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# The Impact of Family on School Achievement

Sibel SOLYALI<sup>1</sup>, Suleyman CELENK<sup>2</sup>

## Abstract

Parents have a significant role in children education. Children maintain their knowledge and habits in school life and in the family environment throughout their lives. These behaviors and attitudes acquired in the family environment directly affect students' school success. In this study, the tradition of parents reading, democratic attitude, training, support, comparison, incompatibility, parent- school relationship, educational status, income levels, and the number of children have been compared. Survey method among quantitative research methods and demographic information scale developed by the researcher were used in the study. The third grade comprised a sample of 307 students from 9 schools determined by random sampling from primary schools in Northern Cyprus. It concluded that parents 'level of education, income level, divorce and having three children directly affected children's school success according to reading tradition, democratic attitude, educational support, comparison, lack of livelihood and the state of the parents' relationship with the school variables.

*Keywords:* family, student, school achievement, participation, social relationship, school success, social institution.

## Introduction

Growing children requires care, attention and knowledge. Parents factor is one of the successes of children in education life. Parents factor is the most effective and important factor in preschool education. The most important factor in the school success of the child is the parent and then the child's teacher. Briefly, education starts in the family and continues in school (Flecha, 2012).

The family's role in the child's success at school cannot be disputed. The healthier the family can think and be conscious, the higher the school success of children. School-family cooperation, dialogue with your child's teacher, and a

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healthy and continuous follow-up of your child's class success are important for the child's success at school (Hampden-Thompson & Galindo, 2016). These elements in the family are known as important values, making the family a family, important values in the development of the child. Each of these values is the important facts that are established in the family and transferred to the future life, and they also affect the child's success at school.

This research is important for parents to demonstrate the importance of having more informed children at home and in the family environment. By teaching, it is important for children to benefit from parents for the success of their students and to demonstrate the importance of co-operation with parents to the education and development of these children. School and family cooperation gives a opportunity for easier to control the student. Parents and teachers are the two main educators of children. In their study on Project schools, Koç & Baştaş (2019) concluded that the teachers do not want to lose their family cooperation in harmony. Parents are the main educators of their children until the child starts nursery school and school and has a great impact on their children learning through school (Ceka & Murati, 2016). Kasapi (2013: 82) stated that parents are the strongest and most effective role models of children. Children always accept the values and behavior types of the parent.

Factors affecting the academic success of students are one of the areas that are emphasized in educational researches. Factors that negatively affect student success are considered as risk factors. Children with social and economic limitations and those who are likely to fail academically are called children at risk (Bulger & Watson, 2006; Lauer *et al.*, 2006). Children at risk consistently display poor academic performance, find it difficult to adapt to school socially, and often face the risk of dropping out or dropping out. In addition, the contribution and guidance provided to the education of children in the family environment is emphasized by the research conducted in the choice of the profession of the child and the lifelong learning process (Sucuoglu & Bahcelerli, 2017; Bahcelerli, 2018).

The factors considered as risk are classified in different ways, and there are different opinions about its importance and impact. As a result of the studies, new risk factors are also determined (Bulger & Watson, 2006). Potential risk factors are socioeconomic low income, family-related negative factors (divorce, violence, etc.), social environment (settlements with high crime rates or very poor families), lack of resources, immigration or minority. In addition, the need for special needs, repeating classes, low language skills, not living with parents, and being unemployed by the legal responsible for the child are also identified as risk factors. (Gizir, 2007; Zolkoski & Bullock, 2012). Goodlad (2004) emphasized that family environment and socioeconomic status play an important role in student success and performance.

## **Family Impact on School Success**

The family is the smallest social unit of the society. Therefore, the formation of a strong and strong social structure depends on the healthy and strong family structure. Healthy and strong families can only be established with healthy and strong personalities. Parental support and participation in education are important indicators of academic success (Fan & Chen, 2001).

