

Review of three main factors affecting the education of students by emphasizing on the importance of psychology

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Abstract: creative learning in students would be final purpose of all educational systems. Several factors may play a role in achieving this important that generally divided into two categories within the inside school and outside of school. Students increase their efforts and teachers improve their teaching methods, school administrators and assistants, as well as proper training through space trying to pass the obstacles to learning. In the meantime, the family is trying to provide a space for your child to relax but learning is not a concern. But what makes up an important part of all the above factors, knowledge of psychology and how to apply it to achieve the learning process is a dynamic process. This article is trying to factors affecting the teaching process students explored and under review. Thus, taking into account the following assumptions, seeks to provide a systematic and appropriate response to the issue is: 1) Social and family factors and academic performance of primary school students has a significant effect. 2) Fifth grade students' academic performance of individual factors has a significant effect. 3) School of the academic performance of primary school students has a significant effect.

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1. Introduction

One important feature of modern societies is undoubtedly the development of education systems. This is important so that a variety of professionals in developing countries, in recent decades, the study of various aspects of this issue and therefore, training courses aimed at developing educational systems have emerged. The first priority for educational purposes to advance the education system and academic performance formed. Within the school and outside of school are both seeking the same goal: to increase the level of academic performance (Kord Noghabi, 2004). Researchers to determine the effectiveness of an educational system (teachers, administrators, and other stakeholders) to academic achievement and student performance or nearly as much attention to their learning is considered.

Various definitions of learning have been proposed and the most popular is owned Kimball says: Learning is a relatively permanent change in behavior or potential behavior is the result of experience and it can not be a temporary condition caused by the body as illness, fatigue or decreased drug use arises. Learning from the learning that takes place and he is directly involved in the formation of the teacher's role is merely to provide the conditions and opportunities that facilitates learning (Seif, 2007).

Each of the researchers with a certain

attitude to the issue of academic performance and the factors has been considered. For example, most psychologists and sociologists as well as psychological factors, social factors in academic performance that much. Nowadays, mental impressions and opinions attributable to the innate been dismissed on academic performance and investigate this phenomenon from the viewpoint of data and new data are taken into consideration.

In this paper, considering that academic performance is affected by several factors, to examine the impact of various factors, including psychological factors on student learning are discussed. We know that to find the cause of a problem, especially in the humanities and social problems just can not be a sufficient reason. Because, social phenomena are linked together like a chain and are involved in the emergence of a problem is considered. Factors that quoted by Biabangard (2001) could affect the progress or decline in academic performance of school children can be divided into three general categories: 1- Individual; 2- School; 3- Social and family and community are explored.

Literature Review:

Many researchers over the years to investigate and explore the various factors affecting the education of students and increase their learning have important research has been done over the past two or three years mentioned:

Abedi et al (1390) study titled "Working memory training in improving the academic performance of children with mathematics learning disabilities". Experimental methodology was. For this purpose, 30 children with learning disabilities in basic math, third grade multistage cluster random sampling, were selected and randomly assigned to experimental and control groups (15 children in the experimental group and 15 children in the control group).

The Wechsler Intelligence Scale for Children-Fourth Edition instruments, diagnostic test failure count and basic math test for third grade academic performance was. Working memory training was conducted on the experimental group. The data were analyzed statistically using analysis of covariance. Results: The results showed that working memory training can improve academic performance of students with mathematics learning disabilities.

Hamid (2010) in a study called " The relationship between psychological hardiness, hope, happiness, life satisfaction and academic performance of female university students ' questionnaire Personal View (1979), Diener Satisfaction with Life Scale (1985) and the Scale hope Adult Snyder (2000) was used. Data were analyzed using Pearson correlation and hierarchical regression. Results revealed that the psychological hardiness (commitment, control and challenge), satisfaction with life and hope and expectancy components (server and gateway), there is a significant positive relationship. Furthermore, the psychological hardiness and life satisfaction and positive relationship between hope and life satisfaction is significant.

Zeinalipour, Zarei and Zandinia (2009) in a study titled "general self-efficacy and academic performance of students and its relationship to" collect information used in the context of the method, a researcher made questionnaire. In this study, the academic performances of students with GPA first semester exams are considered.

