Family of Researcher, An Approach for Output from Family Injuries

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Abstract: During past years, country's general education system have set the central issue to its objective. In This line, the strengthening research capability have included as a practical way for problems solving of home and school institutions. The issue of this research is contiguity of instructions related to research to the family's domain. Authorities, professors and scholars of the following domains; parents & teachers (PT), family instruction, psychology & family consultation , sociology of family have been statistical universe which among them sixty one individuals were selected as purposive sampling approach. To assess reliability and examination of legitimacy, the Alpha Cronbach's and discretions of experts were utilized respectively. The research is of type descriptive and for data analysis; frequency, percent, median, tables and diagrams as well as t test were utilized . This research have shown that the respondents to be in agreement with instruction of research & problem solving skills. These types of instructions are completely beneficial and useful for the families and could be effective in scholastic success of children, reduction and solving of family' life problems as well as efficiency of education system. Approaches like: Search Action, Qualitative approach, Post-event and Semi-experimental, Field observation and Group problem solving have considered as the most appropriate and useful approach for these type of instruction. Amongst various instructional medias, film & CD, book, and problem resolving workshop were recognized as the most medias' facilitator in skills instruction for individuals like: " Family counselor, school manager, associate's member is more necessary and useful relative to other individuals and the entire family, concerning all with or without problem, sound and normal are needed to them and the verbal & group instruction are considered to be the most effective & appropriate approach of executing these type of instructions.

1. Introduction

Family is one of basic institutions of human society and has an important role in human social life adjustment. In other words, capability and health of social life and as a result exploitation of a society to higher extent is under influence of family. Healthy and developed human are educated in sound family and various social injuries are derived from unsound family. Paying attention to family and give instruction to its members is the secret of prosperity and salvation of society (To Project., 1995: 21) Thus, must to go after ways to identify these disorders, problems and challenges of family institution and action to be taken to resolve them. Scientist believes, the individuals from the very onset of birth have tendency for curiosity and interviewing (Haunt, 1982). But due to negligent from behalf of family and academies authorities this moral is gradually degraded and at the higher level of education system and familial environment would reduced to minimum possible level (Mirez, 1995:45). Evidence shows that it's only a few years which our educational system of our country is moving toward process-oriented and central issue (Mehr Modammadi, 1995: 23-35). In the same line, research instruction programs has started to teachers

with title researcher instructor and research instruction programs to students with the title researcher student and in fact have formed and defective triangle which on one of its sides is research instructor and another side is researcher student, to the viewpoint of researcher not until the third side of this triangle is to be applied, meaning instruction of research& problem solving skills to families (researcher's family); the instructional system of center issue and process-oriented won't achieve its goals. Through design and compiling instruction of research and problem solving skills to family, the researcher intents to develop the third side of this triangle and to establish some type of consonance and balance in the instruction system of center issue. Therefore the objectives of this research are: (a) Compilation of instruction plan of research and problem solving skills to family and to pave the way for its application in the familial real life. (b)Knowledge of topics and instruction approaches of problem solving to families.(c)Reinforcement of families' self confidence in knowledge of difficulties and familial injuries and ways of existing from them(d)Background creation of thinking expansion of research and problem solving among family members.(e)Documentations of families' useful

experience and knowledge of issues and difficulties and their resolution.

