. (Ashrafzadeh Ardakani and Behjati Ardakani, 2016)

In the past, the lower social classes had the least interest in formal education. Society also assumed that they would drop out of lower grades, and most were expected to be like their fathers and fathers' friends. Unskilled or semi-skilled manual workers. In addition to Most of the deprived families live in densely populated neighborhoods or in remote neighborhoods, which live mostly from a family whose people are people of science and literature, and where there is a desire to discuss new ideas, inventions and There are new

discoveries, more than a child who does not talk about books or new topics and discoveries in his house will be ready to participate in discussions, understand new issues and possibly coordinate and adapt to them.

However, children whose parents are well-educated are more likely than other children to be more successful in their education. A kind of family life also affects the child's learning. For example, a child who travels to most places with his family. More than a child with limited travel experiences, he or she is prepared for social studies, history, and geography.

Also, studies on the relationship between education and incomes and the inequalities that arise in families and, consequently, in schools, show that the higher the level of income, the higher the scores on academic achievement test scores. It also increases; the level of education of children and adolescents is directly related to their family income. (Taghipour Zahir, 1374)

### 2- Housing and family economic situation:

By choosing their place of residence, parents determine the social environment of those around them and the construction of their family in the general division of society. Negative in children's behavior in proportion to social, economic and cultural conditions.

For example, if a family lives in an area that is poor in every way, then children are more likely to develop antisocial behaviors, which is a sign of educational decline and poor education, and if the culture of that area is accompanied by Moral and divine values will be equally effective in moderating anti-social behaviors.

It should be noted that the location of the dwelling, such as space and number of rooms is also effective in the occurrence of behavioral disorders. A family that has to live in one or two rooms with a large population will naturally have a suitable environment for behavioral disorders. Also, the economic situation, the amount of family income should be considered as an effective factor in behavioral disorders. Children who have all the means of subsistence in the family are more optimistic about things and less likely to feel deprived, anxious and anxious To turn. Conversely, children who lack the simplest means of life may find life imposed and threatening, and pessimistic about everything and everyone. (Karami Nouri and Moradi, 1993)

### 3- The effect of motivation on academic achievement:

Motivation not only leads to progress in industrial centers but also has a greater impact on education. Motivation to progress is able to motivate students to study. They are motivated to make more progress and have studied with more effort and seriousness. Wherever these people work in any organization, they contribute to the development of that organization. Therefore, one of the main tasks of industrial and educational centers is to identify such people and put them in special and sensitive positions. (Fard Ramzi, 1998)

The motivation for progress is a comprehensive tendency to evaluate one's performance according to the highest criteria of striving for success in performance and to enjoy the pleasure that is associated with success in performance. Instructors and teachers can motivate children to progress by applying appropriate methods,

and also by being aware of this motivation and its effective role in academic achievement, students can direct it on a regular basis. Perhaps one of the reasons for academic failure is due to weakness or lack of motivation to progress. If a student cannot transfer his motivation to the field and growth he wants, he will not succeed because the motivation for progress is the driving force. Does not have to be . Because without motivation and by chance and chance, he has earned a good grade in a field or field of science in those cases, we must accept if this important matter is not taken into account. The great manpower that forms the bright future of a country will be lost.

It seems that education has become an imitation, an education in which there is no motivation for progress will be fruitless and ineffective (Kamkar, 2003).

How many students are motivated by academic achievement? And how many students are satisfied with their education? They can be basic and serious questions. One of the most important goals of a country's education programs should be to conduct research and educational projects to motivate students' progress and then to strengthen and guide this motivation.

Psychological research has shown that students can be motivated to progress. Training motivation for progress, in turn, leads to academic achievement and ultimately the fertility of human thought. Research has shown that people who have a strong motivation for academic achievement are better and faster in learning and performing than those who have a weak motivation for academic achievement. The main condition is that they have a desire to progress. One of the educational applications of this research is that not every issue can attract the attention of all students and individual differences must be considered.