Parents' attitudes and behaviors towards the child, on the one hand, will affect the child's psycho-social development, on the other hand, it will be a model in his friends and other social relationships. The vast majority of the effects that will cause the child to adapt or discordantly take place in the family environment. Family problems, deterioration of the family structure, an adult within the family such as parents, relatives have a negative personality structure; it may also be reflected in children raised in that family and lead them to become problematic individuals. Marriages by such problematic individuals will probably also mean new problem families and problem children (Humphreys, 1998). Additionally, Hair, Moore, Garrett, Ling, and Cleveland (2008) stated that the reasons for the child's failure to contribute to school success and personal, emotional, social, organizational or cultural nature may be.

The most important factor affecting the child's behavior and school success is the family factor. Because the family environment and relationships are effective not only in the school success of the child, but also in all stages of development. Issues such as the educational status of the parents, socio-economic status, family relations, divorce, death of one of the family members, parents' attitudes towards the child, parents' attitudes towards the school and expectations of school success from the child, the child's educational environment It affects. In the research conducted by Kasatura (1991), successful students stated that they owe their success to their own work, and also stated the family, school and social factors as their auxiliary factors according to their importance. The majority of unsuccessful students mentioned the family as the reasons for failure. As the biggest reason for this, they showed that there was no peaceful atmosphere in the house due to the angry temperaments of the parents. In another study on the causes of failure, 42% of the students attributed their failures to family-related causes (Elmacioglu, 1998).

Çelenk's (2003: 30) cited to another study by Simsek and Tanaydin (2001), researcher stated that according to teachers opinions that parents who care for their child in cooperation with the school have a positive impact on school success, so parents should be educated by the school in order to protect the child from a wrong orientation and to prevent teacher-family conflict. Same authors emphasized that school education success is unlikely unless it is also supported by at-home parents who do it at school. School and family are two different social institutions and are shaped around different expectations. It is necessary to bring these two different institutions to a unity of interest in the education of children. The problem is much

more important, especially for primary freshmen, which is the beginning of school education, because the most basic working and learning skills are built in this way.

This research is important in terms of showing the importance of parents to take care of their children more consciously at home and in the family environment. For the success of the students by the teachers, it is important for the children to benefit from the parents and cooperation with the parents to show the importance of the education and development of these children. With the cooperation of school-family, the control of the student is provided more easily. Parents' wishes and expectations from the school for their success and the wishes and expectations of the school from parents depend entirely on this cooperation. If the family and the school are in constant communication and cooperation, the control of the child is easier and the child's success can be increased by determining the weak points and parallel with the teacher. For the academic success of children, the environment provided by the parents at home is as important as the environments provided in the school.

In this study, it was aimed to reveal the reading tradition, democratic attitude, educational support, comparison, incompatibility, and parents' relationship with the school.

## **Methodology**

Quantitative research method will be used in this study, which explores the impact of family on school success and information forms developed by the researcher will be used. In this research; survey model pattern will be used. For this purpose, the 't' test in binary comparisons and the analysis of variance in multiple comparisons will be used. In order to determine the personal status of the students and to determine the level of the student parents' relationship with the school, student data forms will be used.

The universe of research consists of third year students studying in official state primary schools in Northern Cyprus in the 2018-2019 academic year. 307 students from 9 schools, determined by random sampling from primary schools in Northern Cyprus, attended. The current list of primary public schools in Cyprus has been reached from the Ministry of National Education. The research sample was created from nine state primary schools to give generalizable results to the universe.

## Results

### *Demographic Characteristics*

In this section, the socio-demographic characteristics of the parents of the students participating in the study are included such as their educational status, association status, income status and the number of children in the family.

*Table 1.* Distribution of socio-demographic characteristics of the parents of students

	n	%
Parents Education Level		
University and equivalent	62	20.20
Secondary/High School	114	37.13
Primary School and below	131	42.67
Parents Marriage Status		
Divorced/Separated	33	10.75
Together	274	89.25
Parents Income Level		
Good Level	62	20.20
Middle Level	100	32.57
Bad Level	145	47.23
Number of Children in the Family		
One	29	9.45
Two	185	60.26
Three	93	30.29

The distribution of the socio-demographic characteristics of the parents of the students participating in the research is given in *Table 1*.

