

Condition of Public Primary Schools in Terms of Emotional Social Support and Parents' Learning Needs Parallel to This Subject

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Abstract

This research aims to determine the public primary schools' conditions in terms of emotional social support and parents' learning needs regarding this subject in the Manavgat County of Antalya City. The universe of this model which was conducted through scanning model was consisted of parents who have children attending to the public primary schools in the Manavgat County. The data was collected from the sampling set that was consisted of 384 parents. In interpretation of the collected data, frequency, percentage and chi-square methods were utilized. It was determined that almost all of the parents were in positive attitude regarding emotional support for their children. However, it was also understood that there were some parents who cannot provide sufficient support which cannot be ignored in number and they were in need in terms of emotional social support.

Keywords: Emotional Support , Parental involvement, Student Achievement , Adult Education

Introduction

It is advocated that social support network are effective in development of individuals' social health and in learning process of individuals. Social network is not a subject that can be considered alone. The social network concept is usually taken into consideration together with the concept of social support (Annak, 2005). Social network provides social support. Individuals communicate with each other by means of network structure and they provide social support through behaviors of the network members (Due, Holstein, Lund, Modvig and Avlund, 1999). Social support resources of individuals are consisted of their families, friends, neighbors, teachers, surrounding ideological, religious and ethnic groups and the society in which they live.

Learning about individuals' social support system would be a significant resource to solve, prevent and cure most of the issues; shortly to maintain their mental health and moreover to elevate students' academic success.

Studies present that perceived social support and especially family support plays essential role in students' conditions such as academic success, school attendance, school conformity, maintaining mental health, making right decisions, handling with stress or protection against it, preventing depressive symptoms, reducing faulty behaviors and developing their conformance to the environment.

Social support is also described as level of fulfillment of personal social needs through interaction with others. As it is known, basic social needs include love, respect or recognition, identity, belonging, and security (Ben-David, Leichtenritt, 1999).

It is possible as well that social support can be examined as material, emotional and informative support. The present study investigates emotional social support aspect. Emotional support fulfills individuals' need for love, compassion, trust, attention, empathy and group belonging. It presents recognition and value of an individual in interpersonal relationships. Confidant relationship has major position within emotional support. Brown who investigated the importance of confidant relationship in handling with the tenses caused by relationships between various incidents in life and responsibilities found that persons who do not have friend feel more disrupted by daily life stress, they have lower ego value, and they have more psychopathologic symptoms (Ardahan, 2006; Banaz, 1992; Yıldırım, 1997).

Parent support is essential element of an emotional atmosphere within the whole family (Barber, 1996). Parent support is described as a parent behavior which approves and accepts a child (Larsen and Dehle, 2007). Emotional supports of parents focus on emotional dimension of parent-child relationship which includes behaviors such as physical and verbal love, presenting affinity, encouragement of child, open and positive communication (Van Beest and Baerveldt, 1999).

In case students experience serious conflicts within school, family and society, prohibiting their emotional needs, having personal problems would result in adverse effects on their success at school. Thus, mother and father support are quite important in their school success. Social support given by family is a strong resource for preventing and resolution social and psychological issues of youth, overcoming hard situation, maintaining mental health, and as well as increasing academic success (Cutrona et. al., 1994; Kahriman and Polat, 2003).

In spite of the great significance of the emotional social support services given at schools in students' physical, mental and moral development, the research findings presented that emotional social support services at Turkish

schools were not sufficient yet. It was understood that parents who suffers and makes substantial spending for academic success of their children have not paid adequate attention regarding emotional support which is effective on child's physical, moral and social development. This result suggests that student parents were not aware about the significance of providing emotional support to their children for their physical, mental and moral development.

Parents can take more initiative and responsibility on the condition that they would be more sufficiently and accurately knowledgeable about education. If significance and functions of providing emotional support is known well thoroughly, it possibly would not be ignored. Neglecting emotional support suggests that students' parents are not aware of it.

