The Place and Importance of Family in Education

REVIEW ARTICLE

Münir ŞAHİN[1]

1 Assist. Prof., Tokat Gaziosmanpasa University, Erbaa Faculty of Social Sciences and Humanities, munir.sahin@gop.edu.tr, ORCID: 0000-0001-5722-496X.

Abstract

The first place where education begins is the family. When we look at it historically, the first educational institutions were the families in the history. The family is important in modern societies as it determines the path that young people will follow, forms the basis for their successful socialization as they enter adulthood, and plays a decisive role in terms of work, career and living standards. A failure in education may result in expulsion from school or school failure, unemployment, and exclusion from society. In this study, the effects of family characteristics on education were examined by the literature review method, it was determined that many features such as family structure, socio-economic characteristics of the family, number of siblings, income, broken family, education level, behaviors of family, violence, interest, compassion, participation in education, and working environment are important factors for the academic achievement of students in education Although factors such as the individual differences of the students, the age, the school level of the children can change the effect of these positive and negative features of family, it is expected that the families should always have an educational supportive attitude and behavior, and prepare their children for the future in a healthy environment. Many families do not know how they can contribute to their children's education. For this reason, a guide on family participation can be prepared, seminars or other methods can be used to explain how families can positively affect their children's education.

Keywords: obstructive family features, supportive family, importance of family in education family involvement

Ailenin Eğitimde Yeri ve Önemi

Öz

Eğitimin ilk başladığı yer ailedir. Tarihsel olarak baktığımızda tarihteki ilk eğitim kurumları ailelerdir. Aile, gençlerin izleyecekleri yolu belirlemesi, yetişkinliğe girerken başarılı sosyalleş-melerinin temelini oluşturması ve iş, kariyer ve yaşam standartları açısından belirleyici bir rol oynaması nedeniyle modern toplumlarda önemlidir. Eğitimde bir başarısızlık okuldan atılma veya okul başarısızlığı, işsizlik ve toplumdan dışlanma ile sonuçlanabilir. Bu çalışmada aile özelliklerinin eğitim üzerindeki etkileri literatür taraması yöntemiyle incelenmiş, aile yapısı, ailenin sosyo-ekonomik özellikleri, kardeş sayısı, gelir, parçalanmış aile, eğitim düzeyi, ailede şiddet, ilgi, şefkat, eğitime katılım ve çalışma ortamı davranışları öğrencilerin eğitimde aka-demik başarıları için önemli faktörler olduğu görülmüştür. Öğrencilerin bireysel farklılıkları, yaşı, okul düzeyi gibi faktörlere göre ailenin destekleyici ve engelleyici özelliklerinin etkisi değişebilmekle birlikte ailelerin her zaman eğitimi destekleyici tutum ve davranışlara sahip olmaları ve çocuklarını sağlıklı bir ortamda geleceğe hazırlamaları beklenmektedir. Birçok aile, çocuklarının eğitimine nasıl katkıda bulunabileceklerini bilmiyor. Bu nedenle aile katılımı konusunda bir rehber hazırlanabilir, ailelerin çocuklarının eğitimini nasıl olumlu yönde etkile-yebileceğini açıklamak için seminerler veya diğer yöntemler kullanılabilir.

Anahtar Kelimeler: *engelleyici aile özellikleri, destekleyici aile, eğitimde ailenin önemi Aile katılımı)*

Introduction

The first place where education begins is the family. When we look at it histo-rically, it is seen that the first educational institution was the family. As a result of the settlement of small nomadic communities, where each house is a school, and the differentiation and increase in needs, formal education institutions took on a different identity with the construction of independent buildings first under mosques or chur-ches in religious centers. Today, we see that there is an education system consisting of different levels in which 12-year compulsory education is implemented in many countries like Türkiye. In this education system, family support, cooperation, family and school should complement each other (Tschannen-Moran, 2001). Because studies have shown that approximately 11 percent of the child's time is spent in the school environment and 89 percent in the family environment, out of school (Ülker and Ba-rış, 2019).

There are four important elements of an effective school. These are educational processes, school and environment relations, school climate and culture, family and parent relations (Helvacı and Aydoğan, 2011). It is important to create a good rela-

tionship between school, family and environment (Akkök, 2003, Şahin, 2022). Students' academic success is affected by such factors as socioeconomic status, supportive teacher, student motivation, and language proficiency. However, Collins, Jordan and Coleman (2010) cited that the most important factors influencing students' success are family involvement, school and classroom atmosphere. Similarly, according to Epstein, Sanders, Sheldon, Simon and Salinas (2009) family has an essential role in students' school achievement.

There are many other studies showing that the family environment, in which the education given and supported, has significant contributions to student success (Catsambis, 2001; Çakmak, 2010; Çelenk, 2003; Hill et al., 2004; Şahin, 2017; Şah Taban, 2010; Turhan, 2010; Wong, 2018). There is a need to develop an understanding that shares the responsibilities with the family and the school in contemporary societies, instead of schools which neglect the family. School administrators also need to save themselves from the obligation to criticize only in compulsory parent meetings with an understanding that looks down on the parents. The most important stakeholder of the school is the family. Studies have shown that the success of schools in regions where families have problems is low (Epstein and Sheldon, 2002; Hill and Taylor, 2004).

The family is important in modern societies as it determines the path that young people will follow, forms the basis for their successful socialization as they enter adulthood, and plays a decisive role in terms of work, career and living standards. A failure in education may result in expulsion from school or school failure, unemployment, and exclusion from society (Facan, and Pabon, 1990; Lehti, et al., 2009), negative self-concept (Chohan, 2018) and impact them psychologically (Singh, 2020), committing or being a part of crime (Tatlılıoğlu, 2013). Students who are especially unsuccessful in primary and secondary education have to choose a high school which takes students with grade averages and have a generally unsuccessful rate of students attending university education. That's, failure in one level of education may sometimes changes the school that students will attend. Students who do not meet the success criteria set by the school can be considered unsuccessful in general. In increasing the success of these students, the role of the family is as important as the teacher, textbooks and materials, physical conditions, health status, readiness, and teaching methods. The family factor can be a reference not only for success, but also for students' discipline problems and negativities such as absenteeism.

According to a study (Hill and Tyson, 2009), three types of parental involvement in education is examined. First one is *home based involvement* which includes communication between parents and children about school and school related issues.

Second type of involvement is referred as *school-based involvement*, including school visits, participating school administration, being volunteer in school events and communicating with parents and school staff. Finally, the third involvement type is *academic socialization* which includes communication with parents about their expectations from school, linking school-work with events and fostering education by fostering learning strategies and making plans for the future.

