Effect of Family Income under the Coverage of Imam Khomeini Relief Committee (RA) on the Educational Success of Students (Case Study: Central and West regions of Tehran City)

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Abstract: One of the issues addressed by the scholars of education and training is finding variables that are somehow associated with academic achievement. The variables include family income and social support by an institution or organization such as Imam Khomeini Relief Committee (RA). This study aims to investigate the effect of family income under the coverage of Imam Khomeini Relief Committee (RA) on the educational success of students in the central and west regions of Tehran city. The present study is based on the descriptive survey method. The statistical population consisted of 2510 students under the coverage of Imam Khomeini Relief Committee (RA) in central and west regions of Tehran city. The statistical sample included 333 students randomly selected by Cochran formula. Analysis of Variance (ANOVA) was used to analyze the hypotheses. The results of the study showed that there is a relationship between family income and academic achievement of children.

Key words: income, educational success, academic achievement, Imam Khomeini Relief Committee (RA).

Introduction

Education is one element in today's society playing a fundamental role in the development of systems and social values. Advanced societies have attempted to find appropriate solutions and determine factors and variables having positive effects on the improvement of the education of society. Academic achievement is not one single thing that could be considered separated from other issues. Reading and learning in general require initial and secondary conditions. The initial conditions include sensual abilities such as intelligence and memory, and physical health. The secondary conditions include appropriate environment, the necessary tools, mental peace, and other cases related to parents. Therefore, the issue of how to learn is relevant to all aspects of the life (Leslie, 2003: 18-23).

Forasmuch as the education system is one of the expensive organizations and has a critical value for providing and training skilled human resources and specialists in society, the reasons for academic failure or factors affecting academic achievement and coping with problems can prevent wasting material and spiritual capitals and lead to the efficiency of the human resources.

In 1961, Bloom considered the emotional relationship between parents and children, such as parental encouragement, enthusiasm, motivation and social support of children and its relationship with academic achievement of children. He found out that this relationship is in line with the academic achievement of students.

The studies conducted by Paul and Regalia (1979) showed that teens who have less social and familial supports are attracted by offenders. People having such supports do not tend to join the criminal groups (Navabinejad, 2001).

Daryapoor (2001) in a study entitled "The relationship between academic failure and familial context" investigated some of the factors or characteristics of a group of academic losers. She found out that some factors, including parental occupation and education of parents, presence or absence of one parent at home, economic status and family income, are related to the academic success or failure of the students. In addition, the number of successful students in high job classes is more than those in low job classes (Darvishi, 2003: 29).

The present study intends to investigate the effect of family income under the coverage of Imam Khomeini Relief Committee (RA) on the educational success of students in central and west regions of Tehran city. To this end, the following question was formulated:

Is there a relationship between social factors of families and educational success of students under the coverage of the Imam Khomeini Relief Committee (RA)?

The importance and necessity of research

The education is dynamic when parents are aware of the importance of education for children in society. In this case, parents will be involved in the destiny of their children. Forasmuch as the survival of progress and development in society is inextricably related to the mission of education, education system loses its effectiveness in the long term in terms of the social nature of human relations.

In education, there are some factors enhancing the academic achievements and some others prevent them. Thus, we should come to the conclusion that what factors are reinforcing or inhibiting in students' academic achievement in order to have rich scientific resources. These resources help administrators and planners of education and parents of students with achieving the goal that is the transfer of knowledge to students. Moreover, they reduce spending and wasting human and material resources. Factors of academic success include family economics, social status, and social support. Students from affluent families with the resources and training supports and peace of mind can be more successful in school. However, this point should also be noted that:

The assumption is that the facilities and social support can play an important role in providing the necessary conditions for students' academic success. This depends on the proper use of the opportunities that families and society can provide for students. Given the importance of social factors and social support in students' life, the effect of this aspect is investigated in this study. It is obvious that if students are rejected by family, friends and peers, teachers, coaches, close people and social institutions, they will have more problems. Adoption of appropriate educational methods not only can prevent many of these problems, but also create a favorable context for the development of students' abilities. This study is important because it considers an important factor in academic success or failure of the students. Thus, students, teachers, counselors, parents, administrators, and others responsible for the upbringing become aware of the important effect of social factors and social supports on the academic performance and enhance confidence and self-esteem for the academic achievement of students.

