



## Structural Modeling of the Relationship of Family Factors Affecting on the Academic Motivation of High School Students

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**ABSTRACT:** The present study has been undertaken with the objective of structural equation modeling related to the relationship between the family's social, economic, cultural conditions, emotional family atmosphere and parenting styles with academic motivation. As shown that the research method was descriptive – correlational. For this research, 600 high school students in Tehran were selected by multistage cluster sampling. Four Academic Motivation Scales (Vallerand /AMS), emotional family atmosphere, questionnaire related to the parenting styles and economic, cultural and social conditions was used in this research in order to data collection. Data were analyzed using descriptive statistics, path analysis method, structural equation modeling and multivariate regression analysis. According to the conducted research, the initial model was used to examine the relationships between variables affecting academic motivation. Data analysis showed that the model used in this study is very valuable. Also, it showed that emotional atmosphere, economic condition, social condition and cultural conditions had a direct and meaningful effect on parenting styles while the loss of family circumstances had a significant and direct effect only on emotional atmosphere. But emotional atmosphere effect and economic condition on academic motivation was meaningful. Cultural -social conditions and emotional atmosphere had a significant and indirect effect on academic motivation. The results indicated that family circumstances has explained and predicted 19% of the academic motivation variable.

**Keywords:** Academic Motivation, Family Circumstances, Emotional Atmosphere, Economic Conditions, Cultural Conditions, Social Conditions and Parenting Styles

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### INTRODUCTION

The important fact is that all of the amazing advances in today's world are born by learning. The man obtain the most of its abilities by learning. Through learning it obtain an intellectual growth and its mental abilities are actualized. Thus, it can be concluded that all human progress must be obtained by learning. One of the conditions affecting learning among learners is academic motivation. When in the educational system occur problems such as academic failure learner's motivation will be remembered as one of the important causes. In educational applications of motivation we confront to different interpretations such as academic motivation or motivation of learning and experts introduce the source of the motivation sometimes within and sometimes the outer (Clarke, 2010).

Academic motivation is considered one of the essentials of learning and gives a magnitude and direction to behavior and helps in maintaining the continuity of the learner. In fact, motivation is what gives energy to the learner and directs his activities.

Mc Clelland (1961) is one of the leading researchers in field of motivation, believes that the future of any society depends on the student's current level of achievement motivation (Raven, 2001).

Education is providing a suitable and favorable conditions for development and emergence of talents and capabilities that exist in the human body. Based on this validity, the grounds for training their children is home, school and community. Nowadays due to the development of ever more information and also getting advanced its tools, it cannot be know all the training role limited to school and must accept that the family and the community have a more prominent role in this regard, in other words, the essence of the child's personality develop in family and after entry to school, this role still remains more highlighted, especially educational experiences of children in the family is a factor in the process of teaching - learning. Hence, of educational functions harmonization of two key institutions of home and school education in order to achieve the educational goals is inevitable. According to the draft of document and the reform charter of education system in Iran the obvious and hidden damage that threatens the country's educational system are including a conflict and inconsistency between the educational roles of family and the educational roles of school that this issue disrupt two key institutions efforts in the proper nurturing of the children and adolescents as well as

the youth of this land and make inaccessible realizing the goals of education. Therefore, the development of family education, detection of family conditions affecting on children education and be accompanied them further with desirable education process in terms of scientific, moral, ethical in the education system is interpreted in this document .It can be examined family conditions influencing psychological characteristics, particularly motivation of students from different perspectives dimensions. In this study, five factors of economic, social, cultural, family emotional atmosphere and parenting styles conditions have been considered as the main family dimensions affecting students. The conditions act in a dynamic interaction with each other and in an impact on motivation.

The aim of this study was to investigate the family circumstances impact on educational motivation of high school students, to taking step to promote students' scientific and cultural level with carry out such researches, that undoubtedly it will be the most fundamental way to achieve the aspirations of the educated and advanced society.