When Table 1 is examined, 20.20% of students have education at university and equivalent level of their parents, 37.13% of secondary school / high school, and 42.67% of primary and lower level education, 89.25% of whom are together, 20% It was determined that 20 of them had good income, 32.57% of them were middle and 47.23% of them were bad, 60.26% of them were two children in their family and 30.29% of them were three children.

*Reading tradition in the family, democratic attitude, educational support, comparison, incompatibility, parents' relationship with the school*

In this part of the study, students have a tradition of reading families, democratic status, education support of parents, comparison with other children, a child's listening education, a tradition of reading a book in the family, Parents' strict attitude, inconsistency and incompatibility, and parents Teachers' views on the level of relationship are given. According to the socio-demographic characteristics of the parents of the students, families have a reading tradition, democratic situation, education support of the parents, comparison with other children, the child has a listening education, a family reading tradition, Parents have strict attitude, inconsistency and incompatibility, and parents Findings regarding the comparison of teachers' views on the level of relationship with school are shown.

*Table 2. Reading tradition, democratic attitude, educational support, comparison, incompatibility, distribution of parents' relationship with school in the family*

	n	%
Reading tradition in the family		
Have	73	23.78
Partly	31	10.10
Don't have	203	66.12
Democratic attitude in the family environment		
Have	198	64.50
Partly	77	25.08
Don't have	32	10.42
Educational support from parents		
Have	231	75.24
Partly	24	7.82
Don't have	52	16.94
Parent's child comparison with others		
Have	25	8.14
Partly	17	5.54
Don't have	265	86.32
Listening education status in the family education status		
Have	62	20.20
Partly	23	7.49
Don't have	222	72.31

Reading Traditions		
Have	170	55.37
Partly	35	11.40
Don't have	102	33.22
Parents strict attitude, and inconsistency		
Have	21	6.84
Partly	85	27.69
Don't have	201	65.47
Parent's relationship level towards school teacher opinion		
Related	153	49.84
Partially related	58	18.89
Unrelated	96	31.27

*Table 2* shows the distribution of students 'reading tradition, democratic attitude, educational support, comparison, incompatibility, and parents' relationship with the school. When *Table 2* is examined, it is seen that 23.78% of the students included in the study have a tradition of reading in their family, 10.10% are partial and 66.12% do not have a reading tradition in their family. It was determined that 64.50% of the students had a democratic attitude in their families, 25.08% had a partial democratic attitude, 75.24% gave education support to their parents and 16.94% did not. It was observed that 86.32% of students did not compare their parents' children with others, and 72.31% did not receive listening education. It was observed that 55.37% of the students participating in the study had a tradition of reading books, 11.40% were partial and 33.2% did not have a book reading tradition. It was determined that 6.84% of the students had strict attitude, inconsistency and incompatibility in their parents, 27.69% were partial, and 65.47% of the students had no hard attitudes, inconsistencies and incompatibilities. According to the opinions of the teachers who participated in the research, 49.84% of the parents were associated with the school, 18.89% were partially related and 31.27% were not related to the school.

*Reading tradition in the family according to the education level of the parents of the students, democratic attitude, educational support, comparison, incompatibility, the relationship of the parents with the school*

According to the education level of the students included in the research to find answers to this problem, the tradition of reading in the family, democratic attitude, educational support, comparison, incompatibility, parents' relationship with the



school were compared with the chi-square analysis and the findings obtained are shown in *Table 3*.

