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Family Factor in Education

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ABSTRACT

The most important purpose of educational activities is to raise children who are the future of a country as good people and good citizens. Factors such as school, family, environment, teacher and education system are influential in children's education. The family, which is the main element of education, provides support for both academic success and social life gains. The family provides emotional guidance throughout the students' education and carries the participation and productivity of the student to the highest limits with the right moves. The contributions of the family, which should be included at all levels of education, to education are undeniable. In this study, evaluations were made about the place of the family in the education factor and recommendations were presented.

INTRODUCTION

The interaction between social efficiency and equality goals in education is not complicated compared to other disciplines and policy areas. It is possible to draw from the emphasis of theoretical and policymakers on the contribution of human capital to economic growth that a highly skilled workforce is important in improving economic prosperity.

At the same time, it is very difficult to isolate from social goals related to equal opportunity and a more inclusive society, and for many an important purpose of the education system is to promote citizenship and active participation in society. It involves families as responsible for complaining about participation (Corak et. al., 2004). It has many tasks other than its basic function, which brings the family member into the world and helps the struggle for survival. Parents who are aware of these tasks take care of their psychological balance while preparing their children for social life. All these tasks are reflected as educational support to the individual who is continuing his/her educational life.

The individual receives his first education in the family. The role of the family is very important in the personality and self-development of the individual, in the acquisition of positive behavior, in the upbringing of the family as a mentally and physically healthy, self-sufficient person and useful to himself and the environment he is in. In a rapidly developing world, with rapid advances in science and technology, societies' perspectives on family and children begin to change. Parents' view that they should move away from traditional attitudes to raising children is unquestionably accepted. In addition, parents need more help in getting to know their children, improving their development and developing positive feelings about parenting.

It is beneficial for both parties when families participate in children's daily activities. Children's interactions and collaborations with other children make it easier for them to gain learning activities and skills. Parents contribute to their children's social emotional development by better engaging with their children (Reeves, 2007). The quality and efficiency of the time spent with the family is met with consequences that will affect the whole life of the child. The time spent with the child also returns as a teaching to parents and thanks to these teachings, it eliminates negative situations and provides a serious level of educational support.

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Literature Review

The Concept of the Family

Genealogy is the study of family structural history, drawing basically on demographic data sources such as censuses, birth and death certificates, immigration records, and other administrative records. The aim of genealogical research is to construct a family tree of ancestors and dependents of a key person (Smith and Mineau, 2003).

Although the concept of "family", which is as old as human history, undergoes structural and formal changes by entering into various forms, it has remained important in the 21st century and has been a focus point where many biological, sociological, economic and political discussions are held. The popular approach is about what the family is, or at least what it can be (Doğan, 2007). What the family can be is progressing by regenerating itself over a volatile period of time. Today, the family rises far above the basic nutritional housing needs. Parenting is above these basic needs and includes cultural, psychological, sociological and educational support. Because every child exists in his/her own unique skills.

In fact, all children are born with some potential. Exploring, guiding and developing this potential first is one of the most important tasks for the family. Developmental psychology has shown that a healthy interaction is decisive in a child's behavior in the period 100 years 10 years 20 years before school, and the effects of this can be seen throughout life (Gottfried, 2009). This is mostly done by family factors in developing or blunting potentials. In this context, family support is one of the undeniable facts in individuals entering the education life.

School-Family-Environmental Relations

School-family and environmental factors play a very important role in the success of students. The success of the children of families who take care of their children, try to solve their problems, develop cooperation with the school is much higher than that of families who are not interested. School-family cooperation is seen as extremely important for the effectiveness of the school and for the student's social, emotional and academic development and success (Rosenblatt & Peled, 2002).

School-environmental relations can be discussed in four dimensions;

1. School contributes to environmental development,
 2. Ensuring school-family cooperation and family participation,
 3. Relations with pressure groups, volunteers or groups,
 4. Ensuring the support of the environment to education and public relations
- (Pehlivan, 2000).

Ensuring School-Family Cooperation and Family Participation

Although compulsory education covers a longer period than in the past, school teachers should also be supported around the family, as the time the child spends in school is still shorter than the time he spends with his family and environment. Parents who provide a supportive environment for their children can have a positive impact on their children's school success, even if their socio-economic status is inadequate. Improving students' school achievements is a common problem for both parents and the school. Schools and families can work together to organize and implement programs to achieve this goal (Tutkun & Köksal, 2000).

School-family cooperation allows student success to increase, participation, motivation, self-confidence and behaviors to change. In addition, family participation is a fundamental tool in developing positive attitudes for children's schools and teachers (Burns, 1993; Pehlivan, 2000).