One of the most important issues that coaches and teachers faced with it at process of training and upbringing students is that students not enough desire to study , do not their homework assignments well and do not complete their studies and eventually dropped it. For explain why people behave the way we need the theory of motivation. The purpose of motivation theory is to explain what provide an energy and a direction to behavior. The motivation leads a person's attitude toward a specific purpose instead of another goal. Review of motivation is related to the processes that provide an energy and direction to the behaviors (Reeve, 2005). Motivation is the process whereby the goal-oriented activities is stimulated and maintained. Motivation is a process, not a product. We cannot directly observe it, but we can elicit it among behaviors such as choose homework, effort and speech. Motivation to learn is also one of the basic pillars for success so that students Spalding (2002) considers motivation as students' learning key.

Oriahi (2009) found that students' academic motivation has an important role to continue their education and has a positive relationship with students' academic performance. For example, the researches suggests that academic motivation in particular has had an impact on learning and achievement. Also, the motivation has been identified as predictive of academic achievement (Busato, 2000).

According to Desi and Ryan's (2000) theory that is known as self-determination theory, the people including students fall into three types of motivational orientation. People with an intrinsic motivational orientation, people with an extrinsic motivational orientation and people with no motivation. When

people are with an intrinsic motivational orientation are organized intrinsic, means do not let others or extrinsic factors has significantly impact on their performance. So, the students with intrinsic motivation, studying for inner joy, not for satisfaction or fear of others or other factors. (For example, fear of getting a bad score (Desi and Ryan, 2000).

There are another people who act on their extrinsic motivation and don't believe that they are worthy of self-determined or being autonomous. Means, they look after the extrinsic factors and other people than his personal fulfillment and pleasure. Soothe people with an extrinsic motivation orientation waiting for a kind of reward or punishment in the community for doing a social task rather than focusing on the task and sense of satisfaction for a job well done (Desi and Ryan, 2000).

Finally, it should be said that people without motivation are like individuals having extrinsic motivation and don't believe that they are worthy of self-determined or being autonomous. These people after much efforts to do the tasks and spend time and energy have left it. Perceptions of competence and control in Themis very down so that they feel helpless in the situations. They believe that their work is useless and their successful and failures is not in their control (Desi and Ryan. 2000).

Nowadays, psychologists approach and professionals of education is in direction of intrinsic self-determined and being motivated of the students. They believe that the intrinsic motivation is one of the most important conditions effective on the students' progress education. If the intrinsic motivation be high, the learn will be more flexible about how thinking and process information more active, and learn anything conceptually, no mnemonically and achieve to a self-esteem and reach a higher levels of self-actualization (Desi and Ryan, 2000).

On the other hand, it must be said that academic motivation in general and types of motivation (in terms of intrinsically and extrinsic lee) in particular, are affected directly and indirectly by various conditions. One of the important conditions that may be affected on having a motivation or no of students, is a family situation. To opinion of Slavin a high progress of motivation at beginning is under effect of experience individual in the family, then, the student gains experience at school. The success and motivation effect on each other. The success cause to an enthusiasm for more success that this also leads to success.

The meta-analysis researches conducted in the field of non-cognitive conditions affecting on students motivation suggests that socioeconomic status of the families and the students' academic achievement is very important (Sirin, 2005).

According to approach Koutsolis and Amble, a non-cognitive conditions such as family status in terms of socially, economically and culturally are the important factors in children's academic achievement. The research results also show a correlation between be high the social- Economic level of parents and the student's academic success Hoffman in its research, believe that a poverty and withdrawal economic, lack of parents attention, crowded the family and be inappropriate family construction is effective on reduction the learners motivation and has conclude that the members of the worker classless valuing to the education do not considerate means to academic achievement (Seif, 2011).

From the perspective of experts, the major family effective conditions include: cultural, economic, social, family atmosphere and relationship factors circumstances. Each of these factors can be affected on student's motivation directly or indirectly. The research conducted in the field of family circumstances impact on student's academic motivation have not complete coherence and centralization on these situation. That means, each research consider impact of the one of the many factors of family circumstances on academic motivation. This factor led the researcher to with a broader look on the family circumstances investigates the impact of these conditions on motivation and with providing a model show which one of the situation directly and which of them indirectly and with what amount of effects influence on academic motivation and which of circumstances is ineffective (IBID).