*Table 3.* Comparison of reading tradition, democratic attitude, educational support, comparison, incompatibility, parents' relationship with the school according to the education level of the parents of the students

	University and equivalent		Secondary/ High School		Primary School and below		$\chi^2$	p
	n	%	n	%	n	%		
Reading tradition in the family								
Have	37	59.68	28	24.56	8	6.11	72.781	0.000*
Partly	6	9.68	15	13.16	10	7.63		
Don't have	19	30.65	71	62.28	113	86.26		
Democratic attitude in the family environment								
Have	50	80.65	79	69.30	69	52.67	21.507	0.000*
Partly	12	19.35	26	22.81	39	29.77		
Don't have	0	0.00	9	7.89	23	17.56		
Educational support from parents								
Have	58	93.55	94	82.46	79	60.31	31.853	0.000*
Partly	3	4.84	7	6.14	14	10.69		
Don't have	1	1.61	13	11.40	38	29.01		
Parent's child comparison with others								
Have	9	14.52	9	7.89	7	5.34	6.318	0.177
Partly	4	6.45	8	7.02	5	3.82		
Don't have	49	79.03	97	85.09	119	90.84		
Listening education status in the family education status								
Have	23	37.10	29	25.44	10	7.63	39.853	0.000*
Partly	10	16.13	8	7.02	5	3.82		
Don't have	29	46.77	77	67.54	116	88.55		

Reading Traditions								
Have	46	74.19	67	58.77	57	43.51	17.588	0.001*
Partly	3	4.84	14	12.28	18	13.74		
Don't have	13	20.97	33	28.95	56	42.75		
Parents strict attitude, and inconsistency								
Have	6	9.68	5	4.39	10	7.63	5.386	0.250
Partly	11	17.74	34	29.82	40	30.53		
Don't have	45	72.58	75	65.79	81	61.83		

\* $p < 0.05$

When *Table 3* is analyzed, it is determined that there are statistically significant differences between the students 'parents' education according to their educational status ( $p < 0.05$ ). The rate of tradition of reading a book in the family of children whose parents are university and equivalent graduates is higher than other students. In addition, the ratio of the tradition of reading a book in the family of children whose parents are high school / secondary school graduates is higher than the children whose parents are educated in primary school and below.

According to the educational status of the parents of the students who participated in the study, it was found that there were statistically significant differences between the situations of having a democratic attitude in the family ( $p < 0.05$ ). The rate of having a democratic attitude in the family of children whose parents are university and equivalent graduates is higher than other students. It was observed that there were statistically significant differences between the status of parents' education support according to the education level of the parents of the students ( $p < 0.05$ ). The rate of education support of the parents of children whose parents were educated in primary school and below was found lower than other children.

According to the education level of the parents of the students, it was determined that there were statistically significant differences between the child's listening education ( $p < 0.05$ ). The rate of children whose parents are educated in primary school and below is low compared to other children. According to the educational status of the parents of the students included in the study, it was found that there were statistically significant differences between the children having a book reading tradition ( $p < 0.05$ ). The rate of education support of the parents of children whose parents are university and equivalent graduates is higher than that of other children.

*Reading tradition in the family, democratic attitude, educational support, comparison, incompatibility, parents' relationship with the school according to the association status of the parents of the students*

According to the association status of the parents of the students included in the study, chi-square test was used to examine whether the family's reading tradition, democratic attitude, educational support, comparison, incompatibility, and the relationship of the parents differed, and the results are shown in *Table 4*.

*Table 4.* Comparison of parents' reading tradition, democratic attitude, educational support, comparison, incompatibility, parents' relationship with the school according to the parents' association status

	Divorced		Together		$\chi^2$	p
	n	%	n	%		
Reading tradition in the family						
Have	6	18.18	67	24.45	1.603	0.449
Partly	2	6.06	29	10.58		
Don't have	25	75.76	178	64.96		
Democratic attitude in the family environment						
Have	17	51.52	181	66.06	5.165	0.076
Partly	9	27.27	68	24.82		
Don't have	7	21.21	25	9.12		
Educational support from parents						
Have	22	66.67	209	76.28	5.345	0.069
Partly	1	3.03	23	8.39		
Don't have	10	30.30	42	15.33		
Parent's child comparison with others						
Have	3	9.09	22	8.03	0.971	0.615
Partly	3	9.09	14	5.11		
Don't have	27	81.82	238	86.86		
Listening education status in the family education status						
Have	7	21.21	55	20.07	0.180	0.914
Partly	3	9.09	20	7.30		
Don't have	23	69.70	199	72.63		
Reading Traditions						