From birth to death, the influence of the family is seen in human life. When it comes to education, the family should always be with their children as a supporter, counselor, guide, protector and helper. It is known that many factors such as family structure, communication of family members, income and education level are reflected in student outcomes. The influence of the family on the education of children is undeniable. For this reason, in this study, the importance of the family in education was tried to be underlined in the light of the literature, and the family characteristics that support and negatively affect education in terms of the place and importance of the family in education were tried to be determined in the light of the studies conducted with the help of literature.

Ethics Committee Permission: This study is a review article type, ethical permission is not required.

Importance of Family Structure

Family structure can be categorized as extended, single-parent, adoptive, foster, and nuclear. The structure of the family in which the child grows is very important to the children's school progress. The family socializes and provides essential support in financial, social, emotional and educational needs of the child (Mante et al., 2021).

Many studies are conducted to observe the effect of family structure to students' achievement (Collins et al, 2010; Mante et al, 2021; Meleen, 2019; Onatsu-Arvilommi and Nurmi, 1997; Rumberger, 2011). Mante et al (2021)) found out that in their study about the influence of family structure on student success, a strong positive relationship between the family structure and academic achievement. Financial problems of the family is the most important factor affecting the family involvement of families. In the study, Mante et al (2021) suggest that parents should inform the school administrators about the students' health problems and academic history, they should provide required learning materials and make sure that children do their assignments.

In a similar study to Mante et al (2021) conducted by Onatsu-Arvilommi and Nurmi (1997) to determine to what extent factors such as family structure, size, atmosphere at home, family control over children, education level of family members, parents, socio-economic status affect students some thrilling effects were found. With

the study, they tried to examine the problems of young people and the problems they may encounter in the after-school society. In the first study, a total of 24 unsuccessful students aged 13 to 14 were matched with 24 successful students of the same age and their family histories were examined. In the second study, 16 unsuccessful students, 20 vocational high school and 21 high school seniors between the ages of 14 and 19 were examined. In the third study, 20 unemployed young people and 23 vocational high school students with 14 health problems were compared according to their family structure. The results of the study showed that unsuccessful or low-achieving students who were excluded from the society came from a family whose mothers did not have biological fathers due to remarriage or single motherhood. It was observed that unsuccessful students were children with a lower level of parental control and from a more negative family environment. It has been determined that the families of successful students are the children of family members with a high education level, positive family atmosphere, and whose parents are together.

Deveci (2020) conducted research about the reasons of academic failure by collecting data from the students. According to the results of the study, students mentioned different factors such as family, friends, teachers, school, individual and society among the reasons for failure. Students' methods of coping with failure also vary according to their socio-economic level. In the research conducted on the results of the TEOG (Transition from Basic Education to Secondary Education) exam held in our country between 2013 and 2017, it was determined that the educational level of the family affects academic success by 27%, professional status by 9.2%, and economic capital by 6.3% (Karaağaç, 2019, p. 137).

The family structure affects the success of the students as much as the psychological factors. As the education level of the parents increases, it is seen that the children are more successful academically, and the unsuccessful children are mostly the children of families with a lower education level (Gustafson, 1994; Mante et al. 2021; Meleen, 2019). In addition, Gustafson (1994) stated that failure is directly proportional to the income of the family. In other words, the lower the income level of the family, the lower the success. It has been observed that factors such as the social structure of the family, its size, whether grandparents live together, the language used in the family, the communication between the child and the parents, and the family atmosphere are factors that affect the education of children (Gustafson, 1994: Mante et al 2021; Meleen, 2019). However, working father relies on mother as a source of information about the children instead of monitoring directly their children (Wong, 2018).

Some studies have shown that factors such as family socio-economic status, occupational status, education level, income negatively affect students' school attendance (Dalton et al., 2009; Deveci, 2020; De Witte et al., 2013; Koball, 2007). Although some studies (Blue & Cook, 2004; Cataldi et al., 2009; Dorn, 1996) state that family income is an important factor affecting dropout rates, they do not include detailed information, however, some studies have determined that dropouts increase when the income level of the family is below the poverty line (Orthner et al., 2002). It has been revealed that children in families with five or more siblings cannot attend school and drop out before finishing school (Chenge et al., 2017; Dustmann and Soeast, 2008; Kalmijn and Kraaykamp, 2003). For this reason, the number of children and income can affect school attendance rates in proportion to each other. Similarly, other studies (Bridgeland et al, 2006; McLanahan, 2013) have shown that the dropout rate of children in families with only one parent is higher. The atmosphere in the family and the relationships between family members can also affect school success and school completion rates (Farwis, 2020; Plank et al., 2005).

In a study conducted by Chenge et al (2017) it was found out that there were many aspects from the family level that contribute absenteeism and drop outs in secondary school. According to the study, the most important factor is financial conditions of the family. Another factor is low level of education. A third finding of the study is separation or divorce of the parents and death of parents lead to drop outs. In the study it was suggest that families should attend school based activities so that they can be enlightened, see the value of the educational activities and appreciate the "efforts to improve learning and prevent school drop outs." Hunt (2008) also have similar findings. Children from better housing conditions are more likely to attend and complete their education than poorer family children.

The studies given above show the importance of the family factor in ensuring school attendance. If so, it may be beneficial for policy makers to make comprehensive plans to include not only students but also parents in order to increase student achievement, reduce and eliminate dropout rates. It has been observed that the participation of the family in the education of the children and being a part of the education increase the success of the school and reduce the dropout rate (Chenge et al., 2017). Supervising and regulating children's activities, discussing problems with them, and developing solutions together will also contribute to the development of children's self-confidence and school attendance (Kek et al., 2007).

Many studies (Adams and Berzonsky, 2003; Hill and Chao, 2009; Keating, 2004; Sanders and Epstein, 2000) showed that family involvement reduces in adolescent, secondary and high schools. As secondary and high schools are large and teachers are

generally lecturing to different classes, it is difficult for both teachers and families to develop and maintain productive relations with each other. As teachers are specialized in their own branches, they do not interact much with the same students. Students have so many different teachers at secondary and high school, so it is difficult for parents to determine with whom to interact. Moreover, students at these levels prefer to be independent and they do not like much seeing their parents at the corridors of the school (Hill and Chao, 2009; Hill and Taylor, 2004).

Education Supporting Family Characteristics

The education given at school and the education given in the family have to be complementary to each other because the family institution comes first among the institutions that the school should cooperate with (Chenge et al., 2017; Epstein et al, 2002; Meleen, 2019; Şah Taban, 2010; Turhan, 2010). School and family interaction, which has common goals, will facilitate the acquisition of educational goals. The cooperation established between the school and the family will also help to prevent indiscipline at school (Chenge et al., 2017; Çalık, 2007; Hill, et al, 2004). With the participation of the parents, the support provided to the child increases, the students better understand the importance of education at school, and they can develop a positive attitudes towards the school. One way of ensuring the trust of parents in their children is possible by ensuring the participation of the parents in the education at school. Numerous studies (Altun, 2009; Catsambis, 2001; Chenge et al., 2017; Çalık, 2007; Hunt, 2008; Mante et al., 2021; Wong, 2018) have revealed that the family's interest in education increases the motivation of teachers, that families who know the school's standards and culture better guide their children, and that school-related problems are reduced. Therefore, being in cooperation with the school can be expressed as a family feature that supports education.