## MATERIAL AND METHODS

This study is correlational using a casual modeling method. The population was all of high school students of Tehran who were enrolled during 2012-2013 academic year. In this study, the multi-stage cluster sampling was used to sampling given that individual the members were not available. First, 5 regions were selected among 20 regions of Tehran education (Regions 1, 7, 9, 10 and 17) and after identifying 5 schools from each region, from each school two classes and from each class 12 students were chosen randomly and finally 600 samples of students and their parents, according to Klein formula ( $\text{number of variables} \times 40$ ) were selected for review.

### In the present study 4 measuring instruments were used that introduced as follows:

#### A) The Academic Motivation Scale:

Academic Motivation Scale in this research is Valrnd et al. questionnaire that has been made in Canada based on the Desi and Ryan's self-determination theory and includes seven subscales, including intrinsic motivation to know, intrinsic

motivation to work and development, intrinsic motivation to stimulation experience, synchronized regulation, internalize deregulation, the extrinsic regulator and a lack of motivation. Valrnd et al., reported the Cronbach's alpha coefficients of the subscales sub scales between 0.83 and 0.87. The tool has 28 questions that each of them has 7 options. The scale has standardized by Bagheri (1994) over high school students in Tehran and the results indicated that the seven-factor structure of the academic motivation was reduced to the five factors with a few differences and the amount of alpha for three subscales have measured 79%, 84%, and 86% and the scale was divided to three parts of intrinsic academic motivation, extrinsic academic motivation and the lack of motivation. It should be noted that Desi and Ryan divide the motivation to intrinsic motivation, extrinsic and the lack of motivation. Cokley, quoted Kavosian suggests that the three-factor structure of this scale is more appropriate. The questionnaire has been designed with 5 scales (totally agree, agree, no opinion, disagree, and totally disagree). In the academic motivation questionnaire used in the research, questions 2, 4, 6, 9, 11, 13, 15, 17, 18, 20, 21, 22, 23, 25, 27 and 28 have related to the intrinsic motivation and the cause of education of students have been asked. Questions 1, 7, 8, 10, 14, 16 and 19 are dedicated to extrinsic motivation and questions 3, 5, 12 and 26 are devoted to the lack of motivation.

In this study, the views of supervisors, consultants and experts was used for content validity and the questionnaire was approved to a test run and reliability. Along with content validity, face validity of the questionnaire was done by faculty advisors and disproportionate and unnecessary questions were eliminated. Face validity refers to that how much the questions are similar to the subject in appearance which have been prepared for measurement it. The Cronbach's alpha coefficient obtained for the academic motivation questionnaire is 0.93.

#### B) Questionnaire of the family's emotional atmosphere:

Family's emotional atmosphere questionnaire containing 33 questions that is standardized by Haghighi (2002). A lower score on this test indicate that the family atmosphere is more tend to an unfavorable emotional atmosphere and whatever a score is higher indicate a tendency of the family atmosphere to a favorable situation. Score of a person in this questionnaire is based on the measurement 33 to 165 and whatever the score is near 165 with has a family with favorable atmosphere and whatever is closer to 33 it has a family with unfavorable atmosphere. The questionnaire has been designed with 5 scales (totally agree, agree, no opinion, disagree, and totally disagree). Reliability coefficient of the test using composing method is equal to 0.94

(Haghighi, 2002). In the study, the Cronbach's alpha coefficients obtained for questionnaire of the family emotional atmospheres is 0.98.

**C) The family's parenting styles questionnaire:**

In this study, parenting styles based on the Bamrind's questionnaire, the family review and assessment on the basis of authoritarian, nonchalantly and exact heard atmosphere and contains 30 questions. Questions of the questionnaire has three options (A, B and C) and each options measures one of the communicative status (authoritarian, nonchalantly and ex cathedra). An individual's score in this questionnaire is on the basis of the criteria 30 to 90 and whatever the score is closer to 90 it has a family with authoritative parenting styles and whatever the score is closer to 30 it has a family with autocratically communicative atmosphere. George (2004) in its study has been estimate the reliability coefficient of the scale 0.79 and in this study, based on the alpha coefficients sample group of questionnaire of the authoritarian, nonchalantly and ex cathedra styles has been 0.90, 0.93 and 0.61, respectively, and total alpha coefficient of the questionnaire is equal to 0.81.

