Investigation of the impact of social factors on the educational success of students supported by Imam Khomeini Relief Committee (RA) in Central and Western areas in Tehran

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Abstract

Student is one of the important pillars of education institution. Investigation and identification of psychological issues of the students and improvement of his personal and social life can cause quantitative and qualitative development and growth of education. Among these, social status of the families (parental education, family dimension, occupation of parents and peers or classmates), family social support, and an institution social support can be mentioned. Imam Khomeini Relief Committee (RA) has been selected in this research. According to what has been said, the present research is a descriptive - survey research, which has attempted to examine social status and support, and its role in educational achievement of the students supported by Imam Khomeini Relief Committee (RA) in two central and western areas of Tehran. The statistical population of this research consists of all students supported by Imam Khomeini Relief Committee (RA) in two central and western areas of Tehran. This number is 2510 persons and 333 individuals were randomly selected among them. Six hypotheses have been posed in this research. For each hypothesis, several questions were created and placed in the researcher's questionnaire. ANOVA analysis of variance was used to analyze the hypotheses. The results showed that there is a relationship between occupation, education, family dimension, and peers (classmates) with educational achievement of children. But there is no relationship between family social support and educational achievement in children. Finally, there is a relationship between social support of Imam Khomeini Relief Committee (RA) and educational success of the students.

Key words: social status, social support, educational success, educational achievement, Imam Khomeini Relief Committee (RA).
Introduction

Studies and investigations that have been conducted on the factors that have made the success and failure of students indicate that this issue is related to the familial fields, particularly family social support. This relationship with social support outside the family will have also doubled importance, especially when the organization or institution responsible for the support in society. According to these researches, factors such as income, housing quality, absence of the father in the family, number of family members, parents' jobs affect students' educational success or failure.

Parent education level as other factors affecting educational achievement affects educational achievement or failure in various forms. Ali Akbari (2001) in a research on the causes of dropout in Sistan and Baluchestan found that there is an inverse relationship between parental education level and their dropout. In a way that 74% of drop outs in the study group has had illiterate parents, 33% of them has had fathers with primary school degrees, and only 2 percent has had secondary school degrees and 89 percent of mothers had been illiterate. In another study on parental education and educational performance of the students in fifth grade of primary school in region 4 in Karaj, Majid Mohebi (2000) concluded that there is a significant difference between the educational performance of the students with literate parents and students whose parents are illiterate. In a way that parental education has a positive impact on children's educational achievement. Less educated and illiterate parents less think about their children's educational achievement. They follow their normal routine and do not have enough knowledge about close relationships and cooperation between parents and school.

Malayeri (2002) conducted a research on the relationship between educational achievement and family income in the region of 9 in Tehran Education. He divided the sample group into four economic classes: very wealthy, wealthy, half-wealthy, and non-wealthy, and calculated the correlation coefficient. He showed that there is a direct relationship between educational achievement of the teens and family income. Also increase in family income increases mean scores of students in school (Malayeri, 2002: 30).

Kinia in 1981 believes that family is the first and public and global system and institution that has an absolute necessity to meet the vital and emotional human needs and survival of the society. It is more important than all social institutions. This institution is the first major act of love that is created through family among its members, and then promotes and distributes this value through endearing relationships and deep friendships among others. But it should be noted that the high number of family members reduces love of parents to children, because father and mother of the family must stay outside from morning till night, and think about feeding themselves and their children.

On the other hand, large number of a family makes these families to be economically in the lower level. Excessive increase in family crowd causes that children do not grow well and proper training are not performed on them. The results of Nikukar studies (1993) also indicates that students' grade point average in families of three to four members or fewer is higher than students who live in families with more than five members (Ya'ghubkhani, ibid.: 36).

Communicating with people is often a barrier to loneliness, especially social isolation. In the social balance and expanding relationships with others, other people are as a way so that we can
consider our abilities and attitudes. In other words, the social balance provides a means for subjective measurement. Also communicating with others and get social support helps to reduce anxiety (Deaux & wrightsman, 2002).