Legislation on School-Family-Environment Cooperation

In order for the education in schools to be successful and to achieve its goals, the attention and assistance of the student's family is needed. Many educational studies that start at the school are completed in the student's family and in the vicinity outside the school. The school administration helps parents and parents of students come together to form a union and association to contribute to the family. However, the headmaster regulates the relations between them according to the provisions of the relevant laws and regulations and certain principles without considering these institutions at the school order or as organizations that will serve the school (Law No:2908), (Journal of Communiqués, 1965).

School protection associations established in schools according to the law of school family association associations established by special regulation usually work together. The school's family association is a union of principals, assistant principals, teachers, parents of students and, if they wish, student parents. All parents and the administrators and teachers of the school are registered as members of this union. The aim of school family cooperation is to strengthen the relations between the family and the school, to ensure cooperation, to jointly take measures to make the students more successful. The bodies of the school family association are the general assembly, the board of directors and the supervisory board. These bodies operate according to the provisions of the regulation (Journal of Communiqués, 1983).

According to this law, the duties of the School Family Association are as follows:

Taking advantage of every opportunity, the students' people; love of homeland, flag and humanity; Their commitment to Atatürk's principles and revolutions, spiritual values; to cooperate with parents and the school directorate in order to reinforce their feelings of solidarity.

- a) To enlighten parents about the purpose and educational principles of the school and educational activities.
- b) To enlighten the parents of the students about the program of the school and its regulations related to education.
- c) To the burden of responsibility of the students; cooperate with the family to contribute to their honest, kind, respectful, successful and orderly; to prepare opportunities to show the achievements of the students collectively to their parents.
- d) Collaborating with parents to improve children's achievements.
- e) To cooperate with parents and the school directorate in ensuring that students attend school on a timely and regular basis.
- f) To prepare a working environment in the school for students who do not have the opportunity to study at home.
- g) To cooperate with the school directorate and parents to ensure that students comply with discipline and community order.
- h) To identify the unsuitable work of the students, the places where they are not suitable to go together with the school directorate and to cooperate with the parents.
- i) To take measures to prevent bad behavior such as waste, vanity and contempt of government property that are not required to be found in the student.
- j) To resort to necessary remedies about children in need of special upbringing and encouragement.
- k) To prepare suitable facilities in school and in the environment for children who have special interest in painting and work, music, foreign language and physical education courses.
- l) To cooperate with parents and the school directorate on the health of students and their protection from infectious diseases, gain cleaning habits, eat regularly and take advantage of their free time.
- m) To cooperate with parents and the school directorate regarding the protection of children from traffic accidents and other accidents and the measures to be taken in this regard.
- n) To organize conferences on the care, development and education of school-age children.
- o) To help parents get into the habit of visiting school to keep track of students' behavior and work within the school.
- p) To encourage classroom teachers to visit the parents of the students.

- q) Collaborating with the school conservation society to provide assistance to sick and poor people in need of care, feeding and dressing.
- r) To take measures for children who are disabled in terms of hearing, vision, speech, body and mind, or who are skilled in any field, and children in need of special education, such as those who are difficult to study.
- s) To take measures to ensure that students, parents, parents benefit from the school's library, garden, games and sports facilities during the holidays or after classes.
- t) To assist the activities of schools in order to educate citizens who are illiterate or want to grow in certain areas in the environment.
- u) To contribute to the activities of the school during the school year and at the end of the school year.

Family's Role in Education

Family is one of the generic institutions whose consequences of social change are taken too late but are very effective. In traditional society, while the family is an institution that protects, protects, educates, rests and gives spiritual satisfactions to the individual, it has installed some of these functions in different institutions through industrialization. While the functions of the family change with globalization, the great confidence of global values aimed at keeping the individual on his or her own two feet is seen in individual abilities rather than family (Doğan, 1999).

These individual abilities can be emphasized by the family factor. The family needs to use the role of recognition and introduction to what they do not know in the discovery process. The paths drawn with the right moves will enable the student to use his/her time in school effectively and efficiently.

Teachers are the most important responsibility in planning and implementing educational activities carried out in the school. What is necessary is the qualified upbringing of the student (Gökçe, 2002). In this context, the communication of the family with the teacher is necessary for the efficient education of the student. The role of the family here is that the student is in contact with those who educate him throughout his/her education life. Here, the family acts as a mortar among the basic building blocks that will contribute to the individual.

The family has a role as effective as school in adapting children to social life and is the primary influence on children's socialization. Thanks to motivation and psychological support, the student who is compatible with school and social life will have the ability to be a social being that can express himself in society while achieving a successful school life.

The fact that the family is related to their children will allow them to perform better in the fields of education. Therefore, parents have a very important role to play in supporting their children's learning. The program aims to make the family a part of this teaching with its out-of-school activities. It will be easier for parents to follow the progress of students with the measurement and evaluation tools recommended in the program. Family participation helps the student to continue to attend school willingly, to increase self-esteem and to develop healthy attitudes towards the school by sending the message that education is important.