Have	16	48.48	154	56.20	1.432	0.489
Partly	3	9.09	32	11.68		
Don't have	14	42.42	88	32.12		
Parents strict attitude, and inconsistency						
Have	7	21.21	14	5.11	11.997	0.002*
Partly	8	24.24	77	28.10		
Don't have	18	54.55	183	66.79		
Parent's relationship level towards school teacher opinion						
Related	15	45.45	138	50.36	0.459	0.795
Partially related	6	18.18	52	18.98		
Unrelated	12	36.36	84	30.66		

\* $p < 0.05$

Table 4 shows the results of the chi-square test regarding the tradition of reading in the family, democratic attitude, educational support, comparison, incompatibility and comparison of parents with the school according to the parents' status of the students included in the research.

When Table 4 is examined, the students included in the study have a tradition of reading in the family according to the education level of their parents, have a democratic attitude, parents support education, compare them with other children, the child has a listening education, a book reading tradition, there is no statistically significant difference between the parents' relationship with the school. determined ( $p > 0.05$ ). It was found that students whose parents were together and separated had a tradition of reading in the family, having a democratic attitude, providing parents with educational support, comparing them with other children, having a child listening education, reading a book, and parents' relationship with the school.

According to the marriage status of parents of the students included in the study, the difference between parents' strict attitude, inconsistency and incompatibility was found to be statistically significant ( $p < 0.05$ ). Parents who have separate parents have a higher incidence of parental attitudes, inconsistencies, and incompatibilities.

*Reading tradition in the family according to the parents 'income status, democratic attitude, educational support, comparison, incompatibility, parents' relationship with the school*

In order to answer this sub-problem, the tradition of reading in the family, democratic attitude, educational support, comparison, incompatibility, and parents' relationship with the school were analyzed by chi-square analysis and the results are shown in Table 5.

Table 5. Comparison of reading tradition, democratic attitude, educational support, comparison, incompatibility, parents' relationship with the school according to the income level of the parents of the students

	Good		Middle		Bad		$\chi^2$	p
	n	%	n	%	n	%		
Reading tradition in the family								
Have	35	56.45	25	25.00	13	8.97	69.038	0.000*
Partly	5	8.06	18	18.00	8	5.52		
Don't have	22	35.48	57	57.00	124	85.52		
Democratic attitude in the family environment								
Have	49	79.03	70	70.00	79	54.48	21.763	0.000*
Partly	13	20.97	24	24.00	40	27.59		
Don't have	0	0.00	6	6.00	26	17.93		
Educational support from parents								
Have	60	96.77	81	81.00	90	62.07	32.195	0.000*
Partly	2	3.23	7	7.00	15	10.34		
Don't have	0	0.00	12	12.00	40	27.59		
Parent's child comparison with others								
Have	5	8.06	12	12.00	8	5.52	5.457	0.244
Partly	3	4.84	8	8.00	6	4.14		
Don't have	54	87.10	80	80.00	131	90.34		
Listening education status in the family education								
Have	20	32.26	29	29.00	13	8.97	34.183	0.000*
Partly	9	14.52	9	9.00	5	3.45		
Don't have	33	53.23	62	62.00	127	87.59		
Reading Traditions								
Have	43	69.35	62	62.00	65	44.83	13.382	0.010*
Partly	4	6.45	10	10.00	21	14.48		
Don't have	15	24.19	28	28.00	59	40.69		
Parents strict attitude, and inconsistency								
Have	5	8.06	3	3.00	13	8.97	5.183	0.269
Partly	14	22.58	27	27.00	44	30.34		
Don't have	43	69.35	70	70.00	88	60.69		

<i>Parent's relationship level towards school teacher opinion</i>								
Related	55	88.71	60	60.00	38	26.21		
Partially related	6	9.68	21	21.00	31	21.38	83.597	0.000*
Unrelated	1	1.61	19	19.00	76	52.41		