#### 4- The role of parents' education

Parents of public school students had a cycle and diploma in terms of literacy level, and parents of control school students had a postgraduate and bachelor's degree and parents of non-profit school students had a bachelor's degree or higher. The reasons for this result can be stated that the high level of parental literacy has increased political, social and cultural awareness and this makes parents more familiar with the existing organizations in schools, which in turn attributes their children to They are encouraged to join this organization. (Abam, Ebrahimi and Fallahi, 1397).

Since parents' education can play an important role in educating their children, and educated parents will have a higher culture, higher environment, and better environment by themselves due to finding better and more useful jobs, and having a good social position in turn will have an impact. Children's attitudes toward parents and their sense of security and self - confidence, and as a result, they can better communicate with their environment, and this leads to the growth and flourishing of their talents. While a child whose parents are not well educated not only cannot be proud of them but also feel inferior. And their relationship and interaction is less than others. Of course, education alone cannot be considered a factor in personal development. However, since education can lead to greater awareness and being in a higher social and economic status and research has shown that the job and social level of parents are directly related to their children's academic achievement. Therefore, the criterion for parents' choice of education and the effect it has on their child's academic

achievement is due to the fact that families with higher education have fewer children and therefore can better communicate with them. They usually have more time to deal with their issues.

A child who grows up with educated and patient adults and grows up patiently and certainly has a much higher academic achievement than other children who do not enjoy such a favorable environment . (Holt, 2008)

The caregiver burden and birth order vary from school to school; So that the families of the students selected by the Student Council in ordinary public schools mostly had 3 to 5 children, control public schools and non-profit schools had 2 children. Similarly, in public schools, student council members were mostly the third or fourth child in the family, in control public schools, mostly the second child in the family, and in non-profit schools, student council members were mostly the first and memorable children of the family. This can affect the sense of responsibility of families, their follow-up on school issues as well as their time at school. (Kamkar, 2003).

**Conceptual model of research:**

Independent variable: Family cultural education (socio-economic status of the family, parents 'attitude towards students' learning, parents 'level of education and literacy, and parents' encouragement and punishment)

Dependent variable: Learning quality of high school students in District 2 of Tehran