Economic status as a family feature, for instances affects academic achievement. The father's income level can affect the child's ability, interest and adaptability. According to the study conducted by Chenge et al (2017) financial constraints affect the students' success and dropout rates more than other factors. It has been observed that the children of families with a good income and education level spend their developmental period in a richer environment and show better development than family environments with low income and education levels. In other words, the reflection of cultural and economic problems on academic achievement is negative. In another study conducted in India on secondary school students, it was revealed that the school success of the children of families with medium and low-income levels is also low (Türkoğlu, 2008). The influence of the family not only on the personality and social development of the child, but also on the academic success of the child is enormous

(Dam, 2008). In addition, finding practical areas of education in real life can have positive effects on success (Brand, 2015; Coelli, 2011; Şah Taban, 2010; Turhan, 2010).

Some researchers, like Wong (2018) revealed that working fathers are not directly monitoring the children's school studies, instead they rely on the mother as a source of information. This may cause misinterpretation of child's behavior and especially at the early ages may cause communication problems between the working father and the child. When a parent loss job, this may decrease the amount of money spent for the individuals in the family. Especially in adulthood, an unemployed parent may affect the welfare of the child as well (Oreopoulos et al., 2008).

The family's care, protection, affection for the child, regular communication with the school, and a positive attitude towards the education program in the school support the education of the child and increase the academic success at school. The family's attitudes towards educational activities may affect school success. Mothers of successful children also have high levels of control. This control has a structure that determines the authority and rewards according to its place (Altun, 2009; Çelenk, 2003; Epstein and Sanders, 2002; Gümüş et al. 2011). Families who cooperate with the school especially in the preschool period, and the continuation of the education given at the school in the form of practice and practice at home ensures the realization of more permanent learning (Yazar et al., 2008). Supportive education, understanding of the family, level of care and compassion for the child, protection, cooperation with the school and being in communication can be counted as family characteristics that support school success.

Education level of the family members is directly related and has positive correlation between the education level of families and the academic success of children (Gümüş et al., 2011; Türkoğlu, 2008), children act more willingly to be more successful. Kuş and Karatekin (2009) concluded that the education level of the father affects the child's compliance with the rules, and educated fathers are more likely to comply with the school rules. Therefore, family education level can be expressed as an important supporting factor in the success of children.

Numerous studies have reported findings that family participation in education has a positive effect on success (Fan, 2001; Griffith, 1996; Kaysılı, 2008; Marcon, 1999). Academic success, personal and social development and the development of critical thinking skills show positive developments in situations where there is family support and the family is involved in student education (Kek et al., 2007; Savage, 2009). The family's involvement in decisions about education of the child, planning his future, working on the school he will attend, supporting the child financially, and

providing social and emotional support can contribute positively to academic success. Students transitioning from high school to university encounter situations that they are used to and with some situations that they are not used to, and try to adapt to the academic and social environment that the university environment expects from them. The university environment can surprise students due to the free environment and academic pressure it demands. Students may have difficulties between academic and social life. They have to make new friends, get rid of old stereotypes, organize their own lives, and take responsibility for their own learning. The support provided by the family at this stage is critical (Edelman, 2013). In our country, it is stated in the Special Service Regulation (MEB, 2006) that the family should participate in education at all levels of education.

Although family participation affects education positively, it is seen that family participation rates vary according to the education of the family. The fact that the education given at school creates continuity at home, especially at the pre-school level, facilitates the acquisition of behaviors that are desired to be supported at school in home education (Gürşimşek, 2010; Kaysılı, 2008; Pena, 2000). As the education level of the family increases, the rate of school participation increases, as the education level increases, the quality of attitudes and behaviors towards children changes, and as the education level of the family increases, the success in education increases. Children who grow up in these families develop self-confidence and their chances of being successful increase (Gümüş et al., 2011; Koball, 2007; Şah Taban, 2010). Parents who are in good socio-economic condition (Chenge et al., 2017; Hunt, 2008; Gürşimşek, 2003; Gümüş et al., 2011), working parents and academically successful families (Chenge et al., 2017; Hunt, 2008; Kaysılı, 2008; Koball, 2007) provide more support and contribute to their children's education. If so, it may be useful to state that all these features are important findings supporting the importance of family factor in education.

The fact that the family communicates with the school, follows the goals set by the school by participating in the meetings deemed necessary in cooperation with the school, spending time with their children outside of school, being open to communication with them, being aware of the development needs of the children and making decisions together indicate family participation. It can be supportive in terms of education if the family receives information from the school about the academic progress of the child and shares the information that the school needs with the school (Pandit, 2008). Family support can contribute not only to academic success but also to the success of students in social and sportive fields. The family's interest in sport activities can make their child more interested and successful in this fields (Kotan et

al., 2009, p. 50). We can state a similar generalization within some skill areas such as music. In retrospect, it is seen that the families of the artists and musicians that most of us listen to with admiration on television have a suitable environment for the development of these talents, and that one or more of the family members are interested in fields such as art and music enough to attract the child's attention. This allows us to rightly remember the expression "child is the mirror of the family". Bandura's (1986) modeling theory also shows that in such cases, the family can be modeled by the child. The interest and attitude of the family and relatives in different sports fields can be reflected in the interests and attitudes of the children towards these sport fields.

Obstructive Family Characteristics in Education

The family has an important role in the education of the younger generations because of the different elements they carry. However, these factors may not always reflect positively on the younger generations. Some researchers (Brand, 2015; Dam, 2008; Epstein et al., 2009; Mante et al., 2021) drew attention to these negative factors. Negative behaviors of parents and negative attitudes towards children can negatively affect the socio-psychological development of children. Children can model the behavior of their parents in their relationships with other people and friends. It is seen that the family factor is the basis of whether children are compatible with their environment or not. It is stated that children in family environments such as broken family structure, personality disorders, and the environment of problematic family members are affected by these negativities, and they turn into problematic people in the society (Dam, 2008; Pong and Ju, 2000). The more problematic the family is, the more problematic the child's education life will be.

The family type is affective especially in school absenteeism and early leaving the academic life. Single parent, divorced parents, death parents affect negatively the education of the children. In their study Pong and Ju (2000) found out that children of single-parent or female headed family are more likely to drop out than children in two parent families. Moreover, children with stepparents are also tend to quit education earlier than two parent families. Separated families affect children school attendance and success. With the separation, the income of the family drops, which affect the expenditures of the child.