The main drive point of the adult education is need. In terms of adult education, following points are important: adults must be aware of their needs, and finding out whether adults are aware of their needs or not. Therefore, determination of educational needs is the initial step in adult education.

Along with this information, the present study investigates the condition of the public primary schools in the Manavgat County of Antalya City in terms of emotional support and learning needs of the parents in this regard.

METHOD

Research Model

The study has a descriptive characteristic and was conducted based on scanning model so as to determine current conditions of the schools in terms of emotional social support and learning needs of parents regarding this issue according to the opinion of the parents of the students who were attending to the public primary schools in the Manavgat County of Antalya City.

Research Universe

The universe of the research was consisted of parents of the students who were attending to the public primary schools in the Manavgat County of Antalya City. Within the universe of the research, there were 10 public primary schools. These public primary schools include 13,928 student parents (Antalya Directorship of National Education, 2010).

Research Sampling

Following the research universe description, all of the schools were included in the research sampling based on the school districts.

While constructing parent sampling, the "Stratified Sampling" method was used. Accordingly, each school's share within the total based on the number of students was found first; and a sampling group was taken from each school according to this rate (Büyüköztürk et al., 2010). It is paid attention that the sampling was covering several student parents from various classes so that sampling was conducted through disproportionate element sampling approach.

In determination of sampling size, hypothetical sampling size scheme was utilized for universes in different sizes. Based on this scheme, sampling size was determined for student parents. It can be seen that 13,928 student parents can be represented by 384 samples according to the scheme for 95% reliability level and for 5% deviation rate (Balci, 2001). As this scale was taken into account, number of parent which would be included into the sampling was determined as 384. In each school, number of students' parent was determined as its proportion to the total number of parent from all schools.

Number of student parents who were included in the research sampling was selected through impartial stratified sampling method by taking student lists from each school to determine each school's proportion to the total number of students. While number of student parent which was planned to be included in the research sampling was 384, number of respondent was 349 (90.88%). When we look at the distribution of the respondents according to the schools, it was observed that there were 35 parents who did not fill out the inquiry form and these forms were not taken into the consideration.

Developing a Data Collection Tool

In the present study, an inquiry form was developed by the researcher so that opinions which regard to emotional social support, of the parents of the students who were attending to the public primary schools located in the Manavgat County of Antalya City and which governed by the Ministry of National Education regarding can be determined.

Questions regarding "Parent Emotional Social Support" were prepared by the researcher after investigating parental support and scales in the relevant literature (Aksoy, Kahraman and Kılıç, 2008; Bokhorst, Sumterand, Westenberg, 2010; Keith, 1986; Larsen, Dehle, 2007; Malecki, Demeray, 2002; Yıldırım, 1997). Prepared draft scale was presented to the attention the specialist persons. Along with their point of view, some expressions were rewritten by taking some points such as comprehensibility, distinctiveness, and grammar rules into consideration. Thus, the draft scale was prepared for preliminary application. For each expression in the inquiry, the developed scale was including two choices as yes and no (categorizing and grading scales); and selections of (1) Almost

every day in a week, (2) Once a week, (3) Once a month (4) None.

The draft inquiry form was submitted to the specialists for coverage and facial validity evolution. The draft was rearranged in terms of life-long learning and adult education, education management policy according to the opinions of specialist in the field of research and measurement evolution. Moreover, opinion of a group of parent was taken into consideration. Along with the specialists' opinion, some expressions were rewritten due to some principles such as comprehensibility, distinctiveness, and grammar rules. Therefore, draft scale was prepared for preliminary application.

A preliminary inquiry application was conducted to measure validity and reliability of the parent emotional support. The preliminary application was applied to the schools which would not affect the schools in which the essential study would be carried on. An inquiry form was distributed to 33 parents whose children were attending to the public primary schools; and then these 33 responding were taken into consideration.

The inquiry form was re-evaluated for conceptual validity by the specialist persons (face validity) (Balci, 2005, Jud et al., 1977). According to this evaluation result, few of the expressions were dismissed while some other was being added into the inquiry; some expressions were amended due to the suggestions of specialists so as to give the final form to the inquiry form.