Since the aim of the school and the parents is to create a better educational environment for the children; cooperation between schools and families will contribute greatly to making the school a better, richer educational environment by taking advantage of the opportunities of the environment (Oktay, 2004).

In this context, it is the family that is indispensable for the students within the group gathered for common purposes. The tasks of the family that balance these common goals are the student-teacher - social and psychological follow-up process. If the family performs these tasks in a balanced manner, it will maximize the performance of the individual in every sense. The importance of family comes from the fact that it is the basic institution on which the life and education of the person is based. Since positive relations between the individual and society can be established through the family, the family

is a basic social institution. Societies transfer their core values to new generations through family. The cultural atmosphere we are in allows us to develop our personality and mature our moral character.

Every family must have the right information about the child's education. This should not be neglected in any way. While most parents complain about the way their parents raise them, they either don't have much idea how they want to raise their own children or don't have time to think about it.

They think parenting is going to happen spontaneously while they're moving on. The mistake of falling into this "passive parenting attitude" can happen to anyone. Parenting is not just something that needs to be done. Being a parent should be chosen as an active priority, not as a simple task when there is leisure time. Anyone can be a good parent. This can only be achieved by wanting to prioritize parenting in life. Children need to learn by actively living life with their parents, and this is not possible passively apart from them. The law also gave the family the task of raising children. Families who exercise this legal right in the most efficient way can reflect the level of activity to their children at the highest level.

Families should be aiming to improve their parenting skills and savings, to improve their learning experiences related to the ability to improve the development of the child and to cope with the problems faced by parents in positive ways. The fact that parents have the ability to be parents also drives the sensitivity to their children's development and needs.

Parental education has a major impact on students' readiness for school, directly and externally. In studies on cognitive development, it certifies that children's progress in cognitive, physical, language skills, social and emotional fields can be improved at a high level by age 5 (five). Parents have a very great factor in the development of children because they are the first teachers of children and spend a lot of time at home with them. For this reason, multifaceted education to be given by parents in the first years of their lives is of great importance.

Effective parenting is to be able to fulfill the skills of being a mother and father properly, as well as to design the social environment and conditions of the child. Being able to respond responsibly to the needs of children in all these areas of development can positively affect children's mental development. Parents' indifference to children's development and needs can also pose a cognitive threat. This indifference is more observed, especially in families that are experiencing social and economic difficulties. Recent research has shown that families with low socio-economic levels lack the participation rates of children in educational institutions.

When parents do not participate in their students' education at school, serious negativity occurs for their children. The ability to minimize these negativities is resolved in the role of family education. These programs are important to raise awareness of the importance of parents actively participating in their children's education at school, in the fact that the family can play a major role in the education of children and that the success of the child in school can be much greater during the time periods when their parents are in effective communication with the school.

It helps children to gain awareness about what activities they engage in in school, how their education and training takes place, and what their role is in this Time period. The education process of children includes identifying and implementing a number of social and academic decisions.

The unrelated and irrelevant attitudes of the parents towards the child's school are negatively reflected in the child's relationships with his or her peers, socially; by reflecting on all kinds of academic achievements, the child can make negative maps in terms of the professions he will acquire in the future. In addition, it is seen as important for children to participate in education at school, such as older siblings, grandmothers, etc. who communicate with the child at home within the framework of family education programs (Fagan & Palm, 2004).

Results

Family is undoubtedly a very important part of the educational process. The approach of parents to their children, their relationship with the school, the socio-economic conditions and cultural environment they are in are the primary variables in the development and academic success of the child. During the

epidemic process, the role of the family in education became much more important and it precluded educational institutions and even teachers.

Within the framework of the studies carried out, the fact that the children should be actively involved in their lives throughout their entire educational life, assuming that the families are the first, but not the last, teachers, and that they continue to provide this necessity effectively, shows that the highest level of efficiency can be obtained on behalf of the students involved in the education. Each different individual can only be caught with the family to provide this highest level of efficiency on his behalf. Parents constitute the most effective institution in the education of the student besides the school.

Cooperation with the family must be made in recognizing the student, guiding him or her, increasing his or her ability and capacity. In order to achieve this, families must come to school on a wide range of occasions, share student problems, develop joint decisions with teachers and administrators, and play a role and contribute to the success of their child.

In order to increase family-school cooperation, many vehicles such as mail, telephone, internet, various magazines, newspapers, sessions, meetings should be used; parents should be informed of various activities and their children's performance at school. Although important issues related to school-family unity in schools are included in the regulations, these units should be ensured to work effectively. In order for the school to be able to do the education work effectively, it is necessary to work with the family that shapes the general appearance of the child. The basis of a successful education is based on the cooperation between the family and the school. Family and school should be united in education.

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