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APOIO FAMILIAR E PRESSÃO NO SUCESSO ACADÉMICO DOS ESTUDANTES
FAMILY SUPPORT AND PRESSURE ON STUDENTS´ ACADEMIC SUCCESS
APOYO FAMILIAR Y PRESIÓN SOBRE EL ÉXITO ACADÉMICO DE LOS ESTUDIANTES

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RESUMO

Introdução: O sucesso académico de um indivíduo pode ser afetado pelo seu nível de educação, pela situação económica, pela consciência educativa e pelo tempo e pela atenção dedicados pela família.
Objetivo: O estudo examina vários fatores que afetam o sucesso académico das famílias nas suas funções parentais e ilustra a crescente responsabilidade académica que as famílias assumem**.**
Métodos: Neste estudo, utilizando o método de pesquisa quantitativa, foram selecionados 351 alunos e 301 pais através do método de amostragem aleatória simples para alunos e do método de amostragem proposital para os pais. Para a coleta de dados foram utilizadas duas escalas, a Escala de Pressão e Apoio ao Sucesso Acadêmico Parental e a Escala de Participação Familiar.
Resultado: Os resultados sugerem que o nível de escolaridade de ambos os pais, especialmente das mães, influencia o apoio académico. Os pais de filhos homens, em particular, parecem exercer mais pressão sobre os seus filhos para que alcancem o sucesso académico. Em conclusão, a pressão dos pais sobre os seus filhos para que tenham sucesso académico favorecia os meninos, e o nível de escolaridade de ambos os pais, especialmente da mãe, afetava o apoio académico
Conclusão: Infelizmente, em famílias numerosas, o desempenho académico dos alunos e a capacidade de satisfazer as suas necessidades são afetados negativamente pelo grande número de crianças a seu cargo. Isto sugere que, à medida que o número de crianças a seu cargo aumenta, as suas responsabilidades também o fazem, o que leva a uma diminuição da participação escolar. Consequentemente, as atitudes e comportamentos dos pais também são influenciados por fatores psicológicos, como o número de membros da família, o número de crianças na escola e a ansiedade do indivíduo em relação ao sucesso académico. O nível de participação familiar afeta o envolvimento das mães jovens entre os pais, a participação escolar aumenta com o número de membros da família e o desempenho académico é influenciado pela residência e pelo número de crianças.

Palavras-chave: educação; sucesso académico; envolvimento familiar; atitudes familiares; pressão familiar

ABSTRACT

Introduction: An individual's academic success can be affected by his/her education level, economic situation, educational awareness, and family time and attention.
Objective: The study examines multiple factors affecting the academic success of families in their parenting duties and illustrates the growing academic responsibility that families bear.
Methods: In this study, using the quantitative research method, 351 students and 301 parents were determined by using a simple random sampling method for students and a purposeful sampling method for parents. Two scales were used to collect data: the Parental Academic Success Pressure and Support Scale and the Family Participation Scale.
Results: The results suggest that the educational level of both parents, especially mothers, influences academic support. Parents of sons, in particular, appear to exert more pressure on their children to achieve academic success. In conclusion, parents' pressure on their children to succeed academically was in favor of boys, and the education level of both parents, especially the mother, affected academic support.
Conclusion: Unfortunately, in large families, students' academic performance and ability to meet their needs are negatively impacted by the large number of children in their care. This suggests that as the number of children in their care increases, their responsibilities also increase, leading to a decrease in school participation. Consequently, parental attitudes and behaviors are also influenced by psychological factors such as the number of family members, the number of children in school, and the individual's anxiety regarding academic success. A family participation level affects young mothers' involvement among parents, school participation increases with the number of family members, and academic achievement is influenced by residence and the number of children.

Keywords: education; academic success; family involvement; family attitudes; family pressure

RESUMEN

Introducción: El éxito académico de una persona puede verse afectado por su nivel educativo, su situación económica, su conciencia educativa y el tiempo y la atención que su familia le dedica.
Objetivo: El estudio examina múltiples factores que afectan al éxito académico de las familias en sus tareas de crianza e ilustra la creciente responsabilidad académica que recae sobre ellas.
Métodos: En este estudio, que utilizó el método de investigación cuantitativa, se seleccionó a 351 estudiantes y a 301 padres mediante un muestreo aleatorio simple para los estudiantes y un muestreo intencional para los padres. Se utilizaron dos escalas para recopilar datos: la Escala de presión y apoyo parental para el éxito académico y la Escala de participación familiar.
Resultados: Los resultados sugieren que el nivel educativo de ambos padres, especialmente el de las madres, influye en el apoyo académico. Los padres de hijos varones, en particular, parecen ejercer más presión sobre sus hijos para que alcancen el éxito académico. En conclusión, la presión de los padres sobre sus hijos para que tengan éxito académico favorecía a los varones, y el nivel educativo de ambos padres, especialmente el de la madre, influía en el apoyo académico.
Conclusión: Desafortunadamente, en las familias numerosas, el rendimiento académico de los estudiantes y su capacidad para satisfacer sus necesidades se ven afectados negativamente por el gran número de niños a su cargo. Esto sugiere que, a medida que aumenta el número de niños a su cargo, también aumentan sus responsabilidades, lo que conduce a una disminución de la participación escolar. En consecuencia, las actitudes y los comportamientos de los padres también se ven influidos por factores psicológicos, como el número de miembros de la familia, el número de niños en edad escolar y la ansiedad del individuo respecto al éxito académico. El nivel de participación familiar afecta a la implicación de las madres jóvenes entre los padres, la participación escolar aumenta con el número de miembros de la familia y el rendimiento académico se ve influido por la residencia y el número de hijos.