The importance of family and academic achievement

Family is the first social institution in which the first foundations of education are formed for a person. The family gives the first experiences of social and emotional life for a person and these experiences are with him/her in all the stages of life. The family is the main source of transferring skills, behaviors, habits and cultural heritages to children. The cultural heritages include religious and social, political, economic, and educational factors. In fact, the future and destiny of children depend on the conditions and treatment of the family. Some features such as rich and poor, educated and illiterate, urban and rural, religious and nonreligious of the family can affect personality of children. As is known, the child will inherit characteristics from their parents and the parents will provide the children with growth and development. The family plays an important role in making the child familiar with the public life and culture of society. The social success of family and economic situation, thoughts and ideas, customs, education level of parents and their ideals have

an enormous effect on children's behavior. Houses in which parents and children have the opportunity to give their opinions on the issues are the best place for learning (Leslie, 2003: 18).

Alfred Sauvy believes that the presence of children in low-income families will not allow them to grow properly and fully and parents are not able to provide an enabling environment in terms of education. Therefore, the children and their talents are not properly fostered and this issue will lead to their educational failure (Moshiri, 2007).

The role of social factors in educational status of students

Evidence shows that social class has a direct relationship with the educational success of students. If parents are in the higher social classes, the possibility for success of their children will be higher in the educational system.

Nayer (1972) and Ingerson (1981) argued that there is a relationship between social class and education and occupation of parents, and academic achievement. They believed that high class and educated parents provide children with better educational opportunities and the children have stronger motivation to succeed in education in comparison with other students.

Thus, social class is one of the most important social concepts. Experts and sociologists have proposed various definitions for the concept of social class in terms of ideological dimensions.

In economic terms, social class is related to a group whose members have the same economic situation (Makarem, 2004: 61).

Poverty is one of the most important factors of deviations, including theft and sexual perversion in people, especially children and adolescents. Undoubtedly poverty is the main cause of hardship and unhappiness and must be prevented.

The main factor of children's misfortunes is poverty and low-income families live in extremely harsh environments. According to McBride, children who are born in poor families are humiliated to remember the poor situation of their family (Asgarian, 2003: 41-40).

Housing is one of the basic needs of every family. The need for housing affects not only physical health, but also the mental health of children. In this regard, Mehryar (1996) showed that the father's education can be the most important indicator of social class, especially in relation to students' academic performance and intelligence (Yaghob Khani, 2001: 60).

Research Question

Is there a relationship between family income and educational success of students under the coverage of the Imam Khomeini Relief Committee (RA)?

Research Hypothesis

There is a relationship between family income and educational success of students under the coverage of the Imam Khomeini Relief Committee (RA).

Methodology

Forasmuch as the aim of this study is to investigate the effect of family income under the coverage of Imam Khomeini Relief Committee (RA) on the educational success of students, the present study is based on the descriptive survey method.

Instrumentation

In this study, a researcher-made questionnaire was used to collect information and students' comments. The questionnaire consisted of two parts. The first part included familial and personal characteristics of students, such as father's job, family income, survival status of parents, family size, type of house, students' grade point average, education level of parents (questions 1 to 12). The second part of the questionnaire included multiple choice questions (questions 13 to 52).

Validity of Questionnaire

The questions were determined according to the sources and scientific quantity. Then, experts and university professors were asked about their comments on the questions to determine the questionnaire validity.