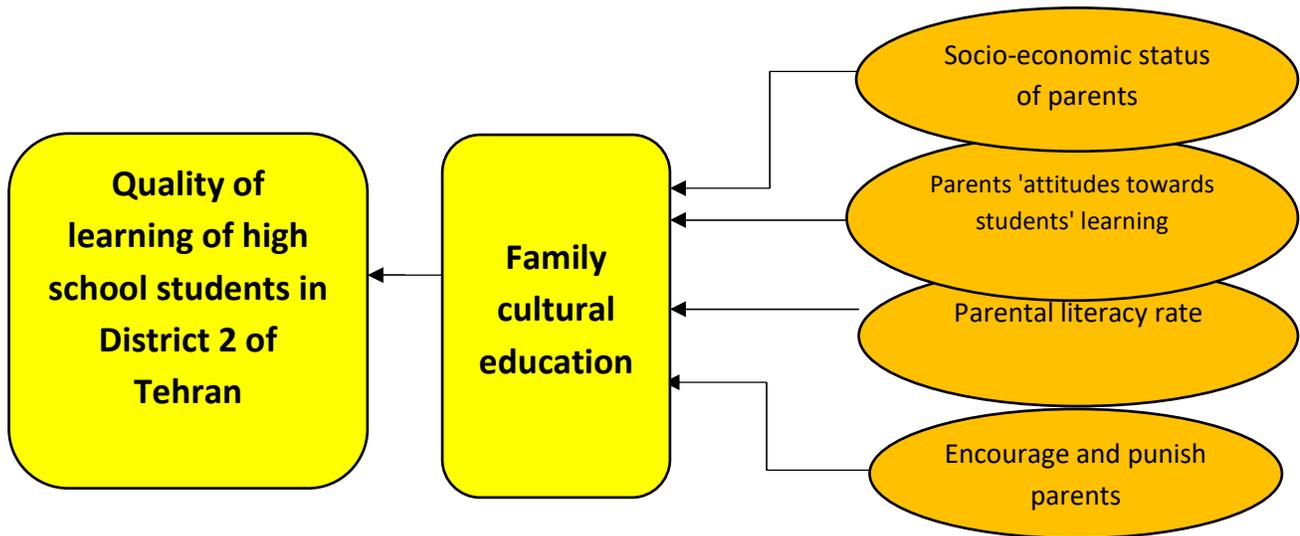


Figure 1 - Research model - researcher-made derived from research literature

## Research method

This research is applied in terms of purpose and in terms of how to collect data and information and descriptive analysis method and in terms of implementation is a survey. The statistical population in this study is high school students in District 2 of Tehran. Which are about 3500 people According to the sampling criteria (based on the sampling method in Morgan table), 384 people were selected from the mentioned statistical population as a research sample. The method of data collection in this research is library and field method and a questionnaire was used to collect information. To measure the variable of the impact of family cultural education, components (socio-economic status of the family, parents 'attitude towards students' learning, parents 'reading and literacy, and parents' encouragement and punishment) have been used and have 22 items. To measure the variable of learning quality of primary school students in District 5 of Tehran Municipality (quality of educational services, quality culture, creative learning environment and change of traditional management to quality management) has been used which has 29 items. Analysis of collected information this research has been done at two levels of descriptive and inferential statistics. At the descriptive level, the frequency distribution of variables, percentages, tables, and central indicators and dispersion are used, and at the inferential statistics level, appropriate test methods are used. In the present study, according to the level of measurement of variables and the type of hypotheses, both categories of difference and relationship tests have been used. In this study, Kolmogorov-Smirnov tests were used to determine the normality of the data and Spearman correlation nonparametric test was used to test the research hypotheses.

### Investigation of research hypotheses

#### 1- The main hypothesis

There is a significant relationship between family cultural education and the quality of learning of high school " students in District 2 of Tehran."

Table (1): Test the main hypothesis

Quality of learning		Variable
0.551	The correlation coefficient	Family cultural education
0.000	The significance level	

According to the opposite table, the value of correlation coefficient is equal to 0.551 and the level of significance is equal to 0.000. Considering that the value of significance level is less than 0.01 (amount of research error), so with 99% confidence we can say that the null hypothesis is rejected and between the cultural education of the family and the quality of learning of high school students in the region 2 The city of Tehran has a significant relationship.

Given the positive sign of the correlation coefficient, it can be said that there is a positive and direct relationship between the two variables. In other words, with increasing the level of family cultural education, the quality of learning of high school students in District 2 of Tehran will increase.

## 2- The first sub-hypothesis

"There is a significant relationship between the socio-economic status of the family and the quality of learning of high school students in District 2 of Tehran."

Table (2): Test the first hypothesis

Quality of learning		Variable
0.517	The correlation coefficient	Socio-economic status of the family
0.000	The significance level	

According to the table opposite, the value of correlation coefficient is equal to 0.517 and the level of significance is equal to 0.000. Considering that the value of significance level is less than 0.01 (amount of research error), so with 99% confidence we can say that the null hypothesis is rejected and between the socio-economic status of the family and the quality of learning of high school students There is a significant relationship between region 2 of Tehran.

Considering the positive sign of the correlation coefficient, we can say that there is a positive and direct relationship between the two variables. In other words, with the improvement of the socio-economic status of the family, the quality of learning of high school students in District 2 of Tehran will increase.

## 2- The second sub-hypothesis

"There is a significant relationship between parents' attitudes toward student learning and the quality of learning of high school students in District 2 of Tehran."

Table (3): Test the second hypothesis

Quality of learning		Variable
<b>0.674</b>	The correlation coefficient	Parents 'attitudes towards students' learning
<b>0.000</b>	The significance level	

According to the table opposite, the value of correlation coefficient is equal to 0.674 and the level of significance is equal to 0.000. Considering that the value of significance level is less than 0.01 (the amount of research error), so with 99% confidence we can say that the null hypothesis is rejected and between the attitude of parents towards students' learning and the quality of learning of high school students There is a significant relationship between cultivation in region 2 of Tehran.