Palabras clave: educación; éxito académico; implicación familiar; actitudes familiares; presión familiar

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INTRODUCTION

It can be said that education aims to transfer to individuals the knowledge, skills, and attitudes needed to raise quality human resources for the sustainability of society. An individual's family is primarily responsible for their education. The conditions the family provides to the child affect the direction and form of her development (Karakaya, 2012). Many things, such as sharing, self-determination, national and spiritual values, protecting nature, being honest, gender roles, etiquette and courtesy, and worship, are learned in the family environment. The family environment, which teaches all these to the individual, is considered the basic institution that prepares the individual for school and affects the quality of school life (Ilgar & Çoşkun Ilgar, 2018).

The grades reflect the academic success the student receives from school courses. Although various methods, such as performance-based evaluation, have been developed to measure academic success, course grades are still used as a measure of academic success today. It is assumed that factors affect the emergence of these grades, which are indicators of academic success. The most concrete of these elements is the education given at school and the student's individual effort. The intangible part that is not considered includes more elements (Güven, 2019; Koçak et al., 2021). These elements include the school climate, the child's developmental level and period, the school environment, parents' school attitudes, and the family's perspective on education. These elements, individually or together, can affect academic success. The roles of parents in ensuring academic success can be evaluated as motivation, meeting individual needs, and guidance. Recent research has revealed that school, family, and communities cooperating for an individual's education is necessary for academic success (Avnet et al., 2019; Engin, 2020; Mante et al., 2021). Through school, family, and community partnerships, safer school environments can be created, parenting skills can be strengthened, and academic skills can be improved so the young individual can easily achieve school goals (Sanders, 2001). Knowing the impact of the academic success that families expect from their children and doing what is necessary will ensure better results (Pinquart & Ebeling, 2020). The individual develops many aspects, such as character, intelligence, and skills, in this environment where she spends most of her life. For this reason, characteristics such as the attitude of the family, socio-economic status, opportunities provided to the child, the number of people in the family, and participation in education can affect the individual's development and, therefore, academic success (Arslan, 2008). At this point, it can be said that parents' academic pressures arise from excessive expectations, intrusive behavior, and negative motivation. Although parental support and pressure play an essential role in a student's academic success, it is thought that this role will produce more positive results if provided in a qualified and balanced manner.

This study aims to examine how parents affect the academic success of secondary school students in terms of various variables and draw attention to the family's responsibility. For this purpose, answers were sought to the following sub-problems:

1. Do parents' academic success pressure and support levels on their children differ significantly according to demographic variables (family education, profession and age)?
2. Do parents' family involvement levels differ significantly according to their demographic variables (degree of closeness, number of children, profession, age, and education level)?
3. Do parents' family involvement levels differ according to their socio-economic levels (situation of the house they live in, number of rooms, number of people living in, number of dependent children)?

1. METHODS

1.1. Sample

Since the research aims to describe the opinions of students and parents studying in secondary schools affiliated with the Turkish Republic of Northern Cyprus (TRNC) Ministry of National Education, the relational survey model, one of the quantitative research methods, was used. The purpose of studies using this model is to determine the effects of the dependent variable on the independent variable (Büyüköztürk et al., 2020). The study population of the research consists of students studying in secondary schools affiliated with TRNC in the 2021-2022 academic year and the parents of these students. In the 2021-2022 academic year, there are 38 secondary schools within 13 secondary schools, 11 private secondary schools, and 14 high schools affiliated with the General Secondary Education Department of the TRNC Ministry of National Education (MEB). The number of students studying in these schools is 11,781, and the number of parents is 11,781. To ensure diversity in the research data, 351 students were selected using the maximum diversity sampling method regarding student size (Büyüköztürk et al., 2020). In order to reach students' parents with the desired characteristics for the parent dimension, a total of 351 parents were selected by applying the purposive sampling method. With this sampling method, information-rich situations were chosen in accordance with the purpose of the study, and in-depth research was conducted (Büyüköztürk et al., 2020).