The populations of the study consisted of all students in the academic year 2008-2009 Bandar Abbas school students and were selected by cluster sampling. The findings show that general self girls than boys. But there was little difference between boys 'and girls' academic self-efficacy was not significant. The findings show that the general self-efficacy and academic achievement, there is a significant positive relationship.

Fani and Khalifeh (2009) study titled "Study of the behavior of teacher perceptions related to academic self-concept and academic performance of students in Shiraz" and a correlation research method, the population was all school students in Shiraz. The data collection instrument was a

questionnaire survey of perceptions of teacher behavior, academic self-concept and academic performance.

The results showed that the perception of teacher behavior and academic self-concept and academic performance overall and according to gender and grade, there was a total relation, but based on the first and third female perception of male and female teacher behavior and academic self-concept were significant; Furthermore, in first grade boys and girls between the perceptions of teacher behavior, academic performance, there was a significant relationship and the orientation (self, family, peers, school and the teacher) and the perception of the teacher's behavior was a significant positive correlation, however, between science and mathematics teachers' perceptions of the treatment difference was not significant.

Homaei et al (2009) study entitled "The relationship between achievement motivation, cognitive intelligence, emotional intelligence, academic background and demographic variables and academic performance" did. Study variables using Raven IQ test, EQ test time - The test achievement and demographic questionnaire, were measured and analyzed.

Stepwise multiple regression analysis showed that the best predictors of academic performance were high school GPA, gender, and other variables such as motivation and emotional intelligence, cognitive intelligence, marital status, employment status, age and native non-native and income level did not show a significant relationship with academic performance.

Dumintet al (2011) study titled "Does parental involvement in homework link between family background and educational output is improving?". Results showed that parental involvement in homework, conflict and parental involvement with homework is negatively related to students' educational growth. How many parents support and help their competency to perform the task in a positive manner with related academic outputs. The parent involvement in homework can improve the relationship between families.

Cardoso (2011) study entitled "Interaction between individual and school factors as determinants of academic achievement". This study investigated the direct and indirect relationship between self-esteem, teacher student relationship, the relationship between student performance and learning and academic achievement. Positive teacher-student interaction directly affects the interaction between the students. These findings suggest that an appropriate educational interaction provides an effective learning environment and student learning

outcomes of academic achievement also promotes.

Komaraju et al (2011) study called "Big Five personality traits, learning styles and achievement" did. In this study, it is thought that personality and learning style are two factors that have a significant role in academic achievement. Two factors, namely, consciousness and personality traits positive way with four learning styles (analysis time, study methodology, maintaining an objective and detailed process) are related. The negative effect of Neuroticism is associated with the four learning styles. Furthermore, extraversion and openness are negatively related to the processing of learning styles. Also quite serious and reasonable GPA and promotes the interests of school students with thoughtful processing of information are combined.

Abuseji (2007) Research-called "student and teacher [as] interdependent variables as [factors] in determining academic achievement [subject] chemistry high school students" were doing.

The findings showed that 7.6% of the variation in students' achievement in chemistry lessons by all seven predictor variables (gender, student, study habits, mathematical aptitude and teacher's gender, age, teacher quality and years of experience) with each other when are calculated. The results also showed that only four teacher characteristic ages (X1), Sex Teacher (X2), quality (X3) and experience (X4) a direct causal effect on student academic achievement.

Research purpose:

The purpose of this research was to study the factors affecting the academic performance of students in fifth grade that include; 1- the study of family and social factors affecting academic performance; 2- study the role of school factors on students academic performance; 3- The Role of

individual factors on the academic performance of students.

Research hypotheses:

The main hypothesis of this study is as follows:

- 1) Social and family factors and academic performance of primary school students has a significant effect.
- 2) Fifth grade students' academic performance of individual factors has a significant effect.
- 3) School of the academic performance of primary school students has a significant effect.

1- Family and community factors

Social and family factors include all factors affecting academic performance is directly derived from the family and community. These factors include emotional condition and safe family environment, socio-economic, educational and cultural level of the family, family size, employment of children, working mothers, parent-teacher associations between TV and the dominance of material values (Biabangard, 2007). In order to study the social factors that student scores on the subscales of social factors questionnaire is attached to the thesis that won.

