



The Effectiveness of Family Instruction Program in schools of Tehran Based on Context, Input, Process, and Product Model

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Abstract

Introduction: Family instruction is one of the most fundamental and safest ways for developing families. This study was based on the Context, Input, Process, and Product (CIPP) evaluation model. The main objective was to investigate the effectiveness of family instruction programs in the schools of Tehran, Iran in the academic years of 2012-2013.

Materials and methods: The population size was 6000. The sample size was 360 parents who were selected through convenience sampling. Data were collected through two researcher made instruments (one instrument for parents and one for teachers). Data were analyzed through independent t-test.

Results: The results of the study showed that family instruction program (based on CIPP model) is very effective. It increases the parents' knowledge. Moreover, this program increases parents' knowledge about spiritual training methods and recognizing the physical needs of the adolescents.

Conclusion: It can be concluded that such instruction programs also promotes the parents information and knowledge about the adolescents growth and development for better understanding of psychological and emotional needs, promoting the relationships between family and parents training methods, and improving the relationships between parents and teachers.

1. Introduction

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

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

Vafadar (1995) argues that family instruction classes are very important. He also believes that such classes do not deal with the practical problems and they are not problem oriented. He argues that it is of much significance that parents receive appropriate training and services.

PTO was established in Iran in 1987. Since then, great emphasis has been laid on family instruction and parents' awareness of instruction issues. The review of literature indicates that most PTO events consisted of off and on lectures given by instruction experts. The main purpose was to promote the parents' understanding of their children (as school students) needs. The results of the related studies show that the contents of the mentioned classes lacked variety, creativity, and innovation.

Therefore, the parents were not satisfied.

In order to make a change in the contents of such classes and the way they are managed, a new approach CIPP was introduced. The present study was an attempt to investigate the effectiveness of evaluation model (CIPP) in schools of Tehran, Iran. In doing so, the following research question was raised: To what extent are family instruction programs effective in terms of background input output and process?

1.1. Review of Literature

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

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

Hanafin and Lynch (2002) concluded that there is a meaningful relation between family instruction, awareness promotion, parents' instructional knowledge, and improvement of instructional guidance, religious and moral guidance of children and optimal methods of family relationship. On the other hand, the influence of family instruction on

changing of parents' behavior towards their children among educated parents is more than uneducated ones. This difference is less among guidance school student and more among high school students' parents.

Woleott (2013) concluded that: the opinion of most of students' parents about different features of family instruction classes was positive. There are some problems about degree of satisfaction of teaching methods, the effect of parents' participation in these classes and behavior improvement with spouse, parents' satisfaction about instructional content and suitability of advertisement. Parents have different opinion about the effect of these classes. Most of qualified parents don't attend in the family instruction classes or haven't enough time. Parents approve the usefulness and effectiveness of these classes. Mothers' satisfaction is more than fathers.

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

Fegghi (2006) believes that family instruction program doesn't make any change in mothers' attitude towards accepting natural characteristics of their children's adolescence, doesn't make plausible change in mothers' attitude towards religious instruction of their children, causes trivial change in mothers' attitude towards sexual instruction of their children., does not make any change in mothers' attitude towards their adolescent children's instructional problems. He also believes that this program has made positive and effective influence on parents' attitude about method of contact between family and school.

Pirzad (2010) concluded that family instruction period has been effective in increasing awareness and

knowledge of parents that attended in this period; this period has been effective in increasing parents' level of awareness about knowing adolescent physical needs; and this period has been effective in increasing parents' awareness about issues which related to adolescences' growth and instruction for understanding their mental and emotional needs. He also argues that this period has been effective in increasing harmony of home and school instructional methods and enhancing contact of parents and teachers and there is no meaningful and significant difference between men and women's opinion about the effectiveness of family instruction classes in increasing their awareness of adolescent physical needs. Moreover, this instructional period results in increasing the knowledge of the participated parents in all studied elements.