1.2. Data collection instruments and procedures

In collecting data, the Parental Academic Achievement Pressure and Support (PAAPS) Scale was used for the students, and the Family Participation (FP) Scale was used for the parents. In addition to the scales, the researchers developed a personal information form to collect demographic information about individuals. PAAPS scale was developed by Kapıkıran (2016) to measure family pressure and support for secondary and high school students' school success. The Cronbach Alpha coefficient of this 5-point Likert-type scale, consisting of 15 items, was calculated as .82 (Atmaca & Özen, 2019; Kapıkıran, 2016). FP Scale, adapted into Turkish by Ayşe I. Gürşimşek (2003), was created by Fantuzzo, Tighe, and Childs (2000) to reveal the level of family participation in studies. The scale, which is a 5-point Likert-type scale, consists of 34 items with three dimensions. Cronbach Alpha coefficients of the sub-dimensions of the scale are .85, .85, and .81, respectively (Gürşimşek, 2003; Şeker, 2009; Çiftçi, 2015). The personal information forum applied to both scales was prepared by taking the opinions of three experts in the field, two professors and one associate professor.

1.3. Statistical analysis

The SPSS 26.00 package program was used to analyse the survey data in the study. Frequency analysis for demographic data; Kolmogorov-Smirnov because it shows the normal distribution for significance levels; One-way analysis of variance for PAAPS

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difference test; for FP scale difference test, t-test in independent groups; TUKEY test was used to determine which group caused the difference.

2. RESULTS

2.1. Results and comments regarding student data

In this section, findings regarding the data obtained from the research are expressed. Table 1 includes the scales used in the research and the normality tests of the sub-dimensions of these scales. The descriptive statistics and normality test of the sub-dimensions of the scale are stated with skewness and kurtosis coefficients. Since the relevant coefficients were in the range -1 to +1, the Kolmogorov-Smirnov normality test was performed. Since the significance level was p>0.05, it was seen that the sub-dimension scores were distributed normally. Parametric tests were preferred because the data showed normal distribution.

Table 1 - Distribution of students according to demographic characteristics and demographic distribution of student parents

Variables		n	%
Gender	Female	175	49,9
	Male	176	50,1
	Total	351	100,0
Grade	6	129	36,8
	7	101	28,8
	8	121	34,5
	Total	351	100,0
Mother's education level	Literate	18	5,1
	Primary school	73	20,9
	Secondary school	57	16,3
	High School	121	34,6
	College (2 years)	8	2,3
	Üniversity	73	20,9
	Total	350	100,0
Father's education level	Literate	9	2,6
	Primary school	56	16,0
	Secondary school	81	23,1
	High school	123	35,0
	College (2 years)	9	2,6
	Üniversity	73	20,8
	Total	351	100,0
Mother profession	Tradesman	8	2,3
	Officer	44	12,5
	Worker	55	15,7
	Self-Employment	57	16,2
	Private Sector	58	16,5
	Unemployed	129	36,8
	Total	351	100,0
Father profession	Tradesman	30	8,5
	Officer	81	23,1
	Worker	90	25,6
	Self-Employment	92	26,2
	Private Sector	47	13,4
	Unemployed	11	3,1
	Total	351	100,0
Age of mother	30 and below	13	3,7
	Between 31-40	213	60,7
	Between 41-50	114	32,5
	51 and above	11	3,1
	Total	351	100,0
Age of father	30 and below	3	0,9
	Between 31-40	126	35,9
	Between 41-50	180	51,3
	51 and above	42	12,0
	Total	351	100,0
Number of children in the family	1-2 children	212	60,4
	3-4 children	120	34,2
	5 and above	19	5,4
	Total	351	100,0

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The distribution of the students' demographic information was examined by frequency analysis and is shown in Table 1. Accordingly, it can be seen that the majority (50.1%) of the students who contributed to the research were male individuals at the 6th grade level.
Table 1 provides demographic information about students' parents. The data obtained revealed that the proportion of high school graduate parents of the students whose mother and father education level distributions were examined was high (35%). It was determined that most parents were non-working mothers (36.8%) and self-employed fathers (26.2%). It is seen that the age range of mothers is between 31 and 40 years old (60.7%), and fathers are between 41 and 50 years old (51.3%). When the distribution of the number of children in the family is examined, it is understood that most families have 1 or 2 children (60.4%). When the mean scores of the items of the Parental Pressure and Support for Academic Achievement scale are examined, it is seen that the highest response ($\bar{x}$=4.40) was given to the item "My parents give me all kinds of support to be successful", and the lowest response ($\bar{x}$=1.70) was given to the item "My parents tell me that I am not successful enough, even if I achieve a better success than my previous success." This also reveals that parents care about their children's academic success, are aware of their children's motivation for academic success, and try to increase this motivation. This shows that various family involvement methods are essential in student motivation and academic success (Marchant et al., 2001). As a result of the analysis, only information showing the differences of the Parental Academic Achievement Pressure and Support Scale according to demographic variables is included in Table 2.