Considering the positive sign of the correlation coefficient, we can say that there is a positive and direct relationship between the two variables. In other words, with the increase of parents 'attitude towards students' learning, the quality of learning of high school students in District 2 of Tehran increases.

#### 4- The third sub-hypothesis

"There is a significant relationship between parents' reading and literacy and the quality of learning of high school students in District 2 of Tehran."

Table (4): Test the third hypothesis

Quality of learning		Variable
<b>0.521</b>	The correlation coefficient	Study and literacy of parents
<b>0.000</b>	The significance level	

According to the table opposite, the value of correlation coefficient is equal to 0.521 and the level of significance is equal to 0.000. Considering that the value of significance level is less than 0.01 (the amount of research error), so with 99% confidence we can say that the null hypothesis is rejected and between the level of study and literacy of parents and the quality of learning of high school students There is a significant relationship between region 2 of Tehran.

Considering the positive sign of the correlation coefficient, we can say that there is a positive and direct relationship between the two variables. In other words, with increasing the level of study and literacy of parents, the quality of learning of high school students in District 2 of Tehran increases.

5- The fourth sub-hypothesis

"There is a significant relationship between parental encouragement and the quality of learning of high school students in District 2 of Tehran."

Table (5): Test the forth hypothesis

Quality of learning		Variable
0.542	The correlation coefficient	Encourage parents
0.000	The significance level	

According to the table opposite, the value of correlation coefficient is equal to 0.542 and the level of significance is equal to 0.000. Considering that the significance level is less than 0.01 (the amount of research error), so with 99% confidence we can say that the null hypothesis is rejected and between encouraging and punishing parents and the quality of learning of high school students in Region 2 The city of Tehran has a significant relationship.

Considering the positive sign of the correlation coefficient, we can say that there is a positive and direct relationship between the two variables. In other words, with the increase of encouragement and punishment of parents, the quality of learning of high school students in District 2 of Tehran will increase.

#### **Investigating the relationship between the dimensions of family cultural education and the dimensions of learning quality**

"There is a significant relationship between the dimensions of family cultural education and the dimensions of learning quality."

Table (6): Investigating the relationship between the dimensions of family cultural education and the dimensions of learning quality

Changing traditional management to quality management	Creative learning environment	Quality culture	Quality of educational services		Variable
<b>0.536</b>	<b>0.337</b>	<b>0.626</b>	<b>0.559</b>	The correlation coefficient	Socio-economic status of the family
<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	The significance level	
<b>0.249</b>	<b>0.392</b>	<b>0.614</b>	<b>0.414</b>	The correlation coefficient	Parents 'attitudes towards students' learning
<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	The significance level	
<b>0.473</b>	<b>0.518</b>	<b>0.305</b>	<b>0.339</b>	The correlation coefficient	Parental literacy rate
<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	The significance level	
<b>0.385</b>	<b>0.467</b>	<b>0.272</b>	<b>0.404</b>	The correlation coefficient	Encourage and punish parents
<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	The significance level	

According to the opposite table, for the variable relationship between the socio-economic status of the family and the dimensions of the quality of learning, the level of significance is equal to 0.000. Given that the level of significance is less than 0.01 (the amount of research error), so with 99% confidence can be said between the socio-economic status of the family and the dimensions of learning quality (quality of educational services, quality culture, creative learning environment There is a significant relationship between traditional management change and quality management. Given the positive sign of the correlation coefficient, it can be said that there is a positive and direct relationship between the socio-economic status of the family and the dimensions of learning quality. The highest correlation between family socio-economic status and quality

culture (with a coefficient of 0.626) and the lowest correlation between family socio-economic status with creative learning environment (0.337).