Reliability of Questionnaire

The reliability of the questionnaire was calculated using Cronbach's alpha coefficient. In a preliminary study, the questionnaire was used for a sample consisting of 30 participants. The data were extracted and the reliability coefficient was calculated using Cronbach's alpha. The reliability coefficient for the mentioned sample was 83%, indicating the relative desirability and accuracy. Therefore, the questionnaire was used for the statistical sample of the study including 33 students and the reliability coefficient was determined as 83%.

Research Findings

Descriptive Statistical Analysis of Data

Table 1: Percentage distribution of students in terms of gender

	Frequency	percentage frequency	Cumulative frequency
Men	178	53.6	53.6
Women	154	46.4	100
Total	332	100	

The above table shows the students' gender. They are predominantly male. According to Table 1, 178 respondents are male (53.6%) and 154 respondents are female (46.4%). 118 male students are from the central region and 60 male students are from the west region. 106 female students are from the central region and 48 female students are from the west region. It is noteworthy that 166 female students are from the central region and 166 male students are from the west region.

Table 2: Percentage distribution of students in terms of education level

	Frequency	percentage frequency	Cumulative frequency
Secondary	136	41	41
Guidance	127	38.3	79.2
Elementary	54	16.3	95.5
pre-university	15	4.5	100
Total	332	100	

The above table shows the students' education level. They are predominantly at the secondary level of education. According to Table 2, 136 respondents (41%) are at secondary level of education (67 students from the central region and 69 students from the west region). 127 respondents (38.3%) are at guidance level of education (67 students from the central region and 60 students from the west region). 54 respondents (16.3%) are at elementary level of education (28 students from the central region and 26 students from the west region). 15 respondents (4.5%) are at pre-university level of education (4 students from the central region and 11 students from the west region).

Table 3: What is your father's job?

	Frequency	percentage frequency	Cumulative frequency
Deceased	173	52.1	52.1
Worker	54	16.3	68.4
self-employment	28	8.4	76.8
Unemployed	23	6.9	83.7
Market	21	6.3	90.1
Employee	20	6	96.1
Disabled	11	3.3	99.4
Teacher	2	0.6	100
Total	332	100	

The above table shows the father's job of the students. They are predominantly deceased. According to Table 3, the father of 173 respondents (52.1%) is deceased (83 students from the central region and 90 students from the west region). The father of 54 respondents (16.3%) is a worker (33 students from the central region and 21 students from the west region). The father of 28 respondents (8.4%) is self-employed (23 students from the central region and 5 students from the west region). The father of 23 respondents (6.9%) is unemployed (15 students from the central region and 8 students from the west region). The father of 21 respondents (6.3%) is working in the market (5 students from the central region and 16 students from the west region). The father of 20 respondents (6%) is an employee (20 students from the central region). The father of 11 respondents (3.3%) is disabled (6 students from the central region and 5 students from the west region). The father of 2 respondents (0.6%) is a teacher (1 student from the central region and 1 student from the west region).

Table 4: How much is the monthly income of your family?

	Frequency	percentage frequency	Cumulative frequency
Less than 2000000 IRR	214	64.5	64.5
2000000 IRR	80	24.1	88.6
3000000 IRR	28	8.4	97
4000000 IRR	7	2.1	99.1

More than 4000000 IRR	3	0.9	100
Total	332	100	

The above table shows the family income. The family income is predominantly lower than 2000000 IRR. According to Table 4, the family income of 214 respondents (64.5%) is lower than 2000000 IRR (108 students from the central region and 106 students from the west region). The family income of 80 respondents (24.1%) is 2000000 IRR (42 students from the central region and 38 students from the west region). The family income of 28 respondents (8.4%) is 3000000 IRR (14 students from the central region and 114 students from the west region). The family income of 7 respondents (2.1%) is 4000000 IRR (1 student from the central region and 6 students from the west region). The family income of 3 respondents (2.1%) is higher than 4000000 IRR (1 student from the central region and 2 students from the west region).

Table 5: How many people are there in your family?