The draft inquiry form was re-arranged based on the opinions of the specialist in the areas of life-long learning and adult education, education management and policy, research and statistics; and opinions of a group of parents were taken into consideration as well.

It was planned to collect data through interviews. For this application, an inquiry form copy and a copy of permission taken from the city directorship of national education was left to the school directorships. The appointments for the interview process with the parents were determined over telephone calls for dates of 21st June and 6th September 2010; and the interview was conducted with the parents who came to the school on designated dates. For parents who were not able to come to the school, a field visit was arranged to interview them in their house or in the place found appropriate by them. The inquiry was applied as an interview. After relevant explanation, school managers and student parents were asked to fill out the inquiry form.

Data Analysis

Opinions of parents collected through the research were reviewed by means of frequency and percentages. Furthermore, for some other variables which were thought to be relevant with the research subject, a chi-square analysis was performed. As chi-square analysis was being implemented, it was paid attention not to let their frequencies to be zero; and not to let the 20% of the pores to be less than five.

As it can be seen from the Table 1, in terms of their ages, while 1.1% of the parents or relatives of the students within the research coverage were 25 and younger, 6.6% of them were in the range of 26-30, 15.5% of them were in the range of 31-35, and 35% of them in 36-40, 24% of them in 41-45, and 17.8% of them were 46 and older.

From the Table 1, it was stated that 51.6% of the respondents were mother of the students, 45.3% of them were father of the students, 1.1% of them were grandmother of the students, 0.6% of them were grandfather of the students, and 1.1% of the respondents were another relative of the students. While 2.6% of the respondents were illiterate, 3.7% of them were only literate with no any graduation, 44.1% of them were graduated from a primary school, 10% of them secondary school graduate, 19.5% of them were graduated from a high school, 7.2% of them were graduated from a college, 10.9% of them were graduated from a university, and 2% of them were holding a master degree.

As 93.7% of the respondents were married, 1.7% of them were widowed, 1.7% of them were single, and 2.9% of them were divorced. When the respondents were asked about their economic conditions, 4.3% of them answered as "very good", 22.9% were answered as "good", 49.9% of them were answered as "average", 13.2% of them were answered as "bad", and 9.5% of them were answered as "very bad".

FINDINGS

Demographic Characteristics of Students' Parents

Table 1: Demographic information regarding guardians or parents of students covered in the research

	f	%
Sex		
Male	183	53.8
Female	157	46.2
Unanswered	9	
Total	349	100.0
Age		
-25	4	1.1
26-30	23	6.6
31-35	54	15.5
36-40	122	35.0
41-45	84	24.0
46+	62	17.8
Total	349	100.0
$\bar{X} = 40.02$		
Are you the Child's		
Mother	180	51.6
Father	158	45.3
Grandmother	4	1.1
Grandfather	2	0.6
Another relative of the students	4	1.1
Unanswered	1	0.3
Toplam	349	100.0
Educational Status		
Illiterate	9	2.6
Literate	13	3.7
Primary School	154	44.1
Primary / Secondary School	35	10.0
High School	68	19.5
College	25	7.2
University	38	10.9
Graduate School	7	2.0
Total	349	100.0
Marital Status		
Married	327	93.7
Widow	6	1.7
Single	6	1.7
Divorced	10	2.9
Total	349	100.0
Economic Status		
Very good	15	4.3
Good	80	22.8
Average	174	49.9
Bad	46	13.2
Very bad	33	9.5
Unanswered	1	0.3
Total	349	100.0

Emotional Support Behavior and Learning Need of the Parents

Table 2: Distribution and chi-square analysis results of the parents' answers against the question of "How often do you receive information from your children about their friends?"