\* $p < 0.05$

According to the income level of the parents of the students, chi-square test results regarding the tradition of reading in the family, democratic attitude, income support, comparison, incompatibility, comparison of the parents' relationship with the school are given in *Table 5*. It was determined that there was a statistically significant difference between the students' reading status in the family according to their parents' income status ( $p < 0.05$ ). The rate of having a tradition of reading a book in the family of students with good income is higher than that of other students. In addition, the rate of having a tradition of reading a book in the family of students with moderate income is higher than that of students with a poor income level. It was determined that there were statistically significant differences between the students' parents' democratic attitude according to their income status ( $p < 0.05$ ). The ratio of students with good income status to having a democratic attitude in the family is significantly higher than those with bad income.

It was observed that there was a statistically significant difference between the parents of the students participating in the study according to the income levels of their parents ( $p < 0.05$ ). Parents' education support rate was found to be significantly lower compared to other students. It was determined that there were statistically significant differences between the students' listening education of the child according to their parents' income ( $p < 0.05$ ). The rate of students who have bad earnings for listening education is significantly lower than other students.

According to the income level of the parents of the students, it was seen that there were statistically significant differences between the child's tradition of reading books ( $p < 0.05$ ). Students with good income have a higher reading tradition than students with bad income. It was determined that there was a statistically significant difference between the opinions of the teachers regarding the parents' relation to school according to the income status of the students ( $p < 0.05$ ). Students with poor income are less likely to have parents associated with school than other students. In addition, the ratio of students with good income status to parents was higher than those with moderate income.

According to the income level of the parents of the students included in the study, it was seen that there was no statistically significant difference between comparing the child with others and the rate of strict attitude, inconsistency and incompatibility ( $p > 0.05$ ).

*Reading tradition of the parents of the students according to the number of children, democratic attitude, educational support, comparison, incompatibility, parents' relationship with the school*

In order to find an answer to this sub-problem, the parents of the students included in the study were compared using the number of children, the tradition of reading in the family, democratic attitude, educational support, comparison, incompatibility, the relationship of the parents with the school using chi-square analysis and the results obtained are examined in *Table 6*.

*Table 6.* Comparing the parents 'reading tradition, democratic attitude, educational support, comparison, incompatibility, parents' relationship with the school according to the number of children

	One		Two		Three		$\chi^2$	p
	n	%	n	%	n	%		
Reading tradition in the family								
Have	8	27.59	56	30.27	9	9.68	17.122	0.002*
Partly	2	6.90	21	11.35	8	8.60		
Don't have	19	65.52	108	58.38	76	81.72		
Democratic attitude in the family environment								
Have	20	68.97	127	68.65	51	54.84	8.651	0.070
Partly	6	20.69	45	24.32	26	27.96		
Don't have	3	10.34	13	7.03	16	17.20		
Educational support from parents								
Have	21	72.41	152	82.16	58	62.37	21.615	0.000*
Partly	2	6.90	16	8.65	6	6.45		
Don't have	6	20.69	17	9.19	29	31.18		
Parent's child comparison with others								
Have	1	3.45	16	8.65	8	8.60	1.338	0.855
Partly	2	6.90	11	5.95	4	4.30		
Don't have	26	89.66	158	85.41	81	87.10		
Listening education status in the family education								
Have	3	10.34	43	23.24	16	17.20	6.242	0.182
Partly	1	3.45	17	9.19	5	5.38		
Don't have	25	86.21	125	67.57	72	77.42		

Reading Traditions								
Have	16	55.17	113	61.08	41	44.09	9.433	0.051
Partly	2	6.90	22	11.89	11	11.83		
Don't have	11	37.93	50	27.03	41	44.09		
Parents strict attitude, and inconsistency								
Have	2	6.90	12	6.49	7	7.53	1.084	0.897
Partly	8	27.59	48	25.95	29	31.18		
Don't have	19	65.52	125	67.57	57	61.29		
Parent's relationship level towards school teacher opinion								
Related	17	58.62	112	60.54	24	25.81	34.332	0.000*
Partially related	6	20.69	31	16.76	21	22.58		
Unrelated	6	20.69	42	22.70	48	51.61		

\* $p < 0.05$

Table 6 shows the results of the chi-square test applied for the parents of the students included in the study to compare their reading tradition, democratic attitude, educational support, comparison, incompatibility and parents' relationship with the school according to the number of children.