Nooredini (2011) performed a descriptive study by the subject of "analyzing the effective elements in participation of the parents in family instructional periods in Zarand, Kerman" and he concluded that: The content, teacher's ability, time, place, parents' income and the students' level of instruction have a meaningful effect on the parents' participation in family instruction classes; while parents' job, instructional status haven't a meaningful effect on degree of their participation in family instruction classes.

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

In the same vein, Osare (2011) concluded that father and mother are necessary for a balanced family, serious attempt for fathers' participation in children's instruction is necessary and it can be achieved through quantitative change in cultural structures such as suitable inform through government's executive structures and building the culture of fathers' cultural participation and a change

in social structures to diminish the economic burden which caused by fathers' spending time for their children. Also Behpajuh (2012) believes that family instruction is needed to moderate the expectations based on the age and ability of the adolescence. some basic recommendations for treating to adolescence: telling our expectations calmly, telling about advantages of good behavior, telling about accepting the responsibility of their behavior, motivating them for their successful activity ,counseling with the adolescence, avoiding violence and threatening of adolescence, avoid behaving in such a way that adolescence imagine that he/she is responsible for family problems.

Furthermore, Lonts (2003) believes that school and family contact by using communicative technologies is necessary. This results in the students' instruction and characteristic improvement.

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

2. Method

This study was an analytic descriptive study.

2.1. Participants

The participants were students 'parents of 7 state and private high schools in Tehran that attended in family instruction classes in 2012-2013 academic year. The numbers of participants up to the end of 2012 were 521538. Based on Krejcie and Morgan (1970)'s table, 360 participated parents and 50 family instruction experts had been chosen through random sampling.

2.2. Measurement

In order to extract the most important instructional goals attended in schools, researcher talked with family instructors and took notes. These goals provided the basic frame of the questionnaire and resulted in 36 questions for parents and 41 questions for experts. These questionnaires have 4 fundamental elements (background, input, process, and output). Parents questionnaire includes (1-12 context), (13-15 input), (16-20 process), (20-36 product) and in experts' questionnaire includes (1-12 context), (13-19 input), (20-25 process), (26-41 product).

2.3. Data Analysis

In order to determine validity of questionnaires, content validity was used .Therefore, the initial design was developed and distributed among authorities, family instruction teachers of research center for parents and trainers, and university professors in order to comment. Then the questions were revised. For reliability determination, after final approval by supervisor and advisor, the questionnaires were distributed among 30 participants that were selected through convenience sampling

Reliability coefficient of completed questionnaire computed by Cronbach alpha is 0.84. After performing questionnaire about sample research, the information which collected by descriptive statistic methods like frequency distribution table including absolute frequency, percentage frequency, cumulative percentage frequency, central indicators, descriptive diffusion and for statistic inference, sample T test was used.

3. Results

The analyzing of questionnaire's dimensions (context, input, process and product), and experts and parents include:

Table1. Sample t-test for experts and teachers perceptions about effectiveness of FEPs in terms of context

Groups	Mean	Mean difference	df	T	Sig.
Parents	3.88	0.88	359	31.315	0.001
Experts	3.79	0.79	49	15.388	0.001

As it can be seen from the above table, the mean of the parents and experts are 3.88 and 3.9, respectively, which exceed the theoretical mean (cutoff point) of 3. The results of one sample t-test show that there is a significant difference between the parents' mean and the population ($t_{(359)} =$

$31.315, p= 0.001<0.01$). The results also show that the difference between the experts' mean and the cutoff point is significant ($t_{(49)} = 15.388, p= 0.001<0.01$). Therefore, it could be argued that family instruction programs are effective in terms of context.

Table2. Sample t-test for effectiveness of FEPs in terms of input

Groups	Mean	Mean difference	df	T	Sig
Parents	3.79	0.79	359	20.94	0.001
Experts	3.93	0.93	49	17.917	0.001

The results of table 2 show that the mean of the parents and experts are 3.79 and 3.93, respectively, which exceed the theoretical mean (cutoff point) of 3. The results of one sample t-test show that there is a significant difference between the parents' mean and the population ($t_{(359)} = 20.94, p= 0.001<0.01$).

