

The Study of Identifying Factors affecting Academic Achievement of Student Shahed Scatter Plot of The Lamerd City in Year 2013-2014

Seyed Ahmad Hashemi*, Eisa Amiri**, Abdollah Heydari Pour***

*Department of education, Lamerd Branch, Islamic Azad University, Iran

Department of education, Lamerd Branch, Islamic Azad University, Iran*

M.A, Student educational research, Islamic Azad University (IAU), Lamerd, Iran.

Abstract:

The aim of this study was to identify factors influencing the academic achievement of students Shahed scatter plot in the city Lamerd in the academic year 2013-2014. The purpose of this research is applied in the data collection, descriptive statistics, the study population consisted of 23 students from the scatter plot of the elementary, and middle and high school in the academic year 2014-2013 which is the Lamerd city because of the small population of the total population were selected by census method. Instruments included a questionnaire whose validity was confirmed by experts and its reliability using Cronbach's a 0.85 was calculated. The results showed that family factors have the greatest influence on students' academic achievement and other factors in the academic achievement of students are greatly.

Keywords: *students, scatter plot of control, achievement*

Introduction

Academic performance of students at different levels of physical, mental and social needs have a positive attitude to discipline and strong motivation. It is a matter of personal attitude to discipline. It is thought each student according to their personalities and desires and interests and attributes, some attitudes if the school Attitudes from the perspective of psychology, sociology, social and personal wellbeing of the wider community including environment, family, parents and teachers of other subjects that students have to deal with it somehow to develop and strengthen a positive or negative attitude affect her profession (Hejazi et al, 2011). Hashemi (2012) says, when evidence of Merit school environment for students during the first few years and provide successful experiences in four or five years later, the same thing repeated, mental illness for some time in the indefinite form of immunity is created. Such a person will be able to easily overcome the pressures and crises of life. The scatter plot of training programs and training activities are to realize the history of Imam Khomeini (ra)



regarding special consideration to children of martyrs, war veterans and their correction to take the destiny of our country with dedication and selflessness of Kian defended their fathers have leads researchers to evoking the history command and the success of the tool in practice it scales to measure research performance. The results of this study contribute effectively to all educational planners and decision makers in the field of education in order to be better planned. He also can or students to pursue academic status so they can help their student's family environment provide training for students in the bottle desirable. Therefore it is important to constantly review the academic performance of students Shahed scatter plot. This study sought to examine the factors affecting the academic achievement of students in the school year 2013-2014, according to the Shahed scatter plot the city Lamerd components (operational factors, internal factors, family and school). Thus considering all aspects of the above factors can be seen in the Shahed scatter plot of student achievement is very effective. This research was also conducted research on the topic, including: The results Rasoulzadeh (2003) on the factors affecting the academic performance of students in secondary school has shown the measure of academic performance in the previous year's low, low academic achievement and school failure in the absence of a father with a high positive correlation and measure the lack of interest in discipline, self-concept, low, low educational level of mothers, mothers with low communication, lack of school facilities, inappropriate teaching methods and teacher evaluation is relatively moderate association wants to control students' academic success. Research of Khalili and Schwerin (1996) revealed that social factors affect the self-concept and academic performance.

Sycamore (1995), in their study showed that the relationship between self-concept of children and parenting attitudes are that means that the more positive parenting attitudes children have higher self-concept and self-concept of girls was higher than boys. Results of Poor Avaz and Najarian (1991) about the way mental disorders - behavioral control in elementary school children Shahdahvaz shows the control students, compared with students' expressive psychological problems - most of which are behavioral. Results Marsh (1992) showed that there was a relationship between the three levels of self-concept and self-concept. Also verbal action verbal and math achievement on math self-concept is associated with (Bentham, 2002). Dunlop (2001), the relationship between self, family structure, and parent-child relationships in a two-year period and found that adolescent fathers who have been separated from his wife, made and your family, is a weak connection to take care of the children it's been a while. Gould and Anderson (1979), the research found that adolescents, whose mothers were employed, compared to teens whose mothers are housewives, the feeling of self-consistency, devotion to family and social support are more (Biabangard, 1997, p 76). Cooper Smith (1967) found that a mother's job to do the research if he does not feel positive, confident child correlated (Karim Zadeh 2001, p 94).