Families with economic difficulties may not be able to provide adequate support in preparing suitable working environments for their children. Some studies (Brand, 2015; Dam, 2008; Lehti et al., 2019; Mante et al., 2021) stated that children are more successful in environments where suitable working conditions are provided and physical, noise, light and heating conditions are suitable, and pointed out that the educa-

tion life of children who are deprived of these conditions is adversely affected. It can be said that the home and family environment, which is not suitable for the child to study, is an obstacle to education. When parents are unemployed, more student drop outs, poor health among children, and low achievement of school goals are observed (Brand, 2015; Farwis, 2020). In his study Farwis (2020, p. 79) found out that "there is a significant relationship between the dropout and student, family, school, community-related factors. Based on the findings of the study, more girls dropped out from school. At the same time lack of parents' education, poverty, home environment, early marriage, and lack of interest in education like so many reasons take more important place in dropping out problems." Also employment of parents can be an indicator of early school leaving. Educated and employed parents usually know the meaning of the education for the future of their children, so they are more likely to prepare better conditions for their children to continue and be successful academically (Chenge et al., 2017; Koball, 2007).

One of the many factors that prevent education in school-family relations and prevent the family from communicating adequately with the school is the excess number of children. It is seen that the high number of children does not provide sufficient participation of the family in education and they prefer to leave their education to school. Sometimes, the negative experiences of the family due to the attitudes of the teachers may cause them not to have sufficient belief in participation in education at school. It can be expected that the children of these families, who prefer to remain passive and avoid taking responsibility for education, will have problems at school. Similarly, children from families who do not have a sufficient model for participation in education at school, who come from culturally different environments, and parents who see themselves as inadequate in education, cause an ineffective communication link between the school and the family. Similarly, parents with health problems, families who have time problems and do not spend time with their children and cannot find enough time to deal with their education negatively affect education. Spouses who do not support each other, transportation problems (Gürşimşek, 2010; Pandit, 2008), school stakeholders who do not know each other adequately, administrators and teachers who are indifferent towards the family, the family which is afraid of receiving negative information and disagreements (Şahin, 2021) are seen as factors that prevent family participation in education.

Avcı (2010) and Rumberger (2011) stated that violence in the family is reflected in the school and leads to failure. It is seen that children take adults, their closest parents, and other family members as models for themselves. For this reason, they can

carry the negativities experienced at home with them to the school environment and other social life areas. One way to prevent violence at school is to prevent violence in the family.

Rumberger (2011) stated that the family has an impact on academic achievement in many ways, and mentioned that three topics are more important than others: (1) the structure of the family, (2) the resources of the family, and (3) the practices of the family. The structure of the family affects the physical, social and cognitive development of the child. Rumberger (2011) found that children who stay with a single parent (mainly with the mother) or with parents who change spouses frequently have higher rates of aggressive behaviors, anxiety and depression than children who stay with married parents. Therefore, the academic success of the child is also affected by the structure of the family. Feldman et al. (2017) found in their study that the majority of unsuccessful students they interviewed either lived with a single parent, either did not speak the official language of their family or did not have a stable home arrangement. Researchers stated that in this case, families could not adequately support their children academically and had difficulties in allocating quality time. The resources are financial and human resources. Good financial resources can help family to provide better living conditions and materials, educational opportunities. As human sources, the education of the parents will directly affect students' achievement as these parents with their experiences guide their children. Rumberger (2011) discussed the academic expectations of families, how much they support their children, and the communication of families with the school under the title of family practices. Families' expectations about their children's academic careers are influential on students' success.

According to Avcı (2010), children who are exposed to domestic violence, who think that family members use alcohol and that family members do not take care of them, engage in more negative behaviors and show violence at school to his friends. These families also have low moral attitude levels for their children. For this reason, family education and a healthy family environment can be recommended to prevent violence at school. Since children take the behaviors of family members as a reference, negativities in the family environment, violence, bad habits, and indifference appear as disabling family characteristics that negatively affect the child's education (Altun, 2009; Catsambis, 2001; Dam, 2008; Gümüş et al., 2011).

Sanders and Morawska (2014) states that "parenting practices have a major influence on children's development." The family and environment, which are under pressure and expectations that are not suitable for the age of the child, may cause the child to experience communication problems in later ages. It is seen that the environment, especially the family, has expectations that are not suitable for the age of the child and

that they create pressure on the child, which prevents the child from developing his/ her communication skills adequately (Guo, 2022; Haspolat and Yalçın, 2022; Sanders and Morawska, 2014). However in a study conducted by Danişman (2017), the parental expectations are reflected positively on students' success. But Haspolat and Yalçın (2022) in their study to develop a questionnaire to measure parental pressure, stated that one of the sources of unhappiness of academically successful students is the parental pressure.

Dam (2008) states in his study that children who do not have family problems are more successful at school. Comparison of family members with siblings or cousins, lack of suitable working environment, fragmented family structure, death of one or both parents, illness, economic difficulties, violent home environment have been identified as factors that have a negative impact on student behavior and school success. Moreover, Gümüş et al. (2011, p. 427) stated that the overprotective family has a negative impact on education as much as the indifferent family, the child becomes dependent on others in overprotective families, and this addiction affects the child for life. A similar negativity arises when the child is over-indulged. In an environment where there is excessive tolerance and family members are very fond of him, the child expects others to serve him and may be extremely selfish. These children, whose social adaptation skills do not develop adequately may also experience problems at school. By not fulfilling the mental and physical needs of the child, making him feel bad and keeping him under pressure may cause him to become vulnerable to the influence of others. Excessive submissiveness and discrimination between children are seen as undesirable family behaviors. While they accept their dominance by submitting to their children, they also feed their feelings of enmity and jealousy by discriminating. It would be appropriate to see all these features as barriers to education in the family and to state that a healthy family environment can be the guarantee of our children and therefore our future.

Table 1

Supportive and Obstructive Family Characteristics

Supporting Features	Blocking Features
Having a high level of income,	Low income,
Work of parents,	Unemployed parents, especially father.
Happy family atmosphere,	Violence in the family and environment.
Living at home with parents	Fragmented family structure; the death or separation of one of the parents, the absence of the father, the mother raising the child alone,

High education level,	Low education level,
Successful family members in cultural and sportive fields,	Indifference of family members to cultural sportive activities,
Sufficient care and affection to the child at home,	Lack of love and affection or excessive attention
Family involved in child education,	Indifference of the family to the education of the child,
Absence of individuals with bad habits in the family,	Family members' having bad habits such as alcohol,
Family environment with one or two children,	Extended family, having four or more siblings
Providing a suitable working environment at home,	Not providing a suitable environment for the child,
The child with his own room,	Sharing a room with one or more siblings,
The absence of psychological and physical health problems of family members,	Having sick family members who need care, and parents with psychological problems,
Adequate communication between family members	Having communication problems
Keeping the family in touch with the school, regularly visiting the school, teachers and attending meetings,	The family's indifference to school, leaving the child's education completely to school, not attending to meetings,
Treating children equally	discrimination among children,
Not comparing with others	Comparing the child with others
Reasonable expectations from the child, no pressure,	Oppressive and unsuitable expectations
Positive attitudes and behaviors towards the child	Exposure of the child to negative.

