

Research Article

THE EFFECTIVENESS OF FAMILY EDUCATION PROGRAMS IN SCHOOLS OF TEHRAN BASED ON CIPP MODEL

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ABSTRACT

Family education is one of the most fundamental and safest ways for developing families. This study was based on the CIPP evaluation model (consisting of four components field, input, output, and process). The main objective was to investigate the effectiveness of family education programs in the schools of Tehran, Iran in the academic years of 2012-2013. The population size was 6000. The sample size was 360 parents who were selected through convenience sampling. The data were collected through two researcher made instruments (one instrument for parents and one for parents). The reliability (internal consistency) which was estimated through Cronbach alpha turned out to be 0.84 which was acceptable. . The content validity was confirmed by three experts. The data were analyzed through one sample t-test. The results of the study showed that family education program (based on CIPP model) is very effective. It increases the parents' knowledge. Moreover, this program increases parents' knowledge about spiritual training methods and recognizing the physical needs of the adolescents. Such education programs also promotes the parents information and knowledge about the adolescents growth and development for better understanding of psychological and emotional needs, promoting the relationships between family and parents training methods, and improving the relationships between parents and teachers.

Keywords: Family Education Program, CIPP Model, Effectiveness, Education, Parents and Teachers

INTRODUCTION

To have a healthy society, we need to have a healthy family, so it is important to educate people. Today, economic, social and cultural developments have caused families face specific problems (Khenifer, 2000). Therefore, without the empowerment of mothers and parents as the parents in the family, they cannot be expected to meet their responsibilities and duties r associated with family economics, scientific management of the family, emotional management of family, compassion, education of children, and effective cooperation. An important issue in this regard is the task of education from preschool to junior high school (Salarifar, 2010).

The higher the rate of communication and interaction between the two institutions (parents and teachers) and the more consistent with the principles of science they are, the more comfortable and easier the education of children will be. The parents and teachers Organization (PTO) is responsible for promoting such a relationship in education department. Viewing the education of the adolescents and family systems, it could be argued that the teachers of family education program play an important, fundamental, and strategic role. The most scientific educational materials cannot lead to effective outcomes for the education system if not implemented with great care, creativity, and innovation (Mahmudiyan, 2009).

Vafadar (1995) argues that family education classes are very important. He also believes that such classes do not deal with the practical problems and they are not problem oriented. He argues that it is of much significance that parents receive appropriate training and services. PTO was established in Iran in 1987. Since then, great emphasis has been laid on family education and parents' awareness of education issues. The review of literate indicates that most PTO events consisted of off and on lectures given by education experts. The main purpose was to promote the parents' understanding of their children (as school students) needs. The results of the related studies show that the contents of the mentioned classes lacked variety, creativity, and innovation. Therefore, the parents were not satisfied.

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In order to make a change in the contents of such classes and the way they are managed, a new approach CIPP was introduced. The present study was an attempt to investigate the effectiveness of evaluation model (CIPP) in schools of Tehran, Iran. In doing so, the following research questions were raised:

1. To what extent are family education programs effective in terms of background?
2. To what extent are family education programs effective in terms of input?
3. To what extent are family education programs effective in terms of output?
4. To what extent are family education programs effective in terms of process?

Review of Literature

Various family educations needs cause educational and executive problems for holding educational periods. If we consider the families from degree of motivation, educational desire, level of education and basic knowledge we can imagine how extensive family education isoform other side there is no special organization for direction of family education programs and this cause the different programs perform by various organizations but from way of performance it doesn't have harmony. Although most of these periods manage in the form of class, this way of education is not effective for families. Thus, knowing the opinions of parents and experts can solve some of these problems. For improving the program we can use the opinions of addresses. So in this study the effectiveness of the family education programs based on CIPP evaluation pattern is investigated.