2. Background of the study

From sociological viewpoint, the family is considered as the first group, meaning the group which the individuals who becomes it member are going through the most sensitive and critical stages of socialization & acculturation. In the world outlook of Islam & Quran, the family is " a group consisting of individuals who having civil, legal and spiritual character that is originated based on marriage contract (a contract which determines the relation or legitimacy relation of male and female)" (Saife, 1995: 10). Family performs various functions such as: " sexual reproduction, establishment of sexual relation, giving legitimacy to sexual tendency support, care and keeping of children, socializing, and provision of affective needs of family members" . In case the family to perform these functions in desired manner then it will be an efficient family. Otherwise the family will get involved with difficulty and social injuries. Thus, for reduction, elimination and correction of problems and injuries, must recognize their solutions and actually to be applied. To the viewpoint of Baker(1986) there exist criterions for an efficient and optimal family which the most important criterion is the scope of family's success is in providing and problems solving and financial , emotional and spiritual needs of its members. Porter and a group of researchers (Astinet & Defrine 1985) studied the immigrant families of Russia, South & Central America , German, Austrian, Swiss and South African and attained the following results: " Happy family also similar to unconsolidated family have experienced some hardships & tests, but have exited from the entire tests as capable and integrated". The performed researches showed: " The efficient, optimal and strengthened family are having common features like: "commitment, respect, time spent relation for being together and problem solving ability" . Also, in the model of Mac-Mester the efficient family have features like: "Solving issue (meaning, the ability of family of couples for solving family problems so that family's performance remain in an effective level.) are relation, roles, affective response, affective partnership and control of behavior. In addition, also the efficient family in the structural model have considered and emphasized to aspects such as: " Family structure, flexibility, compatibility, problem solving (the scope of family's ability in confronting and negotiating about disagreement and conflicts) and growth stages(Minuchin, 1991).

In summary, the social theories analyzes the family issue and its place as the following:

•Theory of Structural-Functional; with respect to needs of the society, they view family as social institution and how family is being organized and when faced with problems and needs of society, what sort of output does it present? Based on this viewpoint the family success depends on the scope of securing needs, problems elimination and society's expectations(Reiss, 1980).

•Theory of Change, is based on two essential concepts: the family's lifecycle and its seniority duties. The family's growth in each stage of lifecycle is requiring the satisfaction of special needs of the family in that stage.. for achieving success, the family members must have compatibility with changes and ensuring needs of other family members, community and society as well.

•Conflict Theory: It is assumed that existence of conflict in the family is a normal state and among noticeable topics in the conflict theory is finding the reason of family's disputes and who, why and how wins the dispute? And what actions could be performed for abolition of conflict? The objective is not distancing from conflict rather its controlling, confronting and resolution approach are considered.

•System Theory: Emphasizes on mutual dependency of family members. The affections and behavior of each member effecting others, theses dependency is not only limited to financial, residence or food affairs but also is to applies to love, kindness, friendship & support, socialization and other tangible needs(Reiss, 1994).

•In terms of progress, education is always changing and must be life itself, not preparing individuals for life. Training & Leaning must provide the background to solving their problems. This theory emphasizes on leaning via problem solving and recognizes the two approaches of " experience & test" as foundation of active leaning.

•Supporters of social renovation theory believe that education must be a solution of creating a new and fair society for individuals.

•Psychologist of gestalt teaching looks at the entire life of human and give importance to understanding , knowledge and problem resolution and believe that studying behavior is successful and effective when attention is paid to the entire existence and behavior and not to its component only. When an individual faced with a new issue, the learning experience is occurred when the individual could reorganize the old conditions and approbations and understand their relations (Parsa 1999: 208-229) .

•In the theory of Milan With continues questioning- circular is attempted that the differences and periodic patterns of belief systems of family to be subject of assessment. The results of performed studies about training of research and problem

solving skills showed that the application of issue solving approach, provide opportunities of empirical learning and the growth of mental power and have meaningful differences with usual approaches (Kaffman, 1996, Croel & Labreske, 1996). About parents of researcher and its instruction no direct research have conducted but in some performed researches indirectly and unintentionally have referred to it which some of then are as follows:.

In a research in which with the effort of Ahmad-Zadeh with the title " the study of training skills effectiveness of problem solving performed on some of the personality features of youths under coverage of boarding care centers showed that family as one of the most important social factors has a highlighted role in growth and physical & mental health of a child since birth (Ahmad-Zadeh, 1994). A research with title " Study of problem solving approach in depressed individuals and its comparison with ordinary individuals" performed by Farideh Modammadi. The results showed that there exist a meaningful difference in issue solving approach and depressed individuals in problematic situations make more use of inefficient approaches of problem solving. Yadol_allah Demarcheli also performed a study with the title " The instruction effect study of creative problems solving on issue finding process, problem solving and application of problem solution. The obtained results showed that training of creative problem solving have caused an increase in tendency to generate idea, generating action of idea as well as improvement of issue performance and solution application of finding issue in problem solving.