In the table above, family characteristics that support and hinder education are given briefly. It is difficult to express all the factors that originate from the family and reflect negatively or positively on the educational environment. However, when considered that families are the first to introduce the world to children, it would not be logical to think that children are not affected positively or negatively by the behaviors and characteristics of family members with whom they spent most of their time. Just as water takes the shape of the container it is placed in, children resemble the world they were born into. We can say that the return of children who grow up in healthy environments to society can be in the form of healthy people.

Conclusion and Suggestions

Family contribution to child education should be seen as an important issue as the education of a child affects his/her whole life, personality and whole society from the larger perspective. The education of the child is a shared responsibility between the school and the family. The earlier the parents participate in the child's education, the more the child's gains will increase. Parents' participation in education, and the knowledge and skills gained by ensuring continuity between the institution and the home increase the academic success and help to raise healthy generations.

In this study, in which the effects of family characteristics on education were examined by the literature review method, it was determined that many features such as family structure, socio-economic characteristics of the family, number of siblings, income, broken family, education level, behaviors of family, violence, interest, compassion, participation in education, and working environment are important factors that have been found in the literature. Although factors such as the individual differences of the students, the age, and the school level of the children can change the effect of these positive and negative features, it is expected that the families will always have an educational supportive attitude and behavior and prepare their children for the future in a healthy environment.

At the 5th Meeting of the General Directorate of Family and Social Studies (2008), it was suggested that families need education on similar issues and that family education programs should be developed to meet the needs in parallel. In addition, in the 19th National Education Council (2014), a decision was taken by the school guidance service to encourage participation in the "0-18 Age Family Education Seminar". As can be seen, although various decisions have been taken regarding this issue, it can be said that the need in question continues and it is important to update the prepared programs.

Many families do not know how they can contribute to their children's education. For this reason, a guide on family participation can be prepared, seminars or other methods can be used to explain how families can positively affect their children's education. Koç et al (2022) conducted a survey to find out the family's educational needs. According to the study, families generally have problems about managing their children's behaviors, psychological problems, their relations with siblings, technology addiction, academic improvement and guidance, adolescence and health problems. Moreover, the study revealed that parents need training in healthy parenting attitude, skills in communication with their children, child education, nutrition, behavioral management. As Koç et al (2022) indicates parents should be trained about

their parenting skills, managing behaviors, guiding effectively and handling psychological problems.

Although in primary and secondary education a kind of family and school meetings are organized to inform the families about their children's school life, students' problems, and schools' expectations from the family and children. These meetings can easily be switch to a learning and reflecting meetings. Instead of teachers blaming the family for their children's misbehaviors they may focus on how to get rid of these behaviors without causing a disaster. Many family members hope to live their dream in their child. Instead, children should be allowed to imagine their own future and become happier people.

The studies conducted to reveal the effect of parental education to family and child relations gave fruitful results. Güven and Azkeskin (2010) found out that the families aware of their children's schooling and presenting rich learning environment contribute positively to the children's development. Moreover, Johnston and Holacha (2010) claims that parents should be educated about the communication with their children as it is possible for a child to meet his/her physical needs by themselves, however, for the social needs parents should support their children. In recent years, the importance of parent education has started to be better understood throughout the world and in our country, and it has been agreed that parents should be educated first in order to eliminate behavioral problems in children and to develop a healthier personality. Based on the importance of parent education in educational institutions, there is an increase in the education programs given to parents in order to enable families to communicate with their children consciously (Çağdaş and Seçer, 2005; Şahin, 2021). The studies showed that the involvement of parents in their children's education positively affects the children's academic success, language development, social development, self-esteem, and willingness to learn (Temel, 2010).

School Guidance Services in eliminating or reducing school failure have an important role. With the effective guidance services applied, problems related with family and students can be solved to a great extent. The first and most important function of guidance services is to enable individuals to acquire experiences that will help them evaluate their potential correctly and to think about the meaning of these experiences. Another function is to make individuals be aware of their abilities (Hamarta, 2010). Guidance services offered at the school should also compromise families. The reason for existence and the sole purpose of the educational organization is to train students according to the aims of education. The training of students is based on the school's education program. Therefore, managing the school actually means managing the curriculum and teaching.

Teachers should be in constant cooperation and communication with the family by providing information about the interests and skills of the children and in which areas they can be successful. Teachers need to inform families about the needs of children, their development, and the goals of programs at school in any time that families demand. However, most schools are observed to close their doors and do not allow families to enter school buildings without getting permission from the school administration which makes families stay away from the school and do not interfere on any condition. Schools are the places where families allow their most valuable treasures to stay for a long time to meet their educational needs. At this point, it can be suggested for schools to plan family visit hours at least and let the families to cooperate and get information about their children.

The needs of families and cultural differences should also be taken into account in the activities held at school, technology should be used when the family cannot come to school, or family visits should be made and the family should be informed by observing the home environment of the children. Transportation service should be provided so that parents can participate in the education at the school when necessary, and the days and hours of the activities organized should be determined by taking into account the working family members. By planning regular activities with families, teachers and school administrators can be brought together. Thus, teachers can find answers to the causes of the problems that children experience, and provide the necessary information, guidance and support to families in order to increase the success of the student.

Parental training to improve family-child relationships should be increased. For the dissemination of parent education programs, Family and the Ministry of Social Policies and Municipalities (local governments) should support the institutions to regularly organize family education programs. Family education courses can be given to teacher candidates as an elective course. For the parents, psychological counseling and guidance centers can be opened and parents can be supported about their children's behaviors and how to treat these behaviors to solve problems. Seminars given within the scope of parent education can be increased. More studies examining the behavior of children and parents can be caried out to see scientifically what family characteristics are more supportive for school achievement.

References

Adams G.R, Berzonsky M.D (2003). *Blackwell handbook of adolescence*. Malden, MA: Blackwell.

Aile ve Sosyal Çalışmalar Genel Müdürlüğü. (2008, Kasım). *V. Aile şurası: "Aile destek hizmetleri" komisyon kararları*. T.C. Başbakanlık Aile ve Sosyal Araştırmalar Genel Müdürlüğü.https://ailevecalisma.gov.tr/uploads/athgm/uploads/pages/aile suralari/aile5.pdf

Akkök, F. (2003). Ailelerin eğitim sürecine katılımı (Ed.: Y. Kuzgun), *İlköğretimde rehberlik.* Ankara: Nobel Yayınları.