Researches have also shown that there is an inverse relationship between social support with psychosomatic vulnerability and anxiety (Gheisar Pour, 2004).

Generally, people in stressful situation want to seek for someone to help them and adapt to stress. In some cases, they may seek for an intelligent and efficient person, and in other cases they may prefer a supporter person (Doo and Ratysmn, 2002). Thus, social support as an environmental variable has an important role in directing social behaviors. Supporter resources are often able to attract people, and make them to accompany them.

The topic investigated in this research is to examine this issue whether there is a relationship between family social factors, social support of Imam Khomeini Relief Committee and educational success of students supported by Imam Khomeini Relief Committee or not?

Family and academic achievement

In a paper of the "teacher development" journal has come in this relation: "Generally, most of the talented students in educational achievement are from families with high levels of economic. This is mainly due to the existence of rich educational and welfare facilities in affluent families with a strong motivation for learning in these families and On the other hand the numbers of children in low-level families are more and they notice to education notion less and ultimately children learning motivation and progress become fewer”

Of other factors of educational achievement is family dimensions since as a result of family number increase, family income is contributed to more numbers and reduced each of the member’s portion. In addition to not providing proper clothing and so is caused to the loss of educational opportunities for each individual and makes difficulty in use of tutors, confirmatory class and educational facilities equipped schools. Also on the other hand, in the article has come that: parents and older brother or sister literacy affects the children and teenager educational achievement.

Alferd soui believes that the presence of children in low-income families will not allow proper and complete growth and parents are not able to provide an enabling environment in terms of education. Therefore, children are not gown as it should be and their talents do not flourish, and the subject cause to their educational failure (Moshiri, 2007).

Social class

Social class is of most important social concepts and experts and sociologists have presented different views, different definitions that often have ideological dimensions of social class term.

In economic terms, social class is said the group that its members have same situation of economic vigor (Makaremi, 2004: 61).
In another definition has stated that social class refers to section of society which is different with other society sections in terms of having shared values, certain social status, group activities, wealth rate, and other personal properties and also etiquette.

Another definition has stated that social class can be known as a group of people who have similar social base or stratum of people who are almost equal in terms of factors such as family advantages, professional or educational status, income, (Cohen, 1999: 239). In a general conclusion, social class can be defined as follows:
Social class is a relatively large and stable group composed of those who are the same status in terms of social production and ownership of production instruments.
Nice opportunity of social class has the effect that when its owner income declining to the level of personal average level from low class, he still remains in the upper class (Golabi, ibid: 188).
According to Dogllas “Well educated parents interested in that their children utilize education like themselves, also they are prepared to provide conditions, and in some cases required money to accomplish this.
Some significant consider significant relationship between social classes and educations and parents' job and students educational achievement and believe that high social class students with educated parents will have more better educational opportunities in their period in terms of education, also they have stronger motivations to succeed in education, in comparison with other students.

Patterson et al. 1990, about the effect of social class, family income in academic achievement concluded that the level of income and race compared to gender or family composition is the best predictor factor of educational achievement. For example about students' behavior differences among black and white was observed that family income is less predictable factor for blacks less than whites.

The impact of the economic environment on children educational achievement
It has been clear from recent time that there are significant differences between the intelligence of children in terms of social and economic level of parents. The extent we precede in social and educational criterion, average result of children will be more to the same extent in intelligence tests.
The number of smart children in high social and economic environments is higher than those in low social and economic environments. In contrast, the number of mental retarded children in poor social and economic environments is more than of their number in rich social and economic environments.
It can resulted from above texts in favor of inheritance, Thus stated that if parents reach the better economic and social opportunities, it is due to their more intelligence that transmit to their children too.
Of course it could be interpreted in favor of the environment; reason of the large number of smart children in rich social and economic environments is that parents can easily provide interesting and structured educational environment for their children. all The observations prove that children totally achieve to existed intellectual level in one's life environment, since mental
level is different in different environments so children’s intelligence level grow different from each other.