Group	Everyday		Once a week		Once in every few weeks		Once a month		None		$\chi^2, (sd)$ P
	f	%	f	%	f	%	f	%	f	%	
Gender											
											5.21, (4), p>.05
Female	78	59.5	49	51.6	29	51.8	9	36.0	18	54.5	
Male	53	40.5	46	48.4	27	48.2	16	64.0	15	45.5	
TOTAL	131	100.0	95	100.0	56	100.0	25	100.0	33	100.0	

According to Table 2, 59.5% of the people who said "everyday" were female, and the rest 40.5% of them were male. 51.6% of the parents who said "once a week" were female. 51.8% of the parents who said "once in every few weeks" were female. 64% of the parents who said "once a month" were male. 54.5% of the respondents who

said “none” and who did not ever receive this information from their children were female. It can be said that majority of males and females answered as “everyday”. To determine whether answers presented variation according to gender of the respondents, chi-square test was conducted and the results showed that there was no difference on the .05 reliability level. Female and male respondents have similar point of views regarding this subject.

Table 3: Distribution and results of the chi-square analysis of the answers given to the question of “What is your reading frequency?”

Group	Everyday		Once a week		Once a month		None		χ^2 , (sd) p
	f	%	f	%	f	%	f	%	
Gender									2.29, (3), p>.05
Female	32	60.4	21	47.7	61	57.0	69	51.5	
Male	21	39.6	23	52.3	46	43.0	65	48.5	
TOTAL	53	100.0	44	100.0	107	100.0	134	100.0	

Table 3 presents that 60.4% of the parents who answered this question as “everyday” was female, while the rest 39.6% was male. 52.3% of the parents who gave the answer of “Once a week” were male. 57% of the parents who give answer of “once a month” were female. 51.5% of the parents who said “none” were female. It was observed that majority of the male and female parents did not have reading habit or they were just reading couple of books in a year. To determine whether the answers given to this question varied according to gender, a chi-square test was conducted; and its results presented that there was no statistical significant difference based on the .05 reliability level. Female and male parents presented similar habitual characteristic in this regard.

Table 4: Distribution and results of the chi-square analysis of the answers given to the question of “Do you encourage your child to read regularly (literature) except the school works?”

Group	Yes		No		χ^2 , (sd) p
	f	%	f	%	
Gender					0.25, (1), p>.05
Female	159	53.2	13	48.1	
Male	140	46.8	14	51.9	
TOTAL	299	100.0	27	100.0	

Table 4 exhibits that 53.2% of the parents who answered “yes” to this question were female, while the rest 46.8% were male. 51.9 of the parents who said “no” were male. It was observed that majority of male and female parents gave the answer of “yes”. Based on the results of the chi-square test which was conducted to determine whether the answers varied according to the gender, there was no statistical difference found based on gender on the .05 reliability level. Thus, female and male parents have similar views regarding this subject.

Table 5: Distribution and results of the chi-square analysis of the answers given to the question of “Do you praise your child’s achievement in any field?”

Group	Everyday		Once a week		Once a month		None		χ^2 , (sd) p
	f	%	f	%	f	%	f	%	
Gender									6.26, (3), p>.05
Female	93	60.4	17	40.5	55	50.9	18	50.0	
Male	61	39.6	25	59.5	53	49.1	18	50.0	
TOTAL	154	100.0	42	100.0	108	100.0	36	100.0	

According to Table 5, it was observed that 60.4% of the parents who said “ everyday ” to this question were female, while the rest 39.6% were male. 59.5% of the parents who answered “once a week” were male; while 50.9% of the parents who answered “once a month ” were female. As 50.0% of the parents who said “none” were female, 50.0% of the parents were male. It was observed that almost half of male and female parents had always praised their children’s achievements. Based on the results of the chi-square test conducted to determine whether the answers given to this question varied according to the gender of the parents, there was no statistical difference found based on the .05 reliability level. Female and male parents had similar point of view regarding

this question.

Table 6: Distribution and results of the chi-square analysis of the answers given to the question of “When do you find your child sad, furious or bored, do you talk about the matter with him/her?”