Table 2 - Change of students' PAAPS Scale scores according to demographic variables

	Gender	n	Average	Sd.	t	p
Parental Achievement Pressure Scale	Female	175	22,8	8,2		
	Male	176	24,6	8,7	4,104	0,044*
	Total	351	23,7	8,5		
Mother Educational status	Literate	18	27,50	7,81		
	Primary School	73	26,42	9,51		
	Secondary School	57	24,74	7,57		
	High School	121	22,45	8,37	4,275	0,001*
	College (2 years)	8	20,38	4,96		
	Üniversity	73	21,58	7,77		
	Total	350	23,68	8,49		
Father Educational status	Literate	9	26,3	9,7		
	Primary School	56	27,7	10,1		
	Secondary School	81	23,6	8,4		
	High School	123	23,1	7,7	5,595	0,000*
	College (2 years)	9	28,9	8,1		
	University	73	20,7	7,0		
	Total	351	23,7	8,5		
Mother's age status	30 and below	13	20,3	3,6		
	Between 31-40	213	20,2	4,5		
	Between 41-50	114	20,8	4,2	2,964	0,032*
	51 and above	11	16,6	7,5		
	Total	351	20,3	4,5		
Father's age status	30 and below	3	21,0	2,6		
	Between 31-40	126	20,3	4,5		
	Between 41-50	180	20,4	4,3	0,446	0,720
	51 and above	42	19,5	5,5		
	Total	351	20,3	4,5		

*p<0,05

The means of the PAAPS scale according to the gender variable and whether the difference between these means was significant were analysed by an independent groups t-test and are expressed in Table 2. According to the analysis results, it is seen that the parental success pressure scale differs significantly according to gender (p<0.05), and the parental success pressure on boys is higher than on girls. Supporting the study's findings, Gülbetekin and Tunç (2022) also found that parental pressure on academic achievement was more intense on boys than on girls. This attitude may be thought to be because male students show procrastination behavior and think superficially compared to female students. Similarly, the results of Arcan's (2006) study overlap with the results of this study, and it is seen that the academic achievement of male students is lower than that of female students. In this context, it can be said that the parents who contributed to the research assumed that boys were at lower academic levels than girls. Hence, families with boys were more oppressive about academic success. When the mother's educational status was examined with a one-way analysis of variance, a significant difference was found (p <0.05). The TUKEY test was used to determine which group caused the difference. The results revealed that the achievement pressure level of those whose mothers were literate was significantly higher than that of those whose mothers were high school, 2-year college, and university graduates. In addition, the success pressure level of primary and secondary school graduates is significantly higher than that of mothers who are university graduates. It is thought that mothers with low education levels exhibit such an attitude because they do not want their children to experience these negativities due to the problems they experience. This attitude also shows that mothers with a high school education or above provide sound guidance to their children according to the educational knowledge they receive, and do not put pressure on them in this regard. This situation coincides with Taşdemir's (2023) study, which reveals that increased maternal education may be due to mothers' ability to guide their children better and set a better example. Similarly, the findings of Erçik's (2016) research show that the education level of the mother has a vital role in matters related to her child's education and that the mother's educational status is adequate in terms of both her academic attitude and her participation in her child's education. Table 4 shows that the parental success pressure scale, whose changes were examined according to the father's education level, showed a significant difference according to the

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father's education level (p<0.05) and the results of the TUKEY test applied to determine which group caused this difference. The results showed that the success pressure of those whose fathers were primary school graduates was significantly higher than those whose fathers were secondary school, high school and university graduates. This revealed that the pressure for success decreases as the father's education level increases. Similarly, Kocaman (2009), who examined the effect of the father's high level of education on students' academic success, stated that the father's high level of education increases success. This shows that the research supports the idea that the father's education level also affects the student's academic life. PAAPS scale averages according to maternal age and the significance of the difference between these averages were examined by one-way analysis of variance and are given in Table 3. When the changes in the scales according to the mother's age were considered, it was seen that the parental success pressure scale did not show a significant difference. However, the parental success support scale significantly differed according to the mother's age (p<0.05). The TUKEY test was used to determine which group caused the significant difference. According to the results obtained, the level of parental support for those whose mothers is 30 or younger, 31-40, or 41-50 years old is significantly higher than that of those whose mothers are 51 or older. This shows that maternal age effectively supports the students' academic success, and young mothers are more willing to go in this direction. Similarly, in Çengel's (2021) study examining the relationship between secondary school students' school burnout level and parental attitudes, a significant difference was found between maternal age and the students' "acceptance interest" sub-dimension. It has been stated that this difference is due to the fact that the maternal age of those aged 35 and under is higher than that of those aged 45 and over, and that the maternal age of those aged 36-44 is higher than that of those aged 45 and over. When examining the changes in the scales based on father's age, the ABBÖ and EBÖ did not show significant differences based on father's age (p>0.05). In other words, the ABBÖ and EBÖ levels of those with fathers in different age groups were similar. Konokman and Yokuş's 2016 study found a low, but statistically significant, difference between the age groups of parents.