Sharouck (1967, quoted by Bahramzadeh, 1993) says: "The family environment is affecting their academic success than IQ in children."

Perhaps the most important factor in shaping students' attitudes towards education, family is considered. The parents how to deal with students and their education and their educational model for what kind of behaviors they are valued by one of the key components in shaping students' attitudes toward education.

To obtain a better understanding of the complexity and difficulty of the problem, the academic performance for boys and girls are better. In Table 1 is shown the results GCSE (1985) with regard to social class, ethnic origin and gender.

Table 1 - average GCSE exam samples according to social class, ethnic origin and gender (1985)

The mean scores for girls	The mean scores for boys	Number of cases	Ethnic origin and social class
Asian			
27.8	30.7	17	Specialist Category
25.9	27.2	95	Middle class
22.5	23.3	189	Low class
African Caribbean			
24.9	27.1	12	Specialist Category
18.1	21.1	68	Middle class
15.6	14.3	115	Low class
White skin			
32.3	30.4	2.118	Specialist Category
25.6	23.7	3.93	Middle class
20.6	17.6	5.218	Low class

Source: Adapted from Gilbein and Gibs, (1996)

Above texts clearly confirm the first hypothesis and we can say that a social and familial factor in the academic performance of primary school students has a significant effect.

2- Individual Factors

Individual factors include the factors influencing academic performance directly derived from the individual (student) is. These factors include the purpose of the study, self-esteem, motivation, stress, study, intelligence, attention, planning, gender, physical factors, dyslexia reading, emotional and psychological conditions, and behavioral adaptations school absenteeism (Biabangard, 2007). In order to study the factors that an individual student's score on the subscale, demographic questionnaire that is attached to the letter won is significant.

Postgraduate root loss may be due to the

lack of intrapersonal and interpersonal differences should be sought (Afrooz, 2004). The goal is to have students' self-esteem and has the following features: independent acts. Responsibility is proud to. New challenges, comes forward. Failure is well tolerated and feels that it can affect others. Self-esteem and academic achievement (nomad, 2007, p 26).

Locus theory

Locus of people trying to explain what they are seeing in their behavior and the belief that the circumstances of how it may affect subsequent behavior (Fisk and Tyler, 1984; quoted Parsons, 2009, p 380).

The Locus of success and failure is attributed to four factors: ability, effort, luck (good or bad), and task difficulty. Figure 21 is a documentary approach to understanding motivation shows.