Group	Everyday		Once a week		Once a month		None		χ^2 , (sd) p
	f	%	f	%	f	%	f	%	
Gender									4.33, (3), p>.05
Female	114	54.8	28	57.1	27	43.5	14	66.7	
Male	94	45.2	21	42.9	35	56.5	7	33.3	
TOTAL	208	100.0	49	100.0	62	100.0	21	100.0	

According to Table 6, it was observed that 54.8% of the parents who answered this question “everyday ” were female, while the rest 45.2% of them were male. 57.1% of the parents who answered this question “once a week ” were female. 56.5% of the parents who answered “once a month ” were male. While 66.7% of the parents who had never presented this behavior were female, the rest 33.3% of them were male. It was found that majority of the male and female parent had always talked to their children when they find them sad, furious and bored. Based on the results of the chi-square test conducted to determine whether the answers given to this question varied according to the gender of the parents, there was no statistical difference found based on the .05 reliability level. Female and male parents had similar point of view regarding this question.

Table 7: Distribution and results of the chi-square analysis of the answers given to the question of “Do you reward your child when he/she does something pleasant”

Group	Everyday		Once a week		Once a month		None		χ^2 , (sd) p
	f	%	f	%	f	%	f	%	
Gender									5.39, (3), p>.05
Female	64	47.8	22	61.1	89	58.9	8	42.1	
Male	70	52.2	14	38.9	62	41.1	11	57.9	
TOTAL	134	100.0	36	100.0	151	100.0	19	100.0	

When we consider Table 7, it was seen that 52.2% of the parents who said “everyday ” to this question were male, the rest 47.8% of them were female. 61.1% of the parents who said “once a week” were female. 58.9% of the parents who answered as “once a month” were female. Whereas 57.9% of the respondents who said “none” as an answer to this question were male, the rest 42.1% of them were female. Based on the results of the chi-square test conducted to determine whether the answers given to this question varied according to the gender of the parents, there was no statistical difference found based on the .05 reliability level. Female and male parents had similar point of view regarding this question.

Table 8: Distribution and results of the chi-square analysis of the answers given to the question of “Do you receive your child’s opinion before making decision concerning him/her?”

Group	Everyday		Once a week		Once a month		None		χ^2 , (sd) p
	f	%	f	%	f	%	f	%	
Gender									3.11, (3), p>.05
Female	99	52.7	26	65.0	47	54.7	11	44.0	
Male	89	47.3	14	35.0	39	45.3	14	56.0	
TOTAL	188	100.0	40	100.0	86	100.0	25	100.0	

According to Table 8, it was observed that 52.7% of the parents who answered this question as “everyday” were female, the rest 47.3% of them were male. 65.0% of the parents who said “once a week” to this question were female. 54.7% of the parents who said “once a month ” were female. The percentage of the male parents who did not present this behavior was 56.0%, while percentage of the female parents were 44.0%. It was observed that majority of male and female parents are always consult to their children regarding the decisions made about them. Based on the results of the chi-square test conducted to determine whether the answers given to this question varied according to the gender of the parents, there was no statistical difference found based on the .05

reliability level. Female and male parents had similar point of view regarding this question.

Table 9: Distribution and results of the chi-square analysis of the answers given to the question of “Do you warn your child in case he/she presents misconduct behaviors at home or at school; and do you listen to them?”

Group	Everyday		Once a week		Once a month		None		χ^2 , (sd) p
	f	%	f	%	f	%	f	%	
Gender									3.63, (3), p>.05
Female	120	55.0	22	52.4	30	58.8	11	37.9	
Male	98	45.0	20	47.6	21	41.2	18	62.1	
TOTAL	218	100.0	42	100.0	51	100.0	29	100.0	

When we consider Table 9, it was seen that 55.0% of the parents who said “everyday” to this question were female, while the rest 45.0% were male. 52.4% of the parents who said “once a week” were female. 58.8% of the parents who said “once a month” were female. While the percentage of the male respondents who said “none” was 62.1%, the percentage of the female respondents was 37.9%. It was found that majority of male and female respondents warn their children in case they present misconduct behaviors at home or at school; and listen their explanations. Based on the results of the chi-square test conducted to determine whether the answers given to this question varied according to the gender of the parents, there was no statistical difference found based on the .05 reliability level. Female and male parents had similar point of view regarding this question.