3. Material and Methods

The research performed through measurement approach. Its statistical universe were consists of authorities & researchers of sociology, psychology, education, law, health, family's consoler domains ; sixty one (61) individuals were selected from statistical universe as samples. For the purpose of data collection and required data the researcher's questionnaire arranged with open/closed questions were utilized. For examination and determination legitimacy of research tool, the content and formal approach used (Sieff, 2006;381), for the purpose of questionnaire reliability determination the Alpha Cronbahk was used which 87% percent was its obtained rate.

For data analysis, the statistical approach of descriptive frequency, percent, median, two and multi-dimensional tables and diagrams as well as " inferential two-sentences test, independent t test. Were utilized The input data and its processes preformed through SPSS software.

4. Research Findings

In general, most respondents were agreed with instruction of research & problem solving skills. Therefore, concluded that the most researchers and authorities do agree with training of research & problem solving skills to the family and the personal specifications (sex, marital status, occupation, work background, education, educational major and research experience) also almost have had no role in the scope of this consent except only with relation to their occupation.

The entire respondents considered this instruction as useful and beneficial which with respect to calculated two term test the scope of this utility was meaningful and acceptable. Therefore, this was concluded that the training of research &problem solving skills to the families is completely useful and individual qualifications ad no effect in obtained results.

The most respondents believe that instruction and research & problem solving skills to high extent effects the reduction and solving life problems which the calculated two term test for this scope, had meaningful & acceptable effect. Thus could state that from respondents' perspectives, instruction & research skills and problem solving to families is effective in their reduction and life problem solving and this effect is completely meaningful and acceptable.

The most respondents believe that training of research and problem solving skills to families in academic success of student to very high extent has effect. The two-term test also showed that this effect is meaningful and acceptable. Thus concluded that training of research & problem solving skills to families is effective in academic success of children and this effect is meaningful and acceptable.

Eighty seven percent of the respondents believe that the lack of families' knowledge with research and problem solving skills has effect in inefficiency of Iran' education system. The two-terms test also showed this effect is meaningful & acceptable. Thus, concluded that the lack of families' knowledge with research and problem solving skills has effect in inefficiency of Iran' education system and this effect is meaningful & acceptable and if we desire to plan an efficient education system; to higher extent must have serious and right attention research and problem solving skills in that system. 84 percent of respondents believe that the higher academic scope of families to the same scope the training of research & problem solving skills to families is easier, meaning, there is a direct relation between the scope of academic education and easiness scope of skills training. The calculated two terms test also showed this effect was meaningful and acceptable and

between these two there is direct relation and in case that the academic education of families becomes lessened the training of research & problem solving skills to them becomes more difficult.

In general, the most respondents agree with training of subjects like: "nature & definition of scientific approach, stages of scientific approach, identification and issue statement, compilation of objectives, questions and assumptions, identification of informative resources, background study measurement tool, interpolation, conclusion, recommendations, compilation guidance of research report, principle and definitions of researcher's family" and the calculated two-terms test showed this as meaningful and acceptable. The calculated two-terms test showed the scope of agreement unacceptable with subjects like: " measurement scales, estimation of reliability and legitimacy, tool of sample volume estimation approach." Thus the majority of respondents have agreed with recollected subjects and disagreed with aforesaid subjects.

In general among 12 expressed approaches, the majority of respondents to a very high scope were agreeing with research approaches, search action , case study, quantitative approach and post-event approach and recognized these approaches appropriate for training of research & problem solving skills.

With respect to significance level of search action, case study, quantitative, post-event and semi-experimental which is less the 0,05% , instructing them is acceptable. The measurement approach, correlation, content analysis, , beyond analysis, ethnography and experimental have a significance level of more than 0.05% percent. Therefore instructing them to the families is inappropriate and unacceptable. The highest percent and respond frequency have allocated to field inspection & observation and group problem solving.