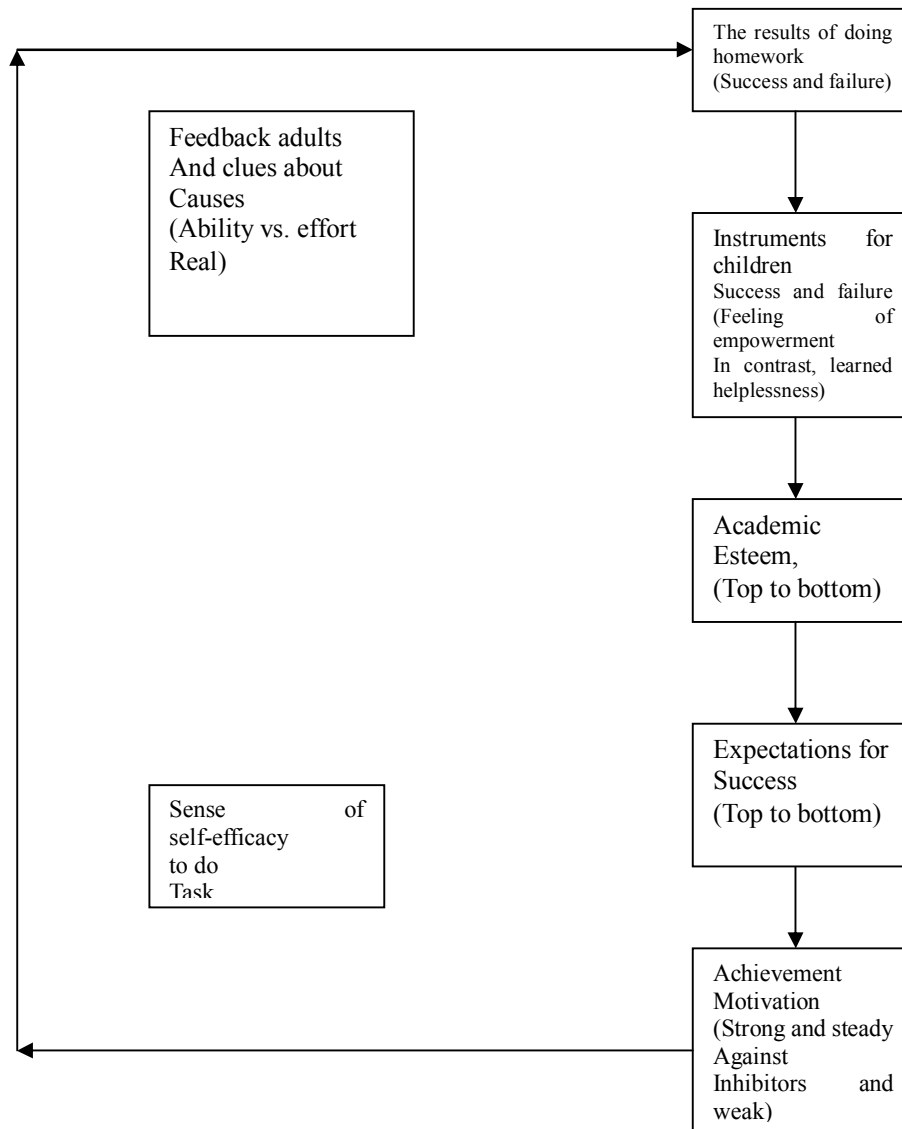


Figure 1: A documentary approach to explain the motivation (Parsons, 2009, p 382).

Above texts clearly confirms the first hypothesis, and we can say that individual factors significantly influence the performance of primary school children.

3- School factors

School factors, including factors affecting the academic performance of schools and educational factors that directly originated. In this study, these factors include the relationship of teacher and student, teacher skills, educational requirements and desired educational facilities, and evaluation scores, homework, classroom, relevance to objectives and content, appropriateness of teaching methods and resources with content, Suitability of school climate regulation and social and psychological needs and requirements of students' learning time in school and at home, textbooks and instructional materials, coordination of programs and teaching methods, preparing lessons and grading, calendar and instructional time, classroom space and school facilities, the school's expectations of students, teachers, and avoid frequent switching schools (derived from Biabangard, 2007). In order to study the school of the student's score on the subscale of the teacher questionnaire, which is attached to the end of the letter acquired? The teacher should first aim to establish a good relationship, a friendly and supportive with students. This goal is achieved by the interaction between teacher and student. The first few days of school and the first school-teacher meetings are very important in this regard therefore it requires special attention. Motivation theorists say that in the first days of the students' show that they are interested and in turn they can trust you and if necessary refer to any of the auxiliary. Fortunately, there are many ways to order our most popular ones are (nomad, 2007, p 146): Avoid frequent and severe punishment; avoid joking, avoidance of unfair prejudice.

- 1- Usually teachers in classroom management (Adibnia, 2010):
- 2- Education rules and criteria of acceptance and understanding will help Anna.
- 3- Methods of training and required course materials before entering the classroom, students are planning and helping them to be forced mobility.
- 4- Program progress pupils preparing for their follow up skills in self-control and self- evaluation should be strengthened.
- 5- Learning activities according to students are specified schedule.

Above texts clearly confirm the first hypothesis and can say that the academic

performance of primary school factors has a significant impact.

Conclusion:

Three factors, ie factors of individual, family, community, school and also studied and the impact of these factors on the process of education students was examined. What is obtained from this study indicate that the results of this study are in line and consistent with other research scientists and research hypotheses to be fully accredited. Undoubtedly, the role of psychology and the proper use of its components will play an important role in student learning.

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