The major research questions:

- (1) How are Administrative factors (education and martyr Foundation) on the academic achievement of students from diverse academic year 2013-2014 in Lamerd city?
- (2) How is influence of internal factors on the academic achievement of students in the academic year 2013-2014 dispersed in Lamerd city?
- (3) How is the impact of family factors on academic achievement of students in the academic year 2013-2014 in the Lamerd city?
- (4)How the effect of education is (schools) on the academic achievement of students in the Shahed scatter plot in the academic year 2013-2014 in the Lamerd city?

Method:

The purpose of this research is applied in the data collection, descriptive statistics, the study population consisted of 23 students from the Shahed scatter plot of the elementary, middle and high school in the academic year 2014-2013 in the Lamerd city is due small population of the total population were selected by census method. Instruments included a questionnaire whose validity was confirmed by experts and its reliability using Cronbach's a 0.85% was calculated.

The findings:

The first question of the research: How are Administrative factors (education and martyr Foundation) on the academic achievement of students from diverse academic year 2013-2014 in Lamerd city?

Table 1 Executive Factors in The Academic Achievement of Students In The Shahed Scatter Plot

SD	Descriptive indices			Frequency%					Question
	Mode	Median	Mean	Totally agree (5)	Agree (4)	Somewhat (3)	Disagree (2)	Totally disagree (1)	
0.82	4	4	4.04	34.8	34.8	30.4	0	0	1
1.07	4	4	3.82	30.4	39.1	13.00	17.4	0	2
0.96	5	4	4.13	47.7	21.7	26.1	4.3	0	3
1.06	4	4	3.95	39.1	26.1	30.4	0	4.3	4
0.97	4	4	3.98	38	30.42	18.22	5.42	1.07	administrative factors

Results indicated that 1.07% of the samples by the impact of administrative factors (Foundation for Education and martyr) and academic achievement of students in the design of distributed control completely disagree, disagree, at 5.42%, 18.22% as somewhat 30.42% in the agree and strongly agree 38% as evaluated. This suggests that the views of most of the samples, the effect



of surface components have been totally agreed. The t-test results showed that the attitudes of girls and boys about the impact of administrative factors (education and martyr Foundation) and the Shahed scatter plot of student achievement, there is no significant difference.

The second research question: How is influence of internal factors on the academic achievement of students in the academic year 2013-2014 dispersed in Lamerd city?

Table 2: Influence of Internal Factors on The Academic Achievement of Students in The Shahed Scatter Plot

SD	Descriptive indices			Frequency%					Question
	Mode	Median	Mean	Totally agree (5)	Agree (4)	Somewhat (3)	Disagree (2)	Totally disagree (1)	
0.94	3	4	3.91	34.8	26.1	34.8	4.3	0	5
0.78	5	5	4.39	52.2	39.1	4.3	4.3	0	6
1.12	4	4	3.52	26.1	17.4	43.5	8.7	4.3	7
0.88	4	4	4.17	39.1	47.8	4.3	8.7	0	8
1.03	4	4	3.56	21.7	30.4	30.4	17.4	0	9
0.64	5	5	4.65	73.9	17.4	8.7	0	0	10
0.89	4	4	4.03	41.3	29.7	21	7.23	0.71	internal factors

Results indicate that 71% of the statistical effect of internal factors and academic achievement in the design of distributed control completely disagree, 23.7% of the vote, 21% as somewhat, 29.7% agree and 41.3% at have been assessed as totally agree. This suggests that the views of most of the samples, the effect of surface components have been totally agreed. The t-test results showed that the attitudes of boys and girls on the effect of internal factors and academic achievement of students in the Shahed scatter plot, there is no significant difference.

The third research question: How is the impact of family factors on academic achievement of students in the academic year 2013-2014 in the Lamerd city?



Table 3: The Impact of Family Factors on Academic Achievement of Students in The Shahed Scatter Plot

Descriptive indices				Frequency%					Question
SD	Mode	Midlle	Mean	Totally agree (5)	Agree (4)	Somewh at (3)	Disagree (2)	Totally disagree (1)	
0.98	5	5	4.34	60.9	21.7	8.7	8.7	0	11
1.00	3	4	3.73	26.1	30.4	39.1	0	4.3	12
0.83	5	5	4.34	56.5	21.7	21.7	0	0	13
0.83	5	5	4.39	60.9	17.4	21.7	0	0	14
0.91	5	5	4.2	51.1	22.8	22.8	2.17	1.07	family factors

Results indicated that 1.07% of the samples by family factors and academic achievement in the design of distributed control completely disagree, 2.17% of the vote, partly as 22.8%, 22.8% agree and 51.1% at have been assessed as totally agree. This suggests that the views of most of the samples, the effect of surface components have been totally agreed. The t-test results showed that the attitudes of boys and girls on the impact of family factors and academic achievement of students in the Shahed scatter plot, there is no significant difference. The fourth research question: How the effect of education is (schools) on the academic achievement of students in the Shahed scatter plot in the academic year 2013-2014 in the Lamerd city?