2.2. Findings and Comments on Family Data

Table 3 - Distribution of parents according to demographic characteristics and distribution of the family according to socio-economic characteristics

		n	%
Gender	Female	202	67,1
	Male	99	32,9
	Total	301	100,0
Degree of proximity	Her /His Mother	175	58,1
	Her/His Father	82	27,2
	Her/His Sister	11	3,7
	Her/His Brother	5	1,7
	Other	28	9,3
	Total	301	100,0
Age	18-23	6	2,0
	24-29	10	3,3
	30-35	56	18,6
	36-41	92	30,6
	42-47	101	33,6
	48 and above	36	12,0
	Total	301	100,0
Education Level	Primary school graduate	48	15,9
	Secondary school graduate	47	15,6
	High school graduate	111	36,9
	University graduate	81	26,9
	Postgraduate/Specialization etc.	14	4,7
	Total	301	100,0
Condition of the house who live in	Rent	77	25,6
	Our own	202	67,1
	Lodging	22	7,3
	Total	301	100,0
Number of rooms in the house (excluding kitchen)	One room	8	2,7
	One room and Living room	5	1,7
	Two rooms	41	13,6
	Three rooms and living room	162	53,8
	4-5 rooms and living room	85	28,2
	Total	301	100,0
Number of people living in the family	Eight or more people	2	,7
	6-7 people	24	8,0
	4-5 people	205	68,1
	3 people	70	23,3
	Total	301	100,0
Number of dependent children	1	69	22,9
	2	145	48,2
	3	76	25,2
	4 and more	11	3,7
	Total	301	100,0

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In Table 3, the distribution of demographic information of the people to whom the Family Participation Scale (FAC) survey was applied was examined by frequency analysis. The majority of the participants were high school graduates (36.9%), mothers between the ages of 42-47 (33.6%) and mothers (58.1%). The distribution of the family according to their socio-economic characteristics is examined in Table 3. Accordingly, it is seen that the majority of the participants live in their own house consisting of 3 rooms and a living room (67.1%), and the distribution of the number of individuals living in the house is 4-5 people (68.1%) and two dependent children (48.2%). When the parent scores obtained from the scale are examined, it is seen that the highest response was given to the item "I make sure that my child has a place to put his/her school belongings and books" ($\bar{x}$ = 4.34) and the lowest response was given to the item "I discuss personal or family problems with my child's teacher" ($\bar{x}$ = 2.22). Babaoğlan et al. (2018), who tried to reveal the characteristics of the ideal parent according to teachers' opinions, stated that an ideal parent should meet the needs of his/her child by being educated, caring for and value him/her, being tolerant, and helping them with their homework. This supports the results of the study. Socio-economic variables such as parents being single, having flexibility in working hours, and having fewer financial resources play an important role in their ability to participate in their children's education (Avnet et al., 2019; Walhof, 2016). In this context, it can be said that to increase the students' academic success, parents should meet the needs of their children, provide academic support without exaggeration, and reveal their academic pressure with guiding behaviors. Similarly, Suna et al. (2021) determined in their study that the strongest relationship was between students' socio-economic status and academic success.

Table 4 - Change of FP scale scores according to the degree of closeness variable.

		n	Average	Sd.	f	p
Family Participation Scale	His/her mother	175	110,2	23,0	4,369	*0,002**
	His/her father	82	103,5	24,2		
	His/her sister	11	97,2	28,1		
	His/her brother	5	72,8	27,1		
	Other	28	111,5	28,5		
	Total	301	107,4	24,7		
Home Based Participation	His/her mother	175	49,1	9,2	8,108	*0,000**
	His/her father	82	45,7	10,2		
	His/her sister	11	40,5	11,0		
	His/her brother	5	28,8	10,3		
	Other	28	46,0	10,3		
	Total	301	47,2	10,1		
Participation Based on School-Family Collaboration	His/her mother	175	32,9	9,5	3,660	*0,006**
	His/her father	82	30,5	9,3		
	His/her sister	11	31,0	8,7		
	His/her brother	5	21,4	9,2		
	Other	28	36,2	11,0		
	Total	301	32,3	9,7		