As we pointed out earlier, there are apparent differences between children's intelligence in terms of their parents social and economic level. Overall, children with greater intelligence are found in environments that are richer economically and have more mental motivations. The quality importance of the educational environment and incitements child sees there has been studied frequently.

Fathers and mothers who have higher education, have friendlier and freely behavior with their children compared to normal parents. Mothers, who have been with occupier and have been successful in their jobs and have been stopped working because of marital, are demanding towards their children, they want their children to reach higher levels.

Children who are forced to live according to parents predetermined map are faced to the higher expectations. mothers who are unsatisfied of Social and economic position and try to reach the upper social classes, take the lives lead of children and try to impose their ideals way of life to children in an arbitrary manner, but the mothers who are satisfied of their life, are prepared to give more freedom to their children (Kenji, 2001: 78)

**Social support**

Study on the role of social support is somewhat new. However, the concept is one of the basic concepts in social psychology and has been noticed from years ago, but related studies of social support obviously had not begun before about 1970 years. However, as was pointed out social support has been significant as a basic and central concept in social sciences and psychology.

Likert (1961) argued that basic element in successful supervision is principle of support relationships and that is a kind of ability that some supervisors have it in behaving with their subordinates. it means they behave such a way that increases person feels valued and important.

In recent years, in related researches of social support a rapid growth is seen. So that, the number of published studies and articles with title of social support it has increased from two cases in 1972 to fifty cases in 1982 (Hovey & Koochen, 2000).

Seeking the sense of belonging and social support is a variable that has been noticed by psychologists and sociologists.

Fromm (1966) more emphasized to effects of social belonging disconnection, loneliness and social withdrawal, considered many psychological and social disorders of its effect. Fromm says in societies positive free does not realize and does not realize the real man. Loneliness is less sustainable and man seeks to resource and resources of people and objects support till can create a network by creation of connection and their accompaniment.

Connection with people is often a barrier to loneliness, particularly social isolation, in social balance and expanding relationships with others, other people are as a way so that we can consider our abilities and attitudes. In other words, the social balance provides a mental
measurement device, and also connection with others and receiving social support helps to reduce anxiety (Deaux & Wrightsman, 2002).

Generally, people in a stressful want seek someone who help them in that situation and adapt to the stress. In some cases, they may seek intelligent and efficient person and in other cases maybe prefer a supportive person (Deaux & Wrightsman, 2002).

Thus, social support has an important role as an environment variable in leading social behaviors. Support resources are often able to drag people into their side and accompany them with themselves.

Research questions

1. Is there a relationship between parental education and children's educational success?
2. Is there a relationship between family dimension and children's educational success?
3. Is there a relationship between parents' jobs and children's educational success?
4. Is there a relationship between peers (classmates) and students' educational success?
5. Is there a relationship social support of Imam Khomeini Relief Committee and students' educational success?
6. Is there a relationship between parents' social support and children's educational success?

Research Hypotheses

1. It seems that there is a relationship between parents' jobs and children's educational success.
2. It seems there is a relationship between parental education and children's educational success.
3. It seems that there is a relationship between family dimension and children's educational success.
4. It seems that there is a relationship between peers (classmates) and students' educational success.
5. It seems that there is a relationship between parents' social support and children's educational success.
6. It seems that there is a relationship between social support of Imam Khomeini Relief Committee (RA) and students' educational success.

Methodology

Considering that the aim of this research is to determine the effect of social factors in the educational success of students supported by the Relief Committee, and given the nature of the subject, the study population, the best methodology is descriptive - survey.