**D) Identification questionnaire of the Economic, Social and Cultural condition:**

The questionnaire has been made by studying the theoretical principles of the research and contains 29 questions. 11 questions is related to economic conditions, 12 questions is design to social conditions, and 6 questions refers to family's cultural conditions. The Cronbach's alpha coefficient obtained for the questionnaire to measure the economic conditions is 0.79, for the social conditions questionnaires 0.89 and for cultural conditions questionnaires 0.91. Thus the reliability of the questionnaire is accepted for research.

**RESULTS**

The data obtained from the parenting styles, economic, cultural and social conditions and academic motivation variables based on the assumed model was analyzed by the path analysis method. A software proposed new routes model for fitting of finding. As well, to become significant coefficients were omitted some inappropriate routes. So, the final model were obtained based on the standardized coefficients of the emotional atmosphere, parenting styles, economic, cultural, social conditions and academic motivation that is presented in the form (2).

**Table 1.** Descriptive statistics indices of variables

Variable	Average	Variance	SD
Motivation	3.23	0.56	0.75
Intrinsic motivation	3.31	0.54	0.73
Extrinsic motivation.	3.17	0.86	0.92
A lack of motivation	3.17	0.86	0.92
Affective	3.13	1.44	1.91
Styles	2.44	0.67	0.82
Economic conditions	3.06	0.42	0.64
Social conditions	3.21	0.26	0.51
Cultural conditions	2.85	0.91	0.95

**Table 2.** Correlation matrix of variables

	Economic conditions	Social conditions	Cultural conditions	Parenting styles	Emotional atmosphere
Social conditions	0.34**				
Cultural conditions	0.03	0.46**			
Parenting styles	0.19**	0.18**	0.21**		
Emotional atmosphere	0.05	0.27**	0.26**	0.35**	
Academic Motivation	0.53**	0.17**	-0.05	0.10	0.11

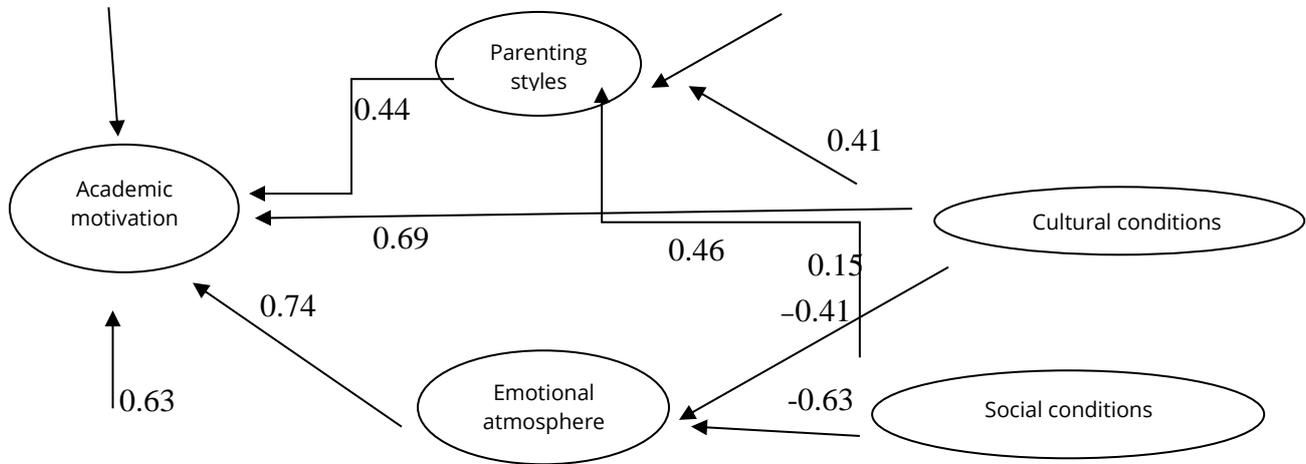
\* Equivalent to P < 0.05, \*\* Equivalent to P < 0.01, N= 600

According to Table 3, there is a direct and meaningful relationship between parenting styles and emotional atmosphere (P<0.01), between parenting styles and economic, social and cultural conditions with a significance of (P<0.05), between emotional

atmosphere and economic conditions (P<0.05), between emotional atmosphere and academic motivation (P<0.05) and between economic conditions and academic Motivation (P<0.05).