*p<0,05

Table 4 shows the averages of the family involvement scale according to the degree of closeness, and the one-way analysis of variance test was performed to find the difference between these averages. According to the test results, the FP scale overall and home-based participation and school-family cooperation-based participation sub-dimensions differ significantly according to the degree of closeness ($p<0.05$). The result of the TUKEY test, which was conducted to determine which group caused the difference for the overall family involvement scale, showed that the general level of family involvement of those who were the student's mother was significantly higher than that of the student's father and brother. In addition, it was observed that the family involvement level of the student's father was significantly higher than that of the student's older brother. When the average scores of the home-based participation dimension are examined, it is seen that those whose degree of closeness is mother is significantly higher than those whose degree of closeness is father, sister and brother. This reveals that the child is more successful academically when he/she studies with his/her family. The fact that the average score of children working with their mothers is high suggests that the child needs his or her mother and works feeling safer. In addition, it was determined that the average level of closeness of those who had a relative (other) with their father was significantly higher than that of those who had an older brother. This finding coincides with the reason why parents of boys have higher pressure for academic success. When the mean scores of the participation dimension based on school-family cooperation are examined, the closeness of those with mothers and fathers was significantly higher than that of those with (other) relatives. This finding reveals that the student's needs or problems are not considered sufficiently by his/her parents and other relatives. Similarly, in Güven's (2019) study, which examined the relationship between parents and academic success, a relationship was found between academic success and parents' support for education at home. The results also showed that the family's education level, income and parental expectations were also related to academic success.

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Table 5 - Change in FP scale scores according to the age variable

		n	Average	Sd.	f	p
Family Participation Scale	18-23	6	76,8	34,1	2,838	0,016*
	24-29	10	108,4	21,3		
	30-35	56	112,6	24,0		
	36-41	92	107,3	23,9		
	42-47	101	108,2	25,3		
	48 and above	36	101,8	22,0		
	Total	301	107,4	24,7		
Home-Based Participation	18-23	6	33,0	15,9	4,481	0,001*
	24-29	10	45,1	7,1		
	30-35	56	49,2	8,9		
	36-41	92	47,7	10,2		
	42-47	101	48,2	9,8		
	48 and above	36	43,2	10,0		
	Total	301	47,2	10,1		

*p<0,05

Table 5 shows the averages of the family involvement scale by age and the one-way analysis of variance results used to find the difference between these averages. According to Table 5, it was observed that the overall Family Participation Scale and the home-based participation sub-dimensions showed significant differences according to age ($p<0.05$). As a result of the TUKEY test conducted to determine which group caused the difference, it was seen that the contribution of individuals in the 18-23 age group to academic success was lower than all other age groups for the overall family involvement scale. In addition, it is seen that the contribution of individuals in the 30-35 age group to academic success is higher than in the 48 and above age group, and in parents in the 24-35 age group is higher than in other age groups. It can be said that parents in the 18-23 age group are still in a development and growth stage compared to those in other age groups and cannot provide sufficient support for their children's academic success because they do not have sufficient experience. On the other hand, it can be thought that parents between the ages of 24-35, unlike other age groups, have completed their development, their parenting skills have improved, and their interest in academic success has increased as their experience has increased. For the home-based participation sub-dimension, it was observed that the average scores of individuals in the 18-23 age group were lower than all other age groups, and those in the 30-35 age group were higher than those in the 48 and above age groups. The fact that Arcan's (2006) study revealed that the increasing age of parents is associated with students' academic success supports the fact that the age range revealed in this study has a higher level of home-based participation. There are different studies in the literature regarding these results. For example, Çatalkaya (2021) in her study titled "School-Family Cooperation According to Primary School Parents" could not detect a significant difference in the school-family cooperation levels of parents according to gender and age variables. On the other hand, in the study conducted by Gözübüyük and Özbey (2020), it was interpreted that there was no difference according to the father's age variable, especially in father-child relationships.