Statistical Society

The statistical population consists of all students supported by Imam Khomeini Relief Committee (RA) in Central and Western areas of Tehran. The total number of them had been 2510 people.
Data collection tool

In this research, item researcher-made questionnaire has been used to collect information and students' comments. This questionnaire consists of two parts: the first part is family and individual characteristics of the students, including: father's job, family income, parents are alive or not, the number of family member, type of residential house, students' average score, and parents' education that consists of question of 1 to 12. The second part of the questionnaire contains multiple choice questions that include question of 13 to 52.

Questionnaire Validity

The first step to determine the validity of research tool is the questions of questionnaire were determined according to the sources and scientific quantity, and it was attempted to be written in the simplest way as possible.

In the next stage, the questions of questionnaire were investigated by the view of supervisors and advisers and other experts in statistics and its apparent desirability was confirmed.

Estimation of Questionnaire Reliability (Reliability)

The reliability of the questions of questionnaire was calculated using Cronbach's alpha coefficient. At the beginning according to the supervisors and advisers, a pilot study was conducted on a sample of 30 people for questionnaire reliability. The data was derived, and reliability coefficient was calculated using Cronbach's alpha formula.

This questionnaire reliability coefficient was acquired 83% for a sample of 30 people that indicates its relative desirability and accuracy. Therefore, the present questionnaire was performed for the last time, and reliability coefficient was acquired 83% for a sample of 333 people.

Analysis of Descriptive Statistics of Information
The diagram above shows the gender of students. They had been predominantly male, and female students had been less. 178 persons or 53.6% had been male and 154 persons had been women that have allocated 46.4 percent of the Frequency Table. 118 persons of them had been from central region and 60 of them were boys and 106 girls West scope of the central area, and 48 persons of them had been from the West area. It is noteworthy that the questionnaires has been completed and analyzed equally for the two Central and West areas. In other words 166 girls from the central area and 166 boys from the West area have been investigated and examined.
The diagram above shows the study areas. Questionnaires have been completed and analyzed equally for both Central and West areas. In other words, 166 girls from the central area and 166 boys from the West area have been investigated and examined.

The above diagram shows the student's father jobs. Father of majority of them died and had not been alive that this number is equal to 173 persons, equivalent to 52.1% (83 subjects in Central area and 90 subjects in West area), and the rest is mainly workers. Least of them have declared their father's job educative. 54 people equivalent to 16.3% of workers (33 subjects in Central area and 21 subjects in West area), 28 people equivalent to 8.4% of private jobs (23 subjects in Central area and 5 subjects in West area), 23 people equivalent to 6.9% of the unemployed (15 subjects Central area and 8 subjects in West area), 21 people equivalent to 6.3% of market jobs (5 subjects in Central area and 16 subjects in West area), 20 people equivalent to 6% of workers (20 subjects in Central area), 11 people equivalent to 3.3% of disabled people (6 subjects in Central area and 5 subjects in West area), 2 people equivalent to 0.6% of educative jobs (1 subject in Central area and 1 subject in West area).
The above diagram shows the student's mother jobs. Mother of majority of them died and had not been alive that this number is equal to 8 persons, equivalent to 2.4 % (6 subjects in Central area and 2 subjects in West area). They are mainly housewives. Least of them have declared their mother's job educative. 243 people equivalent to 73.2 % had been housewives (33 subjects in Central area and 136 subjects in West area), 29 people equivalent to 8.7 % had had service jobs (18 subjects in Central area and 11 subjects in West area), 27 people equivalent to 8.1 % had had private jobs such as tailoring - hairdressing and so on (24 subjects in Central area and 3 subjects in West area), 17 people equivalent to 5.1 % had been employees (5 subjects in Central area and 12 subjects in West area), 8 people equivalent to 2.1 percent had been workers (6 subjects in Central area and 2 subjects in West area).
The above diagram shows the number of family members. Students have mainly had 4-member family. Least of them have had 6 members of family. 96 people equivalent to 28.9% had had 4-member family (39 subjects in Central area and 57 subjects in West area), 89 people equivalent to 26.8% had had 3-member family (60 subjects in Central area and 29 subjects in West area), 68 people equivalent to 20.5% had had 5-member family (29 subjects in Central area and 39 subjects in West area), 38 people equivalent to 11.4% had had 2-member family (20 subjects in Central area and 18 subjects in West area), 29 people equivalent to 8.7% had had 6-member family (13 subjects in Central area and 16 subjects in West area), and 12 people equivalent to 3.6% had had 4-member family (5 subjects in Central area and 7 subjects in West area).