	Frequency	percentage frequency	Cumulative frequency
4 people	96	28.9	28.9
3 people	89	26.8	55.7
5 people	68	20.5	76.2
2 people	38	11.4	87.7
6 people	29	8.7	96.4
More than 6 people	12	3.6	100
Total	332	100	

The above table shows the family size. There are predominantly 4 people in the family. According to Table 5, 96 respondents (28.9%) have 4 people in their family (39 students from the central region and 57 students from the west region). 89 respondents (26.8%) have 3 people in their family (60 students from the central region and 29 students from the west region). 68 respondents (20.5%) have 5 people in their family (29 students from the central region and 39 students from the west region). 38 respondents (11.4%) have 2 people in their family (20 students from the central region and 18 students from the west region). 29 respondents (8.7%) have 6 people in their family (13 students from the central region and 16 students from the west region). 12 respondents (3.6%) have more than 6 people in their family (5 students from the central region and 7 students from the west region).

Conclusion

Hypothesis: There is a relationship between family income and educational success of students under the coverage of the Imam Khomeini Relief Committee (RA).

Distribution of household income was calculated as 0.22 for the relationship between family income and academic success of their children. Forasmuch as 0.22 is higher than 0.05, the above-mentioned hypothesis is not confirmed at a 95% confidence level. Hence, there is not a relationship between family income and educational success of students under the coverage of the Imam Khomeini Relief Committee (RA) in central and west regions of Tehran city. This result is not consistent with the results of some studies. Ardabili (1993)

argued that poverty or low income of families can impose significant limitations on the academic success of students. Emadi (2001) found out that the economic status of families is associated with academic achievement of their children. Zoghalion (2002) argued that the economic status of the families influences the children's GPA. Therefore, children with a good economic status are more successful than those with a weak economic status. Malayeri (2002) stated that there is a significant positive relationship between family income and academic achievement of adolescents. Douglas et al. showed that people who belong to the upper class get higher scores in the exams. William Soul showed that students in the upper classes are admitted to universities four times higher than students in the lower classes. In addition, students in the upper classes graduate from universities six times higher than students in the lower classes. They also receive professional education nine times higher than students in the lower classes. Mary Khobker (1981) argues that children in the high-income family have a better educational and cultural status. Peterson et al. (1990) stated that family income can have a significant impact on academic achievement of students. Harrison also stated that economic factors (income) of families play an important role in the academic research. Alfred Sauvy believed that children in low-income families will not grow properly and fully because parents are unable to provide an educational environment for them and the children's talents are not flourished, resulting in the academic failure. Marshall also believed that the financial weakness of parents leads to the low investment in the education in schools. Thus, they have a low level of prudence and sacrifice for their children in comparison with the high-income families. Eustace Cher argued that low-income of families can have negative effects on children because families of children do not have the ability to finance the education of their children due to low income and poverty. Daryapoor (2001) found out that the economic status of families is associated with the academic success or failure. Generally, all the studies concluded that there is a relationship between family income and academic achievement of children.

The result of this study is inconsistent with all the above-mentioned studies because there may be some factors that play a larger role in the academic success of students under the coverage of Imam Khomeini Relief Committee (RA). Forasmuch as the parents of these children receive a part of their income through Imam Khomeini Relief Committee (RA), the factor of family income cannot play an important role in academic achievement of children.

Research Limitations

It needs to be cautious about generalizing the results of this study due to several limiting factors.

1- forasmuch as the statistical sample of this study is related to the central and west regions of Tehran city, the results of the study cannot be generalized to the all population and an extensive research should be carried out at the national level to obtain a more general result.

2- Another limitation is the lack of the appropriate cooperation of the students to answer the questions related to their academic status.

Suggestions

The following suggestions are proposed for the problem of this study:

1- The similar studies are conducted in different regions to generalize the results to other regions.

2- It is suggested the researchers investigate the role of social supports from family in the academic achievement of children and the results are compared with the result of the present study.

3- Several studies have indicated that the education level of parents play an important role in the academic success of their children. Thus, this issue implies the importance of investment in literacy and adult education by society planners because it leads to the academic success of children.

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