Altun, S. (2009). İlköğretim öğrencilerinin akademik başarısızlıklarına ilişkin veli, öğretmen ve görüşlerinin incelenmesi. *İlköğretim Online, 8* (2), 567-586. Retrieved from: https://dergipark.org.tr/tr/download/article-file/90877

Avcı, A. (2010). Aile yapı ve atmosferinin okul şiddetine etkisi. *Değerler Eğitimi Dergisi, 8* (19), 7-52. Retrieved from https://dergipark.org.tr/tr/pub/ded/issue/29181/312476

Bandura, A. (1986). *Social foundations of thought and action: a social cognitive theory*, 3. Edition. New Jersey: Prentice-Hall,Inc.

Blue, D., and Cook, J. E. (2004). High school dropouts: Can we reverse the stagnation in school graduation? *Study of High School Restructuring, 1*(2), 1–11.

Brand, J.E. (2015). The far-reaching impact of job loss and unemployment. *Annual Review of Sociology, 41*, 359-375. Retrieved from: https://www.annualreviews.org/doi/pdf/10.1146/annurev-soc-071913-043237

Bridgeland, J. M., Dilulio, J. J., and Morison, K. B. (2006). *The silent epidemic. Perspectives of high school dropouts*. Civic Enterprises.

Cataldi, E. F., Laird, J., and KewalRamani, A. (2009). *High school dropout and completion rates in the United States: 2007 (NCES 2009-064).* Washington, DC: National Center for Education Statistics, Institute of Education Sciences, US Department of Education. Retrieved 10/03/2010 from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009064.

Catsambis S. (2001). Expanding knowledge of parental involvement in children's secondary education: Connections with high school seniors' acade-

mic success. *Social Psychology of Education.* 5, 149–177. https://doi.org/10.1023/A:1014478001512

Chenge, R. P, Chenge, E. and Maunganidze, L. (2017). Family factors that contribute to school dropout in Rushinga district in Zimbabwe. *International Journal of Laaw, Humanities & Social Science, 1*(4), 87-107. Retrieved from: https://www.ijlhss.com/wpcontent/uploads/2017/09/Family-Factors-that-contribute-to-school-dropout-in Rushinga-District-in-Zimbabwe.pdf

Chohan, B.I. (2018). The impact of academic failure on the self-concept of elementary grade students. *Bulletin of Educational and Research, 40*(2), 13-25. Retrived from: https://files.eric.ed.gov/fulltext/EJ1209820.pdf

Coelle, M.B. (2011). Parental job loss and the education enrollment of youth. *Lobour Economics, 18,* 25-35 https://doi.org/10.1016/j.labeco.2010.04.015

Çağdaş, A., ve Seçer, Z. Ş. (2005). *Anne-baba eğitimi.* Eğitim Yayınları.

Çalık, C. (2007). Okul-çevre ilişkisinin okul geliştirmedeki rolü: kavramsal bir çözümleme. *GÜ, Gazi Eğitimi Fakültesi Dergisi, 27*(3), 123-139. Retrieved from: https://dergipark.org.tr/tr/download/article-file/77146

Çelenk, S. (2003). Okul başarısının ön koşulu: Okul aile dayanışması, *İlköğretim Online 2*(2), 28-34 Retrieved from: http://www.ilkogretim-online.org.tr (18 Şubat, 2016).

Collins, D., Jordan, C., and Coleman, H. (2010). *An Introduction to Family Social Work* (pp. 28 29). Brooks/Cole: Cengage Learning.

Dalton, B., Gennie, E., and Ingels, S. J. (2009). *Late high school dropouts: Characteristics, experiences, and changes across cohorts (NCES 2009-307).* Washington, DC: National Center for Education Statistics, Institute of Education Sciences, US Department of Education

Dam, H. (2008). Öğrencinin okul başarısında aile faktörü. *Hitit Üniversitesi İlahiyat Fakültesi Dergisi, 7* (14), 75-99. Retrived from: https://dergipark.org.tr/tr/pub/hititilahiyat/issue/7691/100764

Deveci, C.Ç. (2020). *Eğitimde başarısızlık: Sosyo ekonomik etkenler çerçevesinde lise öğrencileri üzerine nitel bir analiz* [Yayımlanmamış Doktora Tezi]. Yıldız Teknik Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.

De Witte K., Cabus S., Thyssen G., Groot W., and Van Den Brink H. M. (2013). A critical review of the literature on school dropout. Educ. Res. Rev. 10, 13–28. 10.

Dorn, S. (1996). *Creating the dropout. An institutional and social history of school failure.* Westport, CT/London: Praeger.

Dustmann, C., and Van Soest, A. (2008). Part-time work, school success and school leaving. *Empirical Economics, 32*, 277–299. https://doi.org/10.1007/s00181-006-0086-1

Epstein J.L, Sanders MG. (2002). *Family, school, and community partnerships.* In: Bornstein MH, Handbook of parenting, Volume: 5. Practical issues in parenting. Mahwah, NJ: Erlbaum; 507–437.

Epstein J. L., Sheldon S. B. (2002). Present and accounted for: improving student attendance through family and community involvement. *J. Educ. Res.* 95, 308–318. https://doi.org/10.1080/00220670209596604

Epstein, J.E, Sanders, M.G, Simon, B.S, Salinas, K.C, Jonsorn, N.R., and Voorhis, F.L.V. (2002). *Your Handbook Action.* Thousand Oaks, California: Cornwin Press, INC.

Epstein, J. L., Sanders, M. G., Sheldon, S., Simon, B. S., and Salinas, K. C. (2009). *School, Family and Community Partnerships.* Corwin https://www.scirp.org/reference/referencespapers.aspx?referenceid=3130490

Edelman, E. (2013). *The effects of parental involvement on the college student transition: A qualitative study at a large Midwestern University.* (Unpublished Master of Arts thesis). University of Nebraska. Lincoln, Nebraska.

Fan, X. (2001). Parental involvement and students' academic achievement: a growth modeling analysis. *Journal of Experimental Education, 70* (1), 27-53. https://doi.org/10.1080/00220970109599497

Farwis, M. (2020). Analysis of school dropout among secondary school students: Case of sammanthurai education zone. *International Journal of Academic Multidisciplinary Research, 4(*12), 79–85, Retrieved from: https://ssrn.com/abstract=3756476

Feldman, L. D, Antony T. S and Barbara L. W. (2017). *Why we drop out": Understanding and disrupting student pathways to leaving school.* NY: Teachers College Press.