Table 10: Distribution and results of the chi-square analysis of the answers given to the question of “Do you use insulting words such as stupid and retarded against your children when they fail in any subject or when they irritate you by presenting misconduct behavior?”

Group	Everyday		Once a week		Once a month		None		χ^2 , (sd) p
	f	%	f	%	f	%	f	%	
Gender									1.95, (3), p>.05
Female	22	50.0	21	63.6	65	55.1	74	51.4	
Male	22	50.0	12	36.4	53	44.9	70	48.6	
TOTAL	44	100.0	33	100.0	118	100.0	144	100.0	

According to the Table 10, it was seen that 50.0% of the parents who said “everyday” as an answer to this question were female, 50.0% of them were male. 63.6% of the respondents who said “once a week” were female. 55.1% of the parents who said “once a month” were female. While 51.4% of the parents who said “none” were female, the rest 48.6% were male. It was found that majority of male and female parents did not use critical words such as stupid or retarded against their children in case their children fail in any subject or they irritated their parents by presenting misconduct behaviors. Based on the results of the chi-square test conducted to determine whether the answers given to this question varied according to the gender of the parents, there was no statistical difference found based on the .05 reliability level. Female and male parents had similar point of view regarding this question.

Table 11 Distribution and results of the chi-square analysis of the answers given to the question of “Is there any activity opportunity such as school newspaper, chess, painting, music, folklore and drama, at school through which your child can express him/herself?”

Group	Yes		No		Not Sure		χ^2 , (sd) p
	f	%	f	%	f	%	
Gender							3.92, (2), p>.05
Female	102	57.3	46	56.1	35	44.3	
Male	76	42.7	36	43.9	44	55.7	
TOTAL	178	100.0	82	100.0	79	100.0	

According to Table 11, it was seen that 57.3% of the parents who said “yes” were female, while 42.7% of them were male. 56.1% of the parents who said “no” to this question were female. Whereas 55.7% of the parents who said “not sure” were male, the rest 44.3% of them were female. It was seen that half of the male and female parents said “yes” as an answer to this question. Based on the results of the chi-square test conducted to determine whether the answers given to this question varied according to the gender of the parents, there was no

statistical difference found based on the .05 reliability level. Female and male parents had similar point of view regarding this question.

CONCLUSION AND RESULT

The majority of parents stated that they receive information about friends of their children. 38% of the parents who stated that they receive information about friends of their children stated that they do this “everyday”; while 28% of them stated that “once a week”. This is something favorable in terms of social support because this condition presents that parents established positive communication with their children. This result can be associated with the confidential relationship within the emotional support. According to the study reported by Marchand, Poulson and Rothlisberg (2001), it was presented that social support obtained from the peer relationship is also related with academic success of students. The relationship between children and their parents can also affect their peer relationships.

However, there was also a group of parents who stated that they speak with their children about their friends once a week. 20% of all parents stated that they speak with their children regarding their friends and their relationships quite rare or none, which is a significant rate. This condition must be emphasized in terms of social support because it is thought that this parent group was not successful at establishing positive communication with their children, or they had poor relationship. Level of intra-familial communication can affect success of children at school. Wenz et al. 1997 reported in their study of “stress, social support and adaptation of teenagers at secondary schools” that low level of emotional support presented by family is related with low academic success.

As it can be seen, it can be said that more than half of the parents are active book reader. It is considered that parents who have reading habit would cast positive role model for their children. It can be said that this condition would affect future life of children in a positive way. However, 15% of the parents who declared that they are book reader stated that they read “less than once a month”, 13% of them stated that “more than once a month”. Majority of the parents stated that they read “few books in a year or none”. The percentage of the parents who stated that they do not read book, or who rarely read book, was about 70%, which is significant proportion. In terms of social support, it is quite important to focus on this condition because it is thought that parents who do not have reading habit would cast an adverse role model for their children.