Conclusion

First hypothesis: It seems that there is a relationship between the parental occupation and children's educational success. About the relationship between parental occupation and children's educational success, the distribution of the educational success variable has been calculated and achieved less than significant level of 0.05, and due to the fact that 0.04 is less than 0.05 in above hypothesis.

Since our significant level is less than the desired alpha of research, therefore there is statistically significant difference in 95% probability between educational success of students in two areas of West and Central and parental occupation. In this case, Ho hypothesis is rejected, and H1 is confirmed in this hypothesis. This means occupation of parents have had a great impact on students' educational success. Therefore parents' job has had a significant impact on the educational success of their children. Parents having job and income although small, as well as supports of Relief Committee could also affect the promotion of children's average level.
According to the fact that students whose fathers had died and mothers' job had declared housekeeping could be successful in their studies only by social and economic support of Relief Committee and poor supports of close relative. Thus, indirectly in this hypothesis, success of Imam Khomeini Relief Committee (RA) on implementing their important tasks is also admirable.

The results obtained from the analysis of this hypothesis are consistent and in line with the research results of Farjad (1976) who believes there is a direct relationship between parents' social status and their utilization of education. Whatever the parents' social status is lower children can less utilize the educational facilities and opportunities.

Neyr (1972) and Wangyrson (1981) also mention in their study, a significant relationship between parents' jobs and students' educational achievement.

Kruser (1959) states in his research result that success of children whose parents have specialized jobs and management degree in continuing education up to the age of 17 years old or after this age is 25 times more than other children whose parents have non-specialized job.

Mary Khubkr (1981) also stated that the parents' job has had a significant impact on students' educational achievement.

Darya Pour (2001) stated in his research results that father's job is one of the factors that related with students' educational success. In all investigated researches, no hypothesis was observed that its result is not consistent or in line with the result of this hypothesis.

Second hypothesis: It seems that there is a relationship between parental education and children's educational success.

About the relationship between parental education and educational success, distribution of parental education variable has been obtained 0.005 that has been calculated less than the significance level. Due to the fact that the above hypothesis with 0.005 is less than 0.05, and since our significant level is less than desired alpha of the study, therefore there is statistically significant difference in 95% probability between students' educational success in two areas of West and Central and parental education. So in this case, Ho hypothesis is rejected, and H1 hypothesis is confirmed. This means parental education has had a great impact on students' educational success.

But although parental education degree had been effective, but, as parental education degree had been in elementary education level, therefore it cannot be said that promotion of students to continue their education in higher classes, as well as their education had been effective. This is for the reason that they can only help their children's education in primary and secondary degree. Or it can be stated that children are able to promote using educational aid classes and/or private tutor that here the role of the Imam Khomeini Relief Committee (RA) is effective in supporting them financially.

The results obtained from the analysis of this hypothesis are consistent with the results of other investigated researches that among them are the cases noted below.