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Table 6 - Change in SCD scores according to the educational status variable

		n	Average	Sd.	f	p
Family Participation Scale	Primary school graduate	48	99,9	24,9	5,895	0,000*
	Secondary school graduate	47	99,3	29,5		
	High school graduate	111	107,2	23,7		
	University graduate	81	113,6	19,7		
	Postgraduate/Specialization etc.	14	125,4	22,5		
	Total	301	107,4	24,7		
School-Based Participation	Primary school graduate	48	25,3	9,8	3,565	0,007*
	Secondary school graduate	47	26,1	10,7		
	High school graduate	111	27,7	8,5		
	University graduate	81	29,7	8,0		
	Postgraduate/Specialization etc.	14	33,4	8,7		
	Total	301	27,9	9,1		
Home-Based Participation	Primary school graduate	48	44,1	9,9	4,395	0,002*
	Secondary school graduate	47	44,4	12,5		
	High School Graduate	111	47,2	10,2		
	University Graduate	81	49,8	7,6		
	Postgraduate/Specialization etc	14	52,2	10,1		
	Total	301	47,2	10,1		
Participation Based on School-Family Collaboration	Primary School Graduate	48	30,5	10,0	5,072	0,001*
	Secondary School Graduate	47	28,7	10,5		
	High School Graduate	111	32,3	9,6		
	University Graduate	81	34,1	8,6		
	Postgraduate/Specialization etc.	14	39,9	7,7		
	Total	301	32,3	9,7		

*p<0,05

A one-way analysis of variance was conducted to determine the averages of the family involvement scale in terms of the parents' educational status variable. Whether the difference between these averages was significant, and the results are shown in Table 6. According to the results of the analysis, it is seen that there is a significant difference in the overall family participation scale in terms of school-based, home-based and school-family cooperation-based participation sub-dimensions according to educational status (p <0.05). As a result of the TUKEY test conducted to determine which group caused the difference, it was determined that the family involvement levels of university and graduate graduates were significantly higher than primary and secondary school graduates in all dimensions of the Family Participation Scale. For the school-based participation sub-dimension, the school-based participation levels of university and graduate graduates are significantly higher than those of primary and secondary school graduates. The result for the home-based participation sub-dimension was like that of Bakker et al. (2007). Similarly, in the study conducted by Şevik and Masal (2020), it was found that if families are involved in their children's education and teachers and school administrators provide these opportunities, students' academic success is increased. Çiftçi and Nedim (2015) stated that parents with a high level of education have an advantage in supporting curriculum subjects at home, which becomes difficult, especially in the secondary school period. In participation based on school-family cooperation, it was observed that the rate of people with postgraduate education was significantly higher than that of graduates of all other education levels, and the rate of university graduates was significantly higher than that of primary and secondary school graduates. Similarly, Dinç's (2017) study found that family involvement varies according to the parents' education levels. In this case, it can be said that the participation of families in increasing the academic success of their children is affected by the education levels of the parents. School-family cooperation, which has an important place in family participation, generally does not cover only a few issues, such as the family's participation in parent-teacher meetings, meeting their child's educational needs, and coming to school when called. This sensitive issue, which includes many activities, especially teacher efforts, is effective in student success (Tabak, 2020).

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Table 7 - Change in SCD scores according to various socio-economic variables of the family

			n	Average	Sd.	f	p
Home-Based Participation	According to the condition of the house	Rent	77	44,7	12,5	3,604	0,028*
		Our own	202	48,3	9,1		
		Lodging	22	46,2	8,3		
		Total	301	47,2	10,1		
	According to the number of rooms in the house	One room	8	36,5	15,2	5,127	0,001*
		One room and a living room	5	35,0	12,6		
		2 rooms	41	47,5	10,5		
		3 rooms and a living room	162	48,5	9,2		
		4-5 rooms and a living room	85	46,4	10,1		
		Total	301	47,2	10,1		
School-Based Participation	According to the number of people living at home variable	8 or more people	69	30,2	9,2	3,158	0,025*
		6-7 people	145	28,0	9,8		
		4-5 people	76	25,9	7,5		
		3 people	11	24,8	6,8		
		Total	301	27,9	9,1		
	According to the number of dependent children variable	1	69	30,2	9,2	3,158	0,025*
		2	145	28,0	9,8		
		3	76	25,9	7,5		
		4 and more	11	24,8	6,8		
		Total	301	27,9	9,1		

*p<0,05

Whether there is a significant difference in the family participation scale according to various variables representing the socio-economic characteristics of the family was tested with a one-way analysis of variance and is expressed in Table 7. Analysis results showed that the home-based participation sub-dimension differed significantly depending on the status of the house (p<0.05). According to the TUKEY test used to determine the group that caused a significant difference, it was determined that the participation levels of those living in their own homes were significantly higher than those living in rented homes. Regarding this situation, we can say that the low level of anxiety of parents who own their own homes about housing increases their children's participation in the education process. It is known that families' income levels are related to housing opportunities. Therefore, children of low-income families who are seriously deprived of housing are deprived of an environment where they can study due to the insufficient number of rooms. This shows that there are decreases in children's academic success due to negativities or restrictions (Abbak & Cansu, 2023). Another result is that the home-based participation sub-dimension shows a significant difference (p <0.05) depending on the number of rooms. It is seen that the difference stems from the fact that the level of home-based participation of those living in houses with two rooms, three rooms and one living room and 4-5 rooms and one living room is significantly higher than that of those living in houses with one room and one living room. This result shows that the student is not motivated because she does not have her/his own environment to study. Although this is an important point for academic success and is expressed as an important responsibility by parents, it is sometimes seen that they do not consider it within the scope of home-based participation studies (Çıkar & Aslan, 2022).