In both Turkey and world, people who do not have reading habit are mentioned in the current agenda more than the ones who reads frequently (Applegate and Applegate, 2004, 554; Arıcı, 2008, 162; Dökmen, 1994, 93; Hopper, 2005, 113; Hughes-Hassell and Lutz, 2006, 40; Özçelebi and Cebecioglu, 1990, 17; Saracaloglu, Bozkurt and Serin, 2003, 148; Strommen and Mates, 200, 188). Results of the studies regarding the reading habit in Turkey and in the world seem similar to the results of this study.

Majority of parents state that they motivate their children for reading habit. This is important conditions in terms of social support because it shows that majority of parents are aware of the significance of reading habit.

It is required that reading education must be applied very well in every step of education so that they can comprehend importance of information and knowledge that they gather through reading in their future life. From the table, it can be deducted that although majority of the parents stated that they do not have reading habit, they motivate their children about reading. This result emphasizes that they are aware of the significance of reading habit. As Strommen and Mates (2004) reported that one of the most essential factor that is effective in reading habit is the family factor (Strommen and Mates 2004).

Majority of parents indicate that they praise achievements of their children. Almost half of parents stated that they do this “everyday”, and 12% of them stated that they do this “once a week”. This is important in terms of social support because it is thought that the reinforcer given to the children increases their motivation. Since praises are sort of reinforcer, it has positive effect on advancement in achievements of children.

However, 31% of the parents who said that they praise achievements of their children do this very rare; and 10% of them said that they do not praise them, which is a notable proportion. In terms of social support, this condition must be stressed because if children are not given reinforcer following their achievements, this condition eventually results in low motivation after a while, which causes reduction in their success.

A chi-square test was conducted to examine differentiation based on the education levels of parents regarding whether the parents praise their children’s achievements or not was significant. As a result of this test, there was a significant difference found between education level and the fact that whether praising achievements of their children on the .05 reliability level; parents with lower education level praise achievements of their children less frequently.

Majority of parents stated that they talk to their children when they see them sad, furious and bored. Just little bit more than half of the parents who stated that they talk to their children when they are sad, furious and bored stated that they do this “every day” and 14% of them do this “once a week”. This is positive in terms of social support because children can feel that they were respected and regarded when they were talked to themselves. It

was concluded that children can talk to their families about every matters, can share their problems and communicate with them, and can share every subject regarding their private life or school life (Karadağ, 2007). It is considered that as children can conveniently share their feelings, opinions and issues with their families, it is thought that their academic success would be high. This is an essential condition in terms of mental health development of children. It is thought that this condition has important effect on children's success.

However, there is a group of parents who say that they talk to their children when children are sad, furious and bored as well. The percentage of parents who do not talk to their children and who talk quite rare was 25%, which was significant rate in terms of learning needs.

Almost all of the parents said that they reward their children when their children do something pleasant. About 40% of the parents who stated that they reward their children indicated that they do this "every day"; and another group of parents (5.4%) indicated that they do this "once a week". This is something positive in terms of social support because it can be thought that rewards increase academic success. However, there is a group of parents who reward their children rarely when their children do something pleasant. There are also parents who indicated that they do not reward their children when they do something pleasant. The group of parents who does not reward their children or who rewards their children rarely constitute more than half of all parents, which is significant rate in terms of learning need. Regarding social support, it is required that this condition must be emphasized because some researchers (Timothy et. al., 1896; Witt, Hannafin and Martens, 1983) reported that success levels of students increase when parents reward them for their daily classroom homework activities. Although participation of parents seems important, it was reported that such a participation has both direct (for instance, by means of direct participation into the learning activities at home), and indirect (by means of encouraging better studying habits) effects on students' success levels (Seginer, 1983; Witt et. al., 1983).

Almost all of the parents claim that they receive their children's opinion regarding every subject concerning their children. Just a bit more than half of the parents who receive opinion of their children before making any decision concerning their children, stated that they "every day" do this; and 10% of them do this "once a week". This is important in terms of social support because it can be said that students who feel support of their family beside them and whose decisions are supported by their families are more successful at school (Karadağ, 2007).