Gustafson, S. B. (1994). Female underachievement and overachievement: Parental contributions and long-term consequences. *International Journal of Behavioral Development, 17*(3), 469–484. https://doi.org/10.1177/016502549401700305

Gümüş, İ., Kurt, M., Güney-Ermurat, D., ve Feyetörbay, E. (2011). Anne-baba tutumu ve okul başarısına etkisi. *Ekev Akademi Dergisi, 15,* 423-442.

Gürşimşek, I (2002). Etkin öğrenme ve aile katılımı. Gürşimşek I. (Edt.), *Dokuz Eylül Üniversitesi anasınıfı-anaokulu öğretmen el kitabı* içinde (s 25-42). YA-PA Yayıncılık.

Gürşimşek, I. Kefi, S. ve Girgin, G. (2007). Okul öncesi eğitime babaların katılım düzeyi ile ilişkili değişkenlerin incelenmesi. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 33,* 181-191. Retrieved from: https://docplayer.biz.tr/913578-Okuloncesi-egitime-babalarinkatilim-duzeyiile-iliskili-degiskenlerin-incelenmesi.html

Güven, G. ve Azkeskin, K. E. (2010). Erken çocukluk eğitimi ve okul öncesi eğitim. Diken H. İ. (Edt.), *Erken çocukluk eğitimi* içinde (s 2-50). Pegem Yayıncılık.

Griffifth, J. (1996). Relation of parental ınvolvement, empowerment, and school traits to student academic performance. *The Journal of Educational Research, 90* (1), 33-41. https://doi.org/10.1080/00220671.1996.9944441

Guo, X. (2022). Relationship between parents' educational expectations and children's growth based on NVivo 12.0 Qualitative Software. *Hindawi Scientific Programming, Special Issue,* https://doi.org/10.1155/2022/9896291

Hamarta, E. (2010). Eğitsel rehberlik. Deniz. M. E. (Edt.), *Psikolojik danışma ve rehberlik* içinde (s 157-180). Maya Akademi Yayın Dağıtım Eğitim Danışmanlık.

Haspolat, N. K. ve Yalçın, İ. (2022). Yüksek başarılı öğrencilerde ebeveyn başarı baskısı ölçeği geliştirme çalışması. *Millî Eğitim, 51* (236), 3413-3442. https://doi.org/10.37669/milliegitim.992912

Helvacı, M. A., ve Aydoğan, İ. (2011). Etkili okul ve etkili okul müdürüne ilişkin öğretmen görüşleri. *Uşak Üniversitesi Sosyal Bilimler Dergisi, 4* (2), 42-61. Retrieved from: https://dergipark.org.tr/tr/pub/usaksosbil/issue/21648/232728

Hill, N.E, and Chao R.K. (2009). *Families, schools, and the adolescent: Connecting research, policy, and practice*. Teachers College Press.

Hill N. E., and Taylor L. C. (2004). Parental school involvement and children's academic achievement: pragmatics and issues. *Current Directions in Psychological Science, 13*, 161–164. https://doi.org/10.1111/j.0963-7214.2004.00298.x

Hill, N.E., and Tyson, D.F.(2009). Parental involvement in middle school: A meta-analytical assessment of the strategies that promote achievement. *Developmental Psychology, 45*(3), 740-763, doi: 10.1037/a0015362

Hill N.E, Castellino D.R, Lansford J.E, Nowlin P, Dodge K.A, Bates J.E, and Pettit G.S. (2004). Parent academic involvement as related to school behavior, achievement, and aspirations: Demographic variations across adolescence. *Child Development, 75*, 1491 1509. https://doi.org/10.1111/j.1467-8624.2004.00753.x

Hunt, F. (2008). *Dropping out of schools: A cross country review of literature.* NU-PEA. Retrieved from: https://www.scirp.org/%28S%28351jmbntvnsjt1aadkposzje %29%29/reference/referencespapers.aspx?referenceid=2810017

Kalmijn, M., and Kraaykamp, G. (2003). Dropout and downward mobility in the educational career: An event-history analysis of ethnic schooling differences in the Netherlands. *Educational Research and Evaluation, 9*(3), 265–287. https://doi.org/10.1076/edre.9.3.265.15572

Karaağaç, Z. (2019). *Ekonomik, sosyal ve kültürel statünün temel eğitimden ortaöğretime geçiş üzerine etkisi* [Yayımlanmamış Doktora Tezi]. Yıldırım Beyazıt Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara.

Kaysılı, B. (2008). Akademik başarının artırılmasında aile katılımı. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi, 9* (1) 69-83. https://doi.org/10.1501/Ozlegt_0000000115

Keating D.P. (2004). *Cognitive and brain development.* In: Lerner RM, Steinberg L, editors. Handbook of adolescent psychology. 2nd ed. Hoboken, NJ: Wiley; pp. 45–84.

Kek, M. A. Y., Darmawan, I. G. N., and Chen, Y. S. (2007). Family, learning environments, learning approaches, and student outcomes in a Malaysian private university. *International Education Journal, 8*(2), 318-336. Retrieved from: https://files.eric.ed.gov/fulltext/EJ834270.pdf

Koball, H. (2007). Living arrangements and school dropout among minor mothers following welfare reform. *Social Science Quarterly, 88*(5), 1374–1391. https://doi.org/10.1111/j.1540-6237.2007.00507.x

Koç, M., Koçtürk, N. ve Zencir, T. (2022). Anne-baba eğitimi: ebeveynlerin eğitim deneyimleri ve gereksinimleri. *Fırat Üniversitesi Sosyal Bilimler Dergisi, 32*, 1(111-120). Retrieved from: https://dergipark.org.tr/en/download/article-file/1801925

Johnston, J. and Halocha, J. (2010). *Early childhood and primary education: Readings and reflections*. Berkshire: Open Press University.

Lehti, H, EROLA, J., and Karhula, A (2019). The heterogeneous effects of parental unemployment on siblings' educational outcomes. *Research in Social Stratification and Mobility, 64*, https://doi.org/10.1016/j.rssm.2019.100439

Lorsbach, T.C., and Frymier, J. (1992). A comparison of learning disabled and non-disabled students on five at-risk fac tors. *Learning Disabilities Research & Practice, 7*(1), 315-330. https://eric.ed.gov/?id=EJ450068

Mante, D, Maosen, L. Aboagye, K., and Darko, E. (2021). The ınfluence of family structure on academic achievement in the kwabre east municipal area, ghana. *Open Journal of Social Sciences, 9,* 220-242. https://doi.org/10.4236/jss.2021.912015.

Marcon, R.A. (1999). Positive relationships between parent school ınvolvement and public school ınner-city preschoolers' development and academic performance. *School Psychology Review, 28* (3), 395-412. https://doi.org/10.1037/0012-1649.35.2.358

McLanahan, S. (2013). Family structure and the ıntergenerational transmission of poverty. *American Journal of Sociology, 90*.873-901. doi: 10.1016/j.ssresearch.2011.07.005

MEB (2006). *Milli Eğitim Bakanlığı Özel Eğitim Hizmetleri Yönetmeliği*.