According to Table 4, there is a direct and meaningful relationship between social conditions and academic motivation ( $P<0.05$ ), between cultural conditions and academic motivation ( $P<0.05$ ), between

economic conditions and parenting styles ( $P<0.05$ ), between emotional atmosphere and academic motivation ( $P<0.05$ ).



**Fig1.** The final path model based on standardized coefficients related to the impact of the emotional atmosphere, parenting styles, economic, cultural and social conditions on academic motivation

**Table 3.** Estimated and standard direct impacts values in the final model related to impact the emotional atmosphere, parenting styles, economic, cultural and social conditions on academic motivation

Direct relations of the variables in the model	Standard value (lambda)	The estimated value	Amount t	Standard error	Level of Significance
Parenting styles and emotional atmosphere	0.86	3.19	5.88	0.39	$P<0.01$
Economic conditions and Parenting styles	0.46	1.64	2.22	0.84	$P<0.05$
Social conditions and Parenting styles	0.15	0.17	2.41	0.48	$P<0.05$
cultural conditions and Parenting styles	0.41	3.19	2.15	1.39	$P<0.05$
Parenting styles and academic motivation	0.44	9.31	1.65	5.91	$P<0.05$
Economic conditions and Parenting styles	0.41	0.58	3.62	0.21	$P<0.05$
Emotional atmosphere and cultural conditions	0.63	0.81	1.76	0.47	$P<0.05$
Emotional atmosphere and academic motivation	0.56	3.61	2.62	0.87	$P<0.05$
Economic conditions and academic motivation	0.41	2.12	2.31	0.96	$P<0.05$
social conditions and academic motivation	0.63	2.71	1.53	1.92	$P<0.05$
Cultural conditions academic motivation	0.23	2.11	1.61	1.31	$P<0.05$

**Table 4.** Estimated and standard indirect impacts values in the final model related to impact the emotional atmosphere, parenting styles, economic, cultural and social conditions on academic motivation

Indirect relations between variables in the model.	Standard value (lambda)	The estimated	Amount t	Standard error	Sig.
Economic conditions and academic motivation	0.07	0.13	0.14	0.96	$P>0.05$
Social conditions and academic motivation	0.75	3.85	2.18	1.92	$P<0.05$
Cultural conditions and academic Motivation	0.39	2.29	2.23	1.31	$P<0.05$
Economic conditions and parenting styles	0.41	1.85	2.46	0.84	$P<0.05$
Emotional atmosphere and academic motivation	0.89	17.58	7.69	0.87	$P<0.01$

**Table 5.** the estimated and standard totally impacts values in the final model related to impact the emotional atmosphere, parenting styles, economic, cultural and social conditions on academic motivation

The general relations of the variables in the model	Standard value (Lambda)	The estimated	Amount t	Standard error	Sig.
Emotional atmosphere and academic motivation	0.45	21.19	6.64	0.87	P<0.01
Economic conditions and academic motivation	0.48	2.52	2.12	0.96	P<0.05
Social conditions and academic motivation	0.38	6.65	3.65	1.92	P<0.01
Cultural conditions and academic Motivation	0.62	0.40	3.1	1.31	P<0.01

According to Table 5, there is an overall and meaningful relationship between emotional atmosphere and academic motivation (P<0.05), between economic conditions and academic Motivation (P<0.05), between social condition and academic motivation (P<0.05), between cultural conditions and academic Motivation (P<0.05).

First hypothesis: the economic conditions have an impact on academic motivation.

The results of the path analysis indicate that the economic conditions variable has an impact on academic motivation that the impact is direct and positive (P=0.05, t=2.31). Confirming this hypothesis implies that the appropriate economic conditions influence academic motivation and with providing economic conditions the academic motivation is increased, too.

- Second hypothesis: social conditions has an impact on academic motivation.

The results of the path analysis indicate that the social conditions variable has no impact on academic motivation (P=0.05, t=1.53). So, this hypothesis is not verified at level of 95% and the social conditions has no impact on academic motivation.

- Third hypothesis: the cultural conditions has an impact on academic motivation.

The results of the path analysis indicate that the cultural conditions variable has no impact on academic motivation (P=0.05, t=1.61). So, this hypothesis is not verified at level of 95% and the cultural conditions has no impact on academic motivation.