When the family participation scale was examined according to the number of people in the family, it was determined that the school-based participation sub-dimension showed a significant difference (p <0.05) according to the number of people in the family. The significant difference is that the TUKEY test revealed that the level of school-based participation of those living with eight people at home was significantly higher than that of those living with 4-5 people at home. This can be interpreted as participation in school-based activities is higher when more adults are at home. When the change of the family participation scale according to the number of dependent children was examined, it was seen that there was a significant difference according to the school-based participation sub-dimension (p <0.05). The TUKEY test was performed to determine which group caused the difference. Test results showed that the school-based participation levels of families responsible for caring for one child were significantly higher than those responsible for caring for three children. This situation suggests that as the number of children families are responsible for caring for increases, their responsibilities also increase. The pressure they put on their children also affects their academic success support. Similarly, Özen (2021) stated in her study that parents' attitudes and behaviours are affected by psychological conditions such as the number of people in the family, the number of children the student has, and the individual's academic success, anxiety and ambition. Supporting this result, the study conducted by Çömlekcioğulları (2020) stated that socio-economic factors such as the family's low income and renting their houses negatively reflect on the success of students. Similarly, the study conducted by Kapur (2018) stated that the family has a large family size if it has more than two children. If the number of children in the family is three or more, or if the family has a low economic income, this will cause the child to have difficulty in meeting many of her/his needs. For such reasons, the large family size negatively affects students' academic

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performance. While this situation shows that parents with many children and limited income have difficulty meeting each child's needs, it also supports the difference in the number of people in school-based participation.

CONCLUSION

According to the student attitudes obtained in the research, the students felt that their families supported them academically. According to parental attitudes, parents' academic success pressure levels differ in favour of male students. This shows that gender is an effective factor in the pressure parents apply to their children for academic success. The fact that parents who have sons are more oppressive suggests that this may also be related to the fact that they want their superficially working children to be academically successful. On the other hand, the fact that the academic support and pressure shown by parents is the same at every grade level (6th-7th-8th grades) shows that parents' expectations for academic success from their children continue at all levels of education. Among the results obtained is that the educational status of the parents differs according to their level of success pressure but does not differ in their level of parental success support. In short, this shows that parents with a low level of education care more about education and try to pressure their children to complete their missing aspects. In addition, when parental academic success pressure and support changes are examined according to the mother's and father's professions, no differentiation is observed, revealing that professions do not differ in parenting duties. The fact that the parental success support scale differs only according to the mother's age shows that especially mature mothers have difficulty providing success support. The number of children and the income level of families did not show any difference in the pressure of parental success and the support they would provide to their student children. It can be said that the difference in the home-based participation sub-dimension in the study in favour of women is related to the fact that mothers, especially housewives, have the chance to stay at home and take care of their children. On the other hand, the results regarding the home-based participation and school-family cooperation-based participation sub-dimensions showed that they differed according to the degree of closeness of the parent to the student. It was observed that general family participation and home-based participation differed according to the parents' age. However, there was a difference across the scale according to the education level. This showed that parents' education is an important factor in family involvement, but parents' age is not very effective. In the results regarding the house where the families stay, which is considered a socio-economic indicator, a difference was found only in the home-based participation sub-dimension. It has been determined that this situation is because the number of people living in their own houses is higher than those living in rented houses. Another result found in the research is that only the number of families in the school-based participation sub-dimension showed significant differences according to the number of people and the number of dependent children. This also showed that the number of adults in the family increases participation in school-based activities. However, parents with more responsibilities due to the number of dependent children cannot participate in sufficient activities.

Recommendations

When we look at the student and parent attitudes obtained from the research, it is seen that various variables indicating the socio-economic levels of the students' families show some differences in academic success. For this reason, families should be aware of the pressure and support they put on their student children. They should also understand the importance of family participation in increasing their child's academic success and take care to be informed about its implementation methods. In order to achieve this, the parent-teacher association can cooperate with the parents and suggest some courses that will provide information to the families. This will also enable parents to communicate with the school to increase their child's ongoing education and academic success. In this study, examining whether the PAAPS and FP scales differ only according to various variables may encourage them to examine their effects on each other in similar studies in the future. In addition, the data in the study can be expanded, and the high level of school-based participation can be examined by collecting data on age levels, depending on the number of people in the family and whether the dependent children are in the same school.

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AUTHORS' CONTRIBUTION

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CONFLICT OF INTERESTS

The authors declare no conflict of interests.

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