The results also show that the difference between the experts' mean and the cutoff point is significant ($t_{(49)} = 17.917, p= 0.001<0.01$). Therefore, it could be argued that family instruction programs are effective in terms of input.

Table3. Sample t-test for effectiveness of FEPs in terms of process

Groups	Mean	Mean difference	df	T	Sig.
Parents	3.77	0.77	359	23.955	0.001
Experts	3.63	0.66	49	11.246	0.001

The results of table 3 show that the mean of the parents and experts are 3.77 and 3.63, respectively, which exceed the theoretical mean (cutoff point) of 3. The results of one sample t-test show that there is a significant difference between the parents' mean and the population ($t_{(359)} = 23.95, p= 0.001<0.01$).

The results also show that the difference between the experts' mean and the cutoff point is significant ($t_{(49)} = 11.24, p= 0.001<0.01$). Therefore, it could be argued that family instruction programs are effective in terms of process.

Table4. Sample t-test for effectiveness of FEPs in terms of product

Groups	Mean	Mean difference	df	T	Sig.
Parents	3.84	0.84	359	30.627	0.001
Experts	3.71	0.71	49	16.553	0.001

The results in the above table show that the mean of the parents and experts are 3.84 and 3.71, respectively, which exceed the theoretical mean (cutoff point) of 3. The results of one sample t-test

show that there is a significant difference between the parents' mean and the population ($t_{(359)} = 30.62, p= 0.001<0.01$). The results also show that the difference between the experts' mean and the cutoff point is significant ($t_{(49)} = 16.53, p= 0.001<0.01$).

Therefore, it could be argued that family instruction programs are effective in terms of product.

4. Discussion

Parents and experts believe that in designing family instruction program, appropriate attention have been paid to the factors related to the background (how to deal with instructional problems, identifying parents' instructional needs, paying attention to family needs, religious training, behavior training, teenagers' physical growth, mental growth, emotional and social growth, sexual training, families' economy, family instruction impediments). These findings are in line with the research findings of Osare (2011), Khenifer (2009) and Kafia (2008). The result of these studies showed that related topics in family instruction classes are helpful, they are satisfied about content of performed programs and family instruction program is effective for parents with incompatible teenagers. Therefore, it could be concludes that dealing instructional problems which means lack of mental stress on students and enough calmness during studying result from fulfilling parents' needs. Paying attention to parents' and families' needs is effective in teenagers' social, mental, religious, moral, physical, emotional and sexual growth and improves family's economy. Students' problems are solved when the parents participate in family instruction classes and when the content of these classes is in accordance with their needs.

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

Parents and experts believe that in designing family

instruction program, appropriate attention have been paid to the factors related to the process (using suitable instructional method and patterns, new instructional principles for performing, illustrating the instructional process for parents, paying attention to families' needs and paying attention to the interaction between parents and school). The findings of this study confirm the findings of Karimi (2000); Nooredini (2011); and Nabbavi (2008). The result of these studies revealed that parents' participation in these classes, changing in parents' attitude, place of instruction, instructional content and eventually time of classes have been suitable but Feghhi's research (2006) findings were not satisfying and family instruction program could not make any changes in parents' attitude. It can be concluded that in the process, factors such as illustrating the instructional process which are based on school exact planning and in line with families' needs can promote the rate of interaction between the parents and schools. Therefore school can make family instruction classes effective by obeying instructional principles and using new patterns.

Viewing the output of such programs, both parents and experts believe that while designing family instruction programs attention was paid to the underlying factors (e.g., social skills, teenager's needs, contact of parents and teachers, improvement of communicative skills, identification of counseling services, supervising on curriculum development, free time, solving of emotional problems, presentation of practical issues, friendship skills, participation of parents in school, finding identification, life skill, family management, parents relationship and increasing public participation). These findings confirm the studies of Vafadar (1995), Behpajuh (2001) and Pirzad (2010). These classes had been effective on trained parents who motivated to solve moral and instructional problems.

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