- The forth Hypothesis: the emotional atmosphere has an impact on academic motivation.

The results of the path analysis indicate that the emotional atmosphere variable has an impact on

academic motivation that the impact is direct and positive (P=0.05, t=2.62). Confirming this hypothesis implies that the emotional atmosphere has a direct impact on academic motivation and if the family atmosphere is unfavorable emotionally, the academic motivation is decreased and increase the favorable emotional atmosphere.

- The fifth Hypothesis: the parenting styles has an impact on academic motivation.

The results of the path analysis indicate that the parenting styles variable has no impact on academic motivation (P=0.05, t=1.65). So, this hypothesis is not verified at level of 95% and the parenting styles has no impact on academic motivation.

- The sixth Hypothesis: There is a relationship between the parenting styles and emotional atmosphere.

The results of the path analysis indicate that there is a relationship between emotional atmosphere variable and academic motivation that this relationship is at level of confidence 99% and it is direct and positive (P=0.01, t=52.88). Confirming this hypothesis implies that with the improvement of communication conditions the emotional atmosphere increases.

Variables of economic conditions, cultural conditions, social conditions, emotional atmosphere and parenting styles as the independent variables has been enter into the equation.

Table 6 shows that the emotional atmosphere variable explains and predicts 16% of academic motivation variable, alone. Table 7 shows that the emotional atmosphere variable with economic conditions explains and predicts 19% of the academic motivation variable.

**Table 6.** The first stage of regression analysis of academic motivation

The seer	B	t	Sig.	R <sup>2</sup>	F	Sig.
<b>Affective</b>	0.42	5.65	0	0.16	31.25	0

**Table 7.** The second stage of regression analysis of academic motivation

Seer	B	t	Sig.	R <sup>2</sup>	F	Sig.
Emotional atmosphere	0.39	5.49	0	0.19	23.26	0
Economic conditions	0.43	3.90	0			

## DISCUSSION

Motivation is the most important condition for learning. Interest in learning is the product of the conditions that is related to student's character and ability, task characteristics, incentives and other environmental conditions. The students are easily identified by motivation. They have a passion for learning and are interested, curious, tenacious and serious. The students easily remove the obstacles and solve difficulties, spend more time for studying and doing homework and learn more material.

Therefore, the academic motivation is one of the main variables in the field of educational psychology and the predictions of educational and career success in the future. Practitioners and experts in education would like to know what the situation has an impact on the academic motivation and able to anticipate it. In this regard, many efforts have been made in the recent decades that show the financial conditions, social conditions, cultural conditions along emotional atmosphere and parenting styles influence the motivation. Students who have academic motivation can easily to complete the education in the high school and earn high scores on the exams can be predicted their future success in entry into postsecondary education and employment.

In order to study the motivation it is necessary first is considered the role of parenting styles and emotional atmosphere on the academic motivation. The results of this study imply that the emotional atmosphere has a direct and indirect impact on the academic motivation, although the impact of parenting styles is not significant directly and its impact on the academic motivation is indirectly significant through the emotional atmosphere.

Several studies have shown that emotional atmosphere and the parenting styles is a key and important element in the regulation of motivation and guidance of human practice and behavior and. In this study, the emotional atmosphere and parenting styles are entered into the model as independent endogenous variables and the impact of economic, social and cultural conditions on them have been studied to determine how much of the variance of the academic motivation variable through variables of emotional atmosphere and the parenting styles explains.

The results of the study showed that family circumstances have a significant effect on the academic motivation and the academic motivation is affected by the changes of each conditions. Outcomes indicate a significant and positive correlation between the parenting styles and emotional atmosphere ( $P < 0.01$ ), between the economic conditions and parenting styles ( $P < 0.05$ ), between the social conditions and parenting styles ( $P < 0.05$ ), between the

cultural conditions and parenting styles ( $P < 0.05$ ). While among the family conditions only economic conditions has a significant and positive relationship with the emotional atmosphere ( $P < 0.05$ ). The relationship between academic motivation and emotional atmosphere is significant, directly. The results show that family circumstances explain and predict 19 percent of the variable of the academic motivation.