However, there is a group of parents who stated that they rarely receive opinion of their children before making any decision concerning their children. Parents who stated that they do not receive or rarely receive opinions of their children before making any decision concerning their children constitute 33% of overall parents, which is a significant rate in terms of learning need. It is important to focus on this subject in terms of social support.

Majority of parents stated that they warn their children when they do misconduct behavior at home or at school, and listen to their explanations. Just a bit more than the half of the parents who stated that they warn their children when they do misconduct behavior at home or at school indicated that they do this "every day"; and 8% of them do this "once a week". This is something positive in terms of social support because it is thought that this attitude is effective on student success. Eastman (1988) reported in his study that children of the families who are embracing a supportive approach regarding education have higher success.

However, there is a group of parents who stated that they warn their children when they do misconduct behavior at home or at school and listen to explanation of their children as well. The parents who stated that they do not warn their children when they do misconduct behavior at home or at school and who do not listen to explanation of their children constitute 25% of overall parents, which is significant rate. It is required to emphasize this condition in terms of social support because it was determined in a research that the most important factor which distinguish students with low academic success and who carries risk of failing the class was lacking the support and attention of parents. In the same study, it was found that hardness, inconsistency and incompatibility between parents are significant risk factors in success at school (Diaz, 1989).

Just above the half of the parents stated that they use adverse words toward their children. 12% of the parents who use adverse word toward their children stated that they do this "every day"; and 34% of them stated that they do this "once a week". However, there is a group of parents who stated that they use adverse critics such as stupid and retarded against their children frequently. This is important condition in terms of social support because several conditions such as wrong attitude of student families, irrelevance, suppression, hardness, lack of love or their strong interest may cause students to disincine from studying, and experience fear and stress (Küçükahmet, 2001).

The parents who stated that they use insulting words such as stupid and retarded against their children when they fail to do something or do misconduct behavior constitute almost half of overall parents, which is significant rate. It is important to focus on this condition in terms of social support because it was determined that children has superior condition concerning speaking skills such as sentence length, number of question and vocabulary, in a family environment with strong communication among members (Demirel, 2002). In his study, Satır (1996) concluded that academic success of the children whose parents present a close interest to them, arrange and plan a study environment for them, support achievements of their children with praising words, encourage them when

they fail through expressions of “if you study, you would be successful”.

Just above half of the parents stated that there are activities at school which can be utilized to let children express themselves such as issuing school wall newspaper, chess, painting, music-folklore, and drama. This is important in terms of social support because entrepreneurship and venturesome attitudes must be supported to develop leadership among students. Durmuş (2000) recognizes in his study that strengthening students and their participation into the school activities are important. Students must be in the center of learning-teaching activities so that they comprehend and embrace value system of the society in which they live; and that in case they would be able to question it through their critical point of view. According to the study of Wheeler and Bernier (2004), it is considered important to strengthen students and to make them more active at school regarding developing critical thinking, to let them comprehend complex and related systems, to create a classroom environment based on interaction.

However, there is also a group a parents who said that there are no activity opportunities such as publishing a school wall paper, chess, painting, music-folklore, and drama. The parents who said that there are no activity opportunities such as publishing a school wall paper, chess, painting, music-folklore, and drama at school constitute 25% of overall parents at school, which is a significant rate. It is important to emphasize this condition in terms of social support because this condition is the indicator of ignorance of parents concerning about this subject.

Children who were given responsibility and a freedom to carry out this responsibility gain critical thinking talent as an essential side-product of their conditions. They have chance to discover things which brings happiness or not to them (Harrison, 2003). Thus, children who gained own learning responsibility would feel responsibility on their shoulders in solving problems which they might face in their life. In a study carried on by Aslanargun et. al. (2004), in which losing interest toward school was studied, families indicated inadequacies caused by their education level as the first cause of interest lost. Moreover, according to the study of Özdayı (2004), many parents do not know how to help their children although they have communication with teachers (Özdayı, 2004). At this point, teachers' and school administrations' suggestions are considered significant.

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