For the variable relationship between parents 'attitudes toward students' learning and the dimensions of learning quality, the level of significance is equal to 0.000. Given that the level of significance is less than 0.01 (amount of research error), so with 99% confidence can be said between the attitude of parents to students' learning and the dimensions of learning quality (quality of educational services, quality culture, learning environment). Creative, changing traditional management to quality management) There is a significant relationship. Considering the positive sign of the correlation coefficient, it can be said that there is a positive and direct relationship between parents 'attitudes toward students' learning and the dimensions of learning quality. The highest correlation between parents 'attitudes toward students' learning and quality culture (with a coefficient of 0.614) and the lowest correlation between parents 'attitudes toward students' learning with the change of traditional management to quality management (0.249).

For the variable relationship between parents' study rate and literacy and dimensions of learning quality, the level of significance is equal to 0.000. Considering that the level of significance is less than 0.01 (amount of research error), so with 99% confidence we can say between the level of study and parental literacy and the dimensions of learning quality (quality of educational services, quality culture, creative learning environment). There is a significant relationship between traditional management change and quality management. Considering the positive correlation coefficient sign, it can be said that there is a positive and direct relationship between the amount of study and parental literacy and the dimensions of learning quality. The highest correlation is between the rate of study and parental literacy and creative learning environment (with a coefficient of 0.518) and the lowest correlation between the rate of study and parental literacy with quality culture (0.305).

For the relationship between the variables of parental encouragement and punishment and the dimensions of learning quality, the level of significance is equal to 0.000. Considering that the level of significance is less than 0.01 (the amount of research error), so with 99% confidence we can say between the encouragement and punishment of parents and the dimensions of learning quality (quality of educational services, quality culture, creative learning environment, Changing traditional management to quality management) has a significant relationship. Given the positive sign of the correlation coefficient, it can be said that there is a positive and direct relationship between encouraging and punishing parents and the dimensions of learning quality. The highest correlation is between parents 'encouragement and punishment and creative learning environment (with a coefficient of 0.467) and the lowest correlation is between parents' encouragement and punishment with quality culture (0.272).

## Conclusion:

The 21st century will be, in fact, the world of ICT domination and the world of the acceleration of history in terms of rapid scientific, cultural and economic change. The educational system in a society and consequently education will not be able to consider itself as an island separate from social, national institutions and extensive international interactions in the global village, because the educational community will be the center of gravity of these developments (Hamzeh Beigi , 1383: 36). In such an age, which has been dubbed the explosion of knowledge and information, the development of science and technology (Internet) has grown rapidly. The 21st century is the transition from the industrial society to the information society, which is one of the most important factors in this growth, the vast amount of knowledge, information and awareness. Therefore, the process of technology development and its impact on all walks of life makes the need to use technology to improve learning activities and acquire communication skills inevitable.

In the last decade, the advancement of various technologies has changed the way services are provided by organizations. One of the fields that have affected education is the field of information technology. The development and use of information technology in various fields is the result of information technology capabilities that are very successful in the business world today has been exposed. The third millennium man is trying to accelerate the process of development and use of information technology in different parts of the social system to move away from the traditional model and create a new model in accordance with the requirements of the information age. (Hamza Beigi, 1383: 36).

The most difficult period of human life in terms of education is adolescence. This period, which includes about age (12-18) years, is consistent with middle and high school. Most educational problems occur during this period, and it is often during this period that children either get lost or take a path to happiness. This period is the stage of transition from childhood to adolescence and adulthood. The teenager is looking for a new identity that with the help of parents and school parents should find a healthy identity as soon as possible and be able to answer the question of who or what I am. Adolescents who are not interested in a particular job or profession naturally do not show interest in studying, think their lives are meaningless and have a role ambiguity.

On the other hand, in this period, the adolescent finds more power and ability intellectually and can think about many issues in life and make a decision that can lead to the development of the adolescent or lead him to decline. At the same time, this period should lead to the phenomenon of puberty, which is of special importance and sensitivity in this period of life. The supporter of the adolescent at this time is the family, and this is where the family should protect him from many plagues, deviations and delinquency by creating a warm and sincere environment and giving the necessary education to the adolescents.

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