Results also indicated that there is a significant and indirect relationship between the social conditions and academic motivation ( $P < 0.05$ ), between cultural conditions and academic motivation ( $P < 0.05$ ), between the economic conditions and parenting styles ( $P < 0.05$ ) and between the emotional atmosphere and academic motivation ( $P < 0.05$ ).

### **The results of this study can be studied from several perspectives:**

**A)** Family provides the first seeds of personal growth and development of the human personality foundation, the child learns language in the family, earns ethical values, learns social relations with others and get the principles and ethics. Family is regarded as a filter for the beliefs, values and attitudes related to the culture of a society and offers them to child as a very specific and selective way. Undoubtedly should be said that personality, attitudes, social- economic class, religious and characteristics, family relative dependencies, education and gender of the parents will be affected on how to provide ethical values and rates of children. And the impact is important and valuable for their motivations to education.

**B)** The family can be considered as a social system or as a part of a larger community, the family from one hand is related to social organizations and institutions such as schools, market and society and on the other hand include members of the family, thus, community of the individual and family is linked together as a system. If the family accomplish its basic tasks completely, the society will continue its life more strength and the family system prepare the person to entering community and social systems.

**C)** Undoubtedly, it should be said that the family has an important role in become a model teaching behaviors and moral and social rates, any relationship or affiliation parents to the child or child to parents or parent together as a basis for the person's next social relations can be used for role models. The child learn speaking, walking, etiquette, customs of eating, the manner of dress, behavior, responsibility, love and joy, aggression, withdrawn behavior, seeking affection, courage, affection, cooperation, helping others and oppression and aggression from their parents and. Basically, in the psychology of children, especially in the pre-school child behaviorism considered as a mirror of its parents behavior.

**D)** There is no doubt that the economy is one of the fundamental in the human family life. Economy plays a large role in the scientific and ethical, cultural and family educational aspects, the economy has a profound effect on the happiness and misery, progress and decline, victory and defeat and exalted and suffering the family. The main part of disagreements and disputes, conflicts and crime that occurs in families and sometimes creates irreversible and massive corruption comes from economic issues. Due to the finances is seen so many women who are separated from their husbands. The child leaves his parents. Brothers and sisters are cut off from each other. Families are shattered and children are orphans. If in the community occurs also a significant part of these conflicts and differences between individuals or groups or nations and humanity will be facing each other and ignite the fire of war, has an economic origin.

**E)** The inherent ability of learners will be affected by social situations in the various forms. Various types of cognitive processes of thinking, self-conception, group relations, Teacher-student relationships, opportunities of creativity and earning experiences are profoundly influenced by the social class in which the child was born and has grown. Thus, the students' social class has performed at the level of high school and the university students and has indicated despite the attempts that have been conducted to encourage discharge children to enter the secondary school and university education, the majority of students and university students have been from middle class or a top of the middle class families, in terms of financial. Also, the study shows that they were differences obviously not in terms of the academic economics, but in terms of financial expectations and resources of the parents or children deprived of education. Most likely, we can be generalized results of this study to our country. Though, to be sure, it is necessary to be done similar research for the last few years. In the past, the lower society classes had the least desire for formal education. The assumption of the society as well was that they will drop their education in the lower educational level. It is expected from the most of them to become a semi-skilled or unskilled or manual workers, like their fathers. However, children whose parents are well-educated, likely more than other children to be interested to be successful in their studies. A kind of the family life is effective on the child learning, too. For example, a child who is traveling with his family to most place is more ready to achieve social, history and geography studies than the children who have a limited travel experience.

**F)** Level of family income, type of the father career and the mother education level make up factors that affects the children income level

determination. Somehow we measure the above variables, it seems that the social - economic conditions of family have a great effect on children future income. Through various ways, the child's income is under the impact of the social - economic conditions of family. For example, families who have a more education and facilities likely encourage their children to a further education than a regular school or families with a higher income have bear the costs of additional years of their children education, too. Early education and encourage during childhood at home can be provide amount of motivation and education and interest to the study in children and be enable them to finish the educational process continuously and successfully. Finally, guidance, recommendations and family impact can to help children after graduation at which economic sectors are hiring and what jobs can select while it is thought that all of the above factors influence the children income, the relative importance of each of these factors is still not clear.

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