Mary Khubkr (1981) in his research stated that parental education degree has had a significant impact on students' educational achievement.
Newsons in his research concluded that whatever parents' education degree is higher, educational and cultural situation of children is also placed in a better position. Douglas also stated that well-educated parents interested in their children utilize education as them; they are also prepared for providing the conditions and in some cases money needed to realize this affair. Mahyar (1996) in his research results showed that factor of father's education may be the most important indicator of individual social class, especially in relation to the educational performance of the student. According to his opinion, whatever father's education is higher, his child's educational success rate will be higher. In another study had conducted on "causes of dropout in Sistan and Baluchestan province" showed that there is an inverse relationship between parental education degree and their dropout. In this case, 0.74 percent of drop outs in the study group have had illiterate fathers and mothers, 33% of them have had fathers with primary school degree, and only 2% of them have had secondary school degree, and 89% of mothers had been illiterate. Mohebi (2000) in his research has concluded that there is a significant difference between the educational performance of students whose parents are literate, and students whose parents are illiterate. In this way that parental education has a positive impact on educational achievement of children. Less educated and illiterate parents usually think less about their children's educational achievement. They follow their normal routine and do not have enough knowledge about close relationships and cooperation between parents and school. Darya Pour (2001) in his research results entitled "The relationship between educational failure with family conditions and contexts” stated that parents' education degree is one of the factors that can have a significant relationship with students' educational success.

**Third hypothesis: It seems that there is a relationship between family dimension and children’s educational success.**

About the relationship between family dimension and educational success, distribution of family dimension variable has been obtained 0.019 that has been calculated less than the significance level of 0.05. Due to the fact that the above hypothesis with 0.019 is less than 0.05, and since our significant level is less than desired alpha of the research, therefore there is statistically significant difference in 95% probability between students' educational success in two areas of West and Central and family dimension. Therefore in this case, Ho hypothesis is rejected, and H1 hypothesis is confirmed. This means family dimension has had a great impact on students' educational success.

The social status of the family as one of the dimension of family life and growing up in a family where social status or generally family dimension is based on the principles. In this case they will train successful children.

Here supports of Imam Khomeini Relief Committee (RA) are also great supporter of families, which can help families to set the base of family dimension on the principles of mental health.
This result is also consistent and in line with the results of investigated researches and the direction that among them are the cases noted below.

Newsones conducted a research on economic, social, family status in UK. He concluded that families who have had fewer children had been more successful in fulfilling tasks than families whose the number of children had been high.

Kinia in 1981 believes that family is the first public and global system and institution that has an absolute necessity to meet the vital and emotional human needs and survival of the society. It is more important than all social institutions. This institution is the first major act of love that is created through family among its members, and then promotes and distributes this value through endearing relationships and deep friendships among others. But it should be noted that the high number of family members reduces love of parents to children, because father and mother of the family must stay outside from morning till night, and think about feeding themselves and their children. On the other hand, large number of a family makes these families to be economically in the lower level. Excessive increase in family crowd causes that children do not grow well and proper training are not performed on them.

The results of Nikukar studies (1993) also indicates that students' grade point average in families of three to four members or fewer is higher than students who live in families with more than five members (Ya'ghubkhani, ibid.: 36).

Forth hypothesis: It seems that there is a relationship between students' peers (classmates) and children's educational success.

About the relationship between the impact of peers (classmates) and educational success, distribution of peers' variable has been obtained 0.00 that has been calculated less than the significance level of 0.05. Due to the fact that the above hypothesis with 0.00 is less than 0.05, and since our significant level is less than desired alpha of the research, therefore there is statistically significant difference in 95% probability between students' educational success in two areas of West and Central and the impact of peers (classmates). Therefore in this case, Ho hypothesis is rejected, and H1 hypothesis is confirmed.

This means that classmates is considered as an effective factor in students' scientific achievement and success, because the effectiveness of students' peers and classmates due to the homogeneity in age and accepting the reference pattern is much more than family. Classmates as school friends can help each other to advisory resolve their educational problems in order to promote their courses. In fact, classmates as well as social and financial support of Imam Khomeini Relief Committee (RA) affect educational success of them, their friends and classmates. About the fourth hypothesis, among all conducted researches, no research was observed that its result is consistent or in line with this hypothesis and/or inconsistent with it. Therefore, it is suggested in the section of future research suggestions that researchers interested in this subject also do researches in this regard (fourth hypothesis), and compare its result with this research.
Fifth hypothesis: It seems that there is a relationship between family social support and children's educational success.