Gordon (2003) believes that if the parents want to be effective they should understand the theoretical sample of the agreement culture. From Gordon points of view the parents can prevent disagreement by changing themselves. But it may be unpleasant for most of the parents. They prefer learning new ways for changing their children by environmental changes but not to change themselves.

Hanafin and Lynch (2002) concluded that there is a meaningful relation between family education, awareness promotion, parents' educational knowledge, and improvement of educational guidance, religious and moral guidance of children and optimal methods of family relationship. On the other hand, the influence of family education on changing of parents' behavior towards their children among educated parents is more than uneducated ones .this difference is less among guidance school student and more among high school students' parents. Woleott (2013) concluded that: the opinion of most of students' parents about different features of family education classes was positive. There are some problems about degree of satisfaction of teaching methods, the effect of parents' participation in these classes and behavior improvement with spouse, parents' satisfaction about educational content and suitability of advertisement. Parents have different opinion about the effect of these classes. Most of qualified parents don't attend in the family education classes or haven't enough time. Parents approve the usefulness and effectiveness of these classes. Mothers 'satisfaction is more than fathers' (p 36).

Compbeil & Palm (2004) believe harmony of parents and teachers' educational methods, parents 'continuous contact with school and teachers, parents 'responsibility about children's education and providing their needs, parents' collaboration for providing school needs, making educational and emotional environment at home, developing the culture of referring to the counselor, variety of educational resources for parent, continuous participation of majority of parents in family educational meetings are some of the important goals of this classes (p24).

Fegghi (2006) believes that:

- 1-Family education program doesn't make any change in mothers' attitude towards accepting natural characteristics of their children's adolescence.
- 2-Family education program doesn't make plausible change in mothers' attitude towards religious education of their children.
- 3-Family education program cause trivial change in mothers' attitude towards sexual education of their children.
- 4-Family education classes couldn't cause any changes in parents' attitude towards emotional education of their adolescent children.
- 5-Family education program doesn't make any change in mothers' attitude towards their adolescent children's educational problems.

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6-Family education program has made positive and effective influence on parents 'attitude about method of contact between family and school.

7-Family education program doesn't make any change in mothers' attitude towards counseling services (p 39)

Pirzad (2010) concluded that:

1-Family education period has been effective in increasing awareness and knowledge of parents that attended in this period.

2-This period has been effective in increasing parents' level of awareness about knowing adolescent physical needs.

3-This period has been effective in increasing parents 'awareness about issues which related to adolescences' growth and education for understanding their mental and emotional needs.

4-This period has been effective in increasing harmony of home and school educational methods and enhancing contact of parents and teachers.

5-There is no meaningful and significant difference between men and women's opinion about the effectiveness of family education classes in increasing their awareness of adolescent physical needs.

6-Not only there is no meaningful relationship between educational methods of home and school and the level of parents' education, but also they have a negative and reversed relation.

7-There isn't a meaningful relationship between students' emotional-mental needs and their grade.

8-This educational period results in increasing the knowledge of the participated parents in all studied elements (p 130).

Nooredini (2011) performed a descriptive study by the subject of "analyzing the effective elements in participation of the parents in family educational periods in Zarand, Kerman" and he concluded that:

The content, teacher's ability, time, place, parents' income and the students' level of education have a meaningful effect on the parents' participation in family education classes; while parents' job ,educational status haven't a meaningful effect on degree of their participation in family education classes(p 84).

Osare (2011) concluded: father and mother are necessary for a balanced family, serious attempt for fathers' participation in children's education is necessary and it can be achieved through quantitative change in cultural structures such as suitable inform through government's executive structures and building the culture of fathers' cultural participation and a change in social structures to diminish the economic burden which caused by fathers' spending time for their children (p 41-44).

Beh (2012) believes: family education is needed to moderate the expectations based on the age and ability of the adolescence .some basic recommendations for treating to adolescence: telling our expectations calmly, telling about advantages of good behavior, telling about accepting the responsibility of their behavior, motivating them for their successful activity ,counseling with the adolescence, avoiding violence and threatening of adolescence, avoid behaving in such a way that adolescence imagine that he/she is responsible for family problems.