Table 4: Effect of Education (Schools) in The Shahed Scatter Plot of Student Achievement

Descriptive indices				Frequency%					Question
SD	Mode	Midlle	Mean	Totally agree (5)	Agree (4)	Somewh at (3)	Disagree (2)	Totally disagree (1)	
0.82	3	3	3.04	4.3	17.4	60.9	13.0	4.3	15
1.00	5	5	4.26	56.5	21.7	13.0	8.7	0	16
0.86	5	5	4.13	39.1	39.1	17.4	4.3	0	17
0.57	5	5	4.65	69.6	26.1	4.3	0	0	18
0.96	3	4	3.73	26.1	30.4	34.8	8.7	0	19
0.79	3	5	4.47	65.2	17.4	17.4	0	0	20
0.83	5	5	4.04	43.46	39.8	24.6	5.78	0.71	Education factors

Results indicate that 71% of the statistical effect of education (school) and academic achievement of students in the design of distributed control completely disagree, disagree, at



5.87%, 24.63% as somewhat, 39.85% of the Agreed and 43.46% were rated as strongly agree. This suggests that the views of most of the samples, the effect of surface components have been totally agreed. The t-test results showed that the attitudes of girls and boys in school factors (school) and academic achievement of students in the Shahed scatter plot, there is no significant difference.

Conclusion:

The academic progress of students and enhance their knowledge about the subject of speculation whether by families or the community is located. That's why we've always tried to understand the factors affecting the effective steps taken to achieve this goal. As we know that factors can be involved, the identification of these factors and their study and efforts to implement the results could have a significant impact on student achievement. One of the ways in which it can be addressed through the study of research is to identify factors including field studies in which students determine the factors that will help them in their education this is done through questionnaires or interviews, etc., are available to students. The advantage of this study compared to other studies in this type of research library is that different views of their students, the results from and students directly in the research and conclusions of the role play. In the present study suggest executive tetra, self, family, school, and as tetra impact on student achievement, to test each of these factors was studied. Executive on statistical samples (Foundation for Education and martyr) on the academic achievement of students in the design of distributed control is very convenient and effective in their assessment of student achievement. According to previous studies on the implementation of distributed control and the students according to the comments useful and valuable for students and student learning stages have been studied. Internal factors and family factors, and educational achievement of students in the design of distributed control are very convenient and effective in their assessment of student achievement.

Suggestions:

Teachers selected for the design of distributed programs committed professionals and family education classes for families of students in the scatter plot, regular visits enforcement agents also can have a huge impact on student achievement. The additional sessions during the school year for students and introducing students identify important factors affecting troubled scattered consultant and academic growth.

References:

- 1-Hashemi, Syed Ahmad (2012) Curriculum Development (Principles and Applications), Islamic Azad University Press.
- 2-Hashemi, Syed Ahmed, the oratory, S. R. (2013), Culture, Education, Islamic Azad University Press.



- 3 Chanari, Mihan. (1995) investigate the relationship between parenting attitudes and children's self-concept, unpublished MA thesis, University of Tehran school education.
 - 4 Najarian, B., poor Avaz, M. (1991) Prevalence of mental disorders - behavioral control and non-control students in Ahwaz witnessed school teachers, with the support of the Cultural Revolution Martyrs Foundation Tehran, fall 1991.
 - 5 Karim Zadeh Mansoor. (2001, The relationship of self-concept, academic self-efficacy and mathematics achievement among female students in Tehran, MS Thesis, Tehran, Tehran University.
 - 6 Khalili Schwerin, Siavash. (1996), adolescent psychology (developmental, behavioral, problem and solution), Tehran, Remembrance Book Publishing.
 - 7 Biabangad, Ishmael. (1997), ways to increase self esteem in children and adolescents, Tehran, parents and educators.
- Marsh, H. W. Seeshing, Yeung. A. (1997), Causal Effects of academic self-concept on academic achivement. Structural Education model of ongitudinal data, (university of western Sydney. Mocarthur), Journal of Edu.psy, vol 89, No 1041-54.
- 1- Dunlop, R. Burns, A. Bermigham, S. (2001), Parents-child relations and adolescent self-image following divorce, A 10 year study, Journal of Youth and Adolescence, 30, (2) 117-134.