It was determined that there was a statistically significant difference between the parents of the students participating in the study and their reading tradition in the family according to the number of children ( $p < 0.05$ ). Students with three children in the family have a low reading tradition in the family compared to other students.

It was determined that there was a statistically significant difference between students 'parents' education support from parents according to the number of children ( $p < 0.05$ ). The rate of education support from parents with three children in the family was found to be significantly lower than those with two children in the family.

According to the number of children of the parents of the students included in the study, there was a statistically significant difference between the opinions of the teachers regarding the parents' relationship with the school ( $p < 0.05$ ). Parents' relationship with school was found to be lower than that of students with three children in their families.



## Conclusion

The scope of the research, the findings obtained according to the education levels of the parents showed a statistically significant difference. The tradition of reading books, democratic attitude, and educational support in the family of children whose parents are university and equivalent graduates was higher than other student families. In addition, the ratio of the tradition of reading a book in the family of children whose parents are high school / secondary school graduates is higher than the children whose parents are educated in primary school and below. The education support and listening education of the parents of children whose parents have been educated in primary school and below were found lower than that of other children. The education level and income levels of the family are important factors explaining the academic success of children (Şengönül, 2013; Noack, 2004; Hanushek & Luque, 2003; Chevalier & Lanot, 2002;). In this study, it was concluded that if the education level of the family is low, there is a difference in the family's attitudes towards the child. While investigating approaches to parents' involvement, Nye, Turner & Schwartz (2006) found that parents' involvement in school structure and decision-making processes increased parents' expectations from their children's success and increased their children's involvement in daily homework. In addition, the rate of strict attitude, inconsistency and incompatibility of children whose parents are separated is higher than those of parents.

According to the income level of the parents of the students, it was revealed that the students with poor income had a lower reading tradition, democratic attitude, income support, comparison, incompatibility, and parents' relationship with the school. Gizir and Aydin (2009) found that interest and affection in social relationships and comparison between friends and high expectations negatively affect children's achievements. It was determined that there was a statistically significant difference between the parents of the students participating in the study and their reading tradition in the family according to the number of children. As the number of children increases, it is seen that the level of reading tradition, democratic attitude, income support, comparison, incompatibility, parents' relationship with the school decreases according to the income level of their parents.

The most important aim of educational activities is to raise the children of the future of society as good people and citizens. Factors such as school, family environment, teacher and education system are effective in the education process of children. This study was conducted to examine the reading tradition, democratic attitude, income support, comparison, incompatibility, parents' relationship with the school, their attitudes, and their effects on success. In the study, the current situation and the importance of this subject are indicated by examining the literature. As a result of the study, the educational status of the family, income level, coexistence and the number of children owned were investigated. Depending on these variables, differences were found in comparing the family's reading tradition, democratic attitude, income support, comparison, incompatibility, and

parents' relationship with the school. It was concluded that the education level of the family, income level, divorce and having more children were statistically lower in line with the sub-problems of the research. Because sociocultural factors are effective in school failure. Having a good level of education and income of the family will positively affect the attitude and success of the child.

It is emphasized that the effective management and follow-up of teacher, school and family communication should be controlled by making effective and efficient audits, and support should be provided to families (Vaiz & Eris, 2018; Vaiz & Guneyli, 2017). It is important that parents are trained in child education and receive coaching services. It explores coaching approaches that serve families in the field of social work (Beyer, 2008; Heimendinger *et al.*, 2007). Rush, Shelden, & Hanft (2003) used coaching as an effective way to reach families requiring early intervention. Early intervention specialists partnered with families, learning their interests, priorities and values; thus, it states that experts will enable families to achieve and consolidate their goals.

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