Lonts (2003) believe that school and family contact by using communicative technologies is necessary. This results in the students' education and characteristic improvement. A study done in America (1996) showed that most of parents preferred to attend in school meeting while others preferred to use modern communicative technologies.

Voleott (2013) concluded that educational resources should be available for parents and these educations increase parents' qualification in training their children. Some facilities should be provided for parents in order to attend in these classes such as sending invitation, looking after their younger children while they are attending in these classes. The classes reduce the parents' stress and children's violence; the children don't escape from home and quarrel between parents and children decreases (p30).

The family education program is one of the most effective ways which helps families to use modern methods for training the children mentally, emotionally and morally and treat them in a good way which results in their success and assures their future social life. So parents' effective education is necessary therefore the researcher wants to study the effectiveness of family education based on CIPP pattern at schools.

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Discussion

Q1: To what extent are family education programs effective in terms of context?

Parents and experts believe that in designing family education program, appropriate attention have been paid to the factors related to the background (how to deal with educational problems, identifying parents' educational needs, paying attention to family needs, religious training, behavior training, teenagers' physical growth, mental growth, emotional and social growth, sexual training, families' economy, family education impediments). These findings are in line with the research findings of Bidgol and his colleagues (1992), Mohammad (1997) and Kikia (2006). The result of these studies showed that related topics in family education classes are helpful, they are satisfied about content of performed programs and family education program is effective for parents with incompatible teenagers. Therefore, it could be concludes that dealing educational problems which means lack of mental stress on students and enough calmness during studying result from fulfilling parents' needs. Paying attention to parents' and families' needs is effective in teenagers' social, mental, religious, moral, physical, emotional and sexual growth and improves family's economy. Students' problems are solved when the parents participate in family education classes and when the content of these classes is in accordance with their needs.

Q2: To what extent are family education programs effective in terms of input?

Parents and experts believe that much attention was paid to the factors related to input (man resources, suitable training methods, providing financial resources). This finding is in accordance with the findings of Nasri (2005) and Shokri (1993). Since the result of these studies have shown that the family educations have been positive in different conditions and the more parents participation, the better students' educational condition. The children's training is important .So using appropriate educational methods for parents and attracting them depends on some factors such as predicting financial and man resources. Nasri's and Hasan Beglu's research also approve this characteristics.

Q3: To what extent are family education programs effective in terms of process?

Parents and experts believe that in designing family education program, appropriate attention have been paid to the factors related to the process (using suitable educational method and patterns, new educational principles for performing, illustrating the educational process for parents, paying attention to families' needs and paying attention to the interaction between parents and school). The findings of this study confirm the findings of Karimi and Rasul (2000); Nor-al-dini (2011) and Nabavi (2005). The result of these studies revealed that parents' participation in these classes, changing in parents 'attitude, place of education, educational content and eventually time of classes have been suitable but Faghhi's research findings were not satisfying and family education program could not make any changes in parents' attitude. It can be concluded that in the process, factors such as illustrating the educational process which are based on school exact planning and in line with families' needs can promote the rate of interaction between the parents and schools. Therefore school can make family education classes effective by obeying educational principles and using new patterns.

Q4: To what extent are family education programs effective in terms of product?

Viewing the output of such programs, both parents and experts believe that while designing family education programs attention was paid to the underlying factors (e.g., social skills, teenager's needs, contact of parents and teachers ,improvement of communicative skills, identification of counseling services, supervising on curriculum development, free time, solving of emotional problems, presentation of practical issues, friendship skills, participation of parents in school, finding identification, life skill, family management ,parents relationship and increasing public participation). These findings confirm the studies of Borzuii (1994), Sajjadi (2001) and Pirzad (2010). These classes had been effective on trained parents who motivated to solve moral and educational problems.

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