Meleen, M. (2019). Pros and cons of the nuclear family. https://family.lovetoknow.com

Metcalf, K., and Gaier, E.L. (1987). Patterns of middle-class parenting and adolescent underachievement. *Adolescence, 88*, 919-928. Retrieved from: https://psycnet.apa.org/record/1988-13697-001

Millî Eğitim Şûrası. (2014). Geçmişten günümüze Millî Eğitim Şûraları. Retrieved from: http://ttkb.meb.gov.tr/www/gecmisten-gunumuze-mill-egitim-sralari/icerik/328

Onatsu-Arvilommi, T. P., and Nurmi, J.-E. (1997). Family background and problems at school and in society: The role of family composition, emotional atmosphere and parental education. *European Journal of Psychology of Education*, *12*(3), 315–330. http://www.jstor.org/stable/23420049

Oreopoulos, P., Page, M., and Stevens, A.H., (2008). The intergenerational effects of worker displacement. *Journal of Labor Economics, 26* (3), 455–483. https://doi.org/10.1086/588493

Orthner, D. K., Cook, P. G., Rose, R. A., and Randolph, K.(2002). Welfare reform, poverty, and children's performance in school: Challenges for the school community. *Children & Schools, 24*(2), 105–121. https://doi.org/10.1093/cs/24.2.105

Pandit, S. (2008). *An evaluation of facilitators of parent ınvolvement in early ıntervention programs for children with developmental disabilities: an ecological perspective* [Unpublished dissertation]. Graduate School of Education Rutgers, Special Education Graduate Program in Education, The state University of New Jersey, New Brunswick.

Pena, D. (2000). Parent involvement: Influencing factors and implications. *The Journal of Educational Research, 94* (1), 42-54. https://doi.org/10.1080/00220670009598741

Plank, S., DeLuca, S., and Estacion A. (2005). *Dropping out of high school and the place of career and technical education: a survival analysis of surviving high school*. National Research Center for Career and Technical Education, S.P.M.N. & National Dissemination Center for Career and Technical Education, C.O.H.

Pong, S.L., and Ju, D.B. The effects of change in family structure and income on dropping out of middle and high school. *Journal of Family Issues, 21* (2), 147–169   https://doi.org/10.1177/0192513000210020

Rumberger, W. R. (2011). *Dropping Out: Why Students Drop out of High School and What Can Be Done About It*. Cambridge, MA: Harvard University Press.

Sanders M.G, and Epstein J.L. (2000). *Building school-family-community partnerships in middle and high schools.* In: Sanders MG, editor. Schooling students placed at risk: Research, policy, and practice in the education of poor and minority adolescents. Erlbaum; Mahwah, NJ: pp. 339–361.

Sanders M.G, and Morawska, A. (2014). Can changing parental knowledge, dysfunctional expectations and attributions, and emotion regulation improve outcomes for children? *Envyclopedia on Early Childhood Development* Retrieved from: https://www.childencyclopedia.com/parenting-skills/according-experts/can-changing-parentalknowledge-dysfunctional-expectations-and

Savage, M. (2009). *The case for parental involvement during the college years*. A paper presented at the National Conference of Law and Higher Education (February 21, 2009) Orlando, FL.

Singh, J. K. N. (2020). Academic Failure: Unspoken experiences by international postgraduate students in a Malaysian University. *IAFOR Journal of Education: Studies in Education, 8*(4). https://doi.org/10.22492/ije.8.4.05

Şahin, M. (2021). Social Media in the Eye of Parents. *Education Quarterly Reviews,.4* (3), 168 183. https://doi.org/10.31014/aior.1993.04.03.328

Şah Taban, H. (2010). *İlköğretim okulu I. kademe öğrenci velilerinin okul ve çocuklarına ilişkin bilgi düzeylerinin belirlenmesi* [Yayınlanmamış yüksek lisans tezi]. Çukurova Üniversitesi Sosyal Bilimler Enstitüsü, Eğitim Bilimleri Anabilim Dalı, Adana.

Tatlılıoğlu, K. (2013). Ortaöğretim öğrencilerinin okul başarılarını olumsuz etkileyen nedenlerin belirlenmesine yönelik bir araştırma (Bingöl örneği). *Akademik Bakış Uluslararası Hakemli Sosyal Bilimler Dergisi, (39)*, 1-21. Retrieved from https://dergipark.org.tr/tr/pub/abuhsbd/issue/32923/365735

T.C. Resmi Gazete (2001). *Rehberlik Hizmetleri Yönetmeliği*. 17.04.2001 tarih ve 24376 sayılı yönetmelik.

Temel, F. (2010). *Aile eğitimi ve erken çocukluk eğitiminde aile katılım çalışmaları.* Anı Yayıncılık.

Tschannen-Moran, M. (2001). Collaboration and the need for trust. *Journal of Educational Administration, 39(*4), 308-331. https://doi.org/10.1108/EUM0000000005493.

Turhan, V. N. (2010). Ailedeki ekonomik ve kültür düzeyinin öğrenci başarısına etkisi üzerine bir araştırma. *Ekev Akademi Dergisi, 14* (42), 265-274. http://genclik-birikimi.org/kunye 6222-ailedeki-ekonomik-kultur-duzeyinin-ogrenci-basarisina-etkisi-uzerine-birarastirma-makale

Türkoğlu Ö. (2008). *Ailenin eğitim ve gelir düzeyinin* öğrencinin *derse olan tutumuna ve başarısına etkisi* [Yayımlanmamış yüksek lisans tezi]. Beykent Üniversitesi, Sosyal Bilimleri Enstitüsü, İşletme Yönetimi Anabilim Dalı, Eğitim Yönetimi ve Denetimi Bilim Dalı.

Ülker, M., and Barış, E.T. (2019). Relationship between school, family and environment, according to school principals' views. *Educational Research and Reviws, 15*(3), 115 122. https://doi.org/10.5897/ERR2019.3872

Yazar, A., Çelik, M., ve Kök, M. (2008). Aile katılımının okul öncesi eğitimde ve 2006 okul öncesi eğitim programındaki yeri. *Atatürk* Üniversitesi *Sosyal Bilimler Enstitüsü Dergisi, 12* (2), 233-243. Retrieved from https://dergipark.org.tr/tr/pub/ataunisosbil/issue/2822/38076

Wong, W.L. (2018). Associations between fathers' work-to-family spillover and their ways to track children's whereabouts and doings: A Hong Kong study. *The Journal of Men's Studies, 27*, 204- 221. https://doi.org/10.1177/10608265188061