About the relationship between family social support and children's educational success, distribution of the obtained variable has been calculated 0.14 of significance level. Due to the fact that the above hypothesis with 0.14 is higher than 0.05, and since our significant level is higher than desired alpha of the research, therefore there is no statistically significant difference in 95% probability between students' educational success in two areas of West and Central and family social support. Therefore in this case, Ho hypothesis is confirmed. This means that in this research families support little has no significant impact on the students' educational success. This means due to the fact that families value and accentuate on students' educational achievement and success. Therefore because of poor social and financial status and low education level, they cannot train their children under their support. Therefore, the amount of love, support and care of family members due to their weak financial and economic is faded, and the role and effectiveness of supportive organs such as Imam Khomeini Relief Committee (RA) in students' educational success is manifested more.

In this regard, no research was observed that is consistent or in line with this hypothesis of the research and/or inconsistent with it. Therefore, it is suggested in the section of research suggestions that researchers interested in this subject also do researches in this regard, and compare its results with the result obtained from this hypothesis.

Sixth hypothesis: It seems that there is a relationship between students' peers (classmates) and children's educational success.

About the relationship between social support of Imam Khomeini Relief Committee (RA) and educational success, social support of Imam Khomeini Relief Committee (RA) variable has been obtained 0.027 that has been calculated less than the significance level. Due to the fact that the above hypothesis with 0.027 is less than 0.05, and since our significant level is less than desired alpha of the research, therefore there is statistically significant difference in 95% probability between students' educational success in two areas of West and Central and the impact of social support of Imam Khomeini Relief Committee (RA). Therefore in this case, Ho hypothesis is rejected, and H1 hypothesis is confirmed.

This means that social support of Relief Committee has a significant impact on students' educational success. Supporting all students and their classmates due to the influence of peers from each other, financial support of family members, students utilizing from private tutors and educational resources and educational aids and educational consultants of Relief Committee, provision of students' requirement and favorite means , provision of travel and transportation...
expenses of the students, and in general financial support of Relief Committee have had directly or indirectly significant impact scientific on students’ scientific level. The same process leads to students’ educational success.

Considering that no research was observed to compare its results with this hypothesis. Therefore, it is suggested in the section of suggestions that researchers interested in this subject also do researches in this regard in other regions, and compare its results with the result obtained from this hypothesis.

**Research limitations**

1. Shortage of time to carry out research
2. Lack of research contexts on the subject of social support and comparing their results with the results obtained from this research hypotheses.

**Research suggestions**

1. it is suggested to future researchers interested in working in this field that they investigate the impact of social support of an institution such as Imam Khomeini Relief Committee on students' educational success in other regions of and the country, and compare the results of those researches with this research.

2. Families can be a scientific sample for the direction and growth of their children by coordinating their behavior with school programs and trainings. If no coordination is done with school, and parents follow a program opposing school programs, their children are conflicted, and will wander in choosing the correct way.

3. If both family and school institutions act coordinately, and have continued cooperation with each other in follow-up educational and curriculum issues, they will be successful in modifying abnormal behaviors and strengthening character of the students, and education in these centers will be fruitful and have a good result.

4. It is suggested that parents and educators and supportive institutions support the students, and participate them in decision making, so students trust them, and considers them their friend and benefactor, and they feel they are in any case protected. Because if people, especially our students do not feel supported by their parents or supportive institutions, feel themselves abandoned individual, and inevitably either rely on himself or refuge to others. Principally, some students' maladaptive and asocial behavior is a response that he shows opposing his emotional shortages and deprivations.

5. It is suggested that parents with proper speech and behavior and by transferring their emotions to children create proper feelings, emotions and behavior in them. This appropriate emotional and mental environment provides a context for proper growth and his tackle in all cases and problems he face with them. He will be successful in communicating with his peers in school and in educational fields. This is because that he acts with firm and stable emotional base and with a strong personality originated from his parents' behaviors and relations.
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