Among the instructional medias; film with the highest percentage had the highest effect on training facilitation of research & problem solving skills to the families. The research book and problem solving workshop also were in second & third rank. The two-terms test showed that facilitating scope of the entire medias instruction are significance and acceptable except gathered findings, board publication, chart, and research poster. Therefore the entire instructional medias have significance effect in training facilitation of research & problem solving skills. Only in the case of gathering media, board publication, chart and poster this scope does not have significance. Therefore during the medias selection attention must be paid to their scope of effect. the significance level of book medias, computer, internet, film & instructional CD, newspaper, magazine, radio,

TV, meeting, workshop and instructional software are less than 0,05% (sig=0.00%) and therefore their effect in training of research & problem solving skills to families is completely acceptable. Since the obtained results of significance for medias such as: gathered findings, board publication, chart, diagram and research poster is more the 0.05%. their effect scope in facilitation of training skills is unacceptable.

The majority of respondents recognized the family counselors, school managers and members of Parents & Teacher Association (PTA) as the most useful. The two-terms test showed that training skills for the entire aforesaid individuals is necessary.

With respect to significance level of (Sig=0.000), the instruction of research & problem solving skills for the entire addressers is necessary. Of course the addressers must be prioritized and to be participated in the programs based on priority. Therefore instruction of research and problem solving skills is necessary for the entire addressers and is more necessary for family counselors, schools managers, the PTA members.

85% of respondents believe the instruction of research & problem solving skills to unbalanced and abnormal families to the high scope is useful. In aggregate the instruction of research & problem solving skills for any type of family concerning those having or not having problems.., is very useful and in case of sound families has a preventive role and in case of unsound families has a role of therapy. With respect to significance level (sig=0.000), instruction of research & problem solving skills to all families regardless of being balanced, unbalanced, sound, with/without having problems is completely useful.

The verbal and group approaches are known as the most appropriate approaches of enforcing skills instruction. The two-terms test result for verbal, individual and group instruction had significance and acceptable and had been unacceptable for correspondence and virtual instruction. Executive approaches like; face to face, semi-presence, individual and group instruction are appropriate and acceptable. The correspondence approaches and virtual training are inappropriate, unacceptable and unnecessary for execution of skills instruction. Consequently for instruction of research & problem solving skills to family, must initially make use of executive verbal approaches and effort to be made to exploit less from execution of virtual approaches.

Most respondents believe; at the command level of PTA (Parents & Teachers (family) Association) and at the provincial level teacher of family training, at the township level the person in charge od PTA department and at school level the

school instructor are the most appropriate enforcer and executive factors of instruction of research & problem solving skills to the families. Education council of province and township in the regard to respondents recognized as unacceptable.

The executive factors of PTA, Management of instruction , research & compilations, universities , PTA of province & region & school, instructor of family's training, association agents, the in charge of association unit, school manager, the higher council of the region,

The person in charge of school association and agent of school association and school council are proper for instruction of research & problem solving skills but education higher council of province and school students have been recognized as improper. Most respondents have considered as proper between 50-100 hours of training for instruction of research & problem solving skills. The most proper schedule for instruction is once a week as two session of two hours each in the morning and afternoon.

The proper time for instruction is equivalent to 5 hours and must be noted to time of instruction (between 50-100 hrs) during the compilation plan of skills instruction and the time interval of instruction in month, week & day to be determined based on their time availability.

The most appropriate and applicable place for instruction of research & problem solving skills has assigned the nearest school to residential location and have emphasized that the residential home of family to be less used. the two-terms for locations such as; the school near families, the culture house of municipalities and center for children' mental development and ultimately residential home has been recognized proper of skills instruction. Mosques and religious centers, house of health and the resistance base of Baseij have introduced as not being appropriate.

With respect to significance level, Residential home of families, Schools near families. Mental development center, Agriculture promotion house and Culture home of municipality have recognized as proper location for skills instructions. Location such as: Mosque, The Resistance base, Local Learning center of movement and health house have been inappropriate. Therefore in selection of location and instructional spaces attention must be paid to proper locations as mentioned above.

The most effective ways of securing the cost of instruction is recognized as to be first higher council of families and second the Ministry of state. The two terms test showed that the family instruction, women participation center, Ministry of interior and higher council of family are proper for providing

costs of skills instruction and committee of Imam (God bless his soul).

Organization of well-being, families judicial complex, Jahad-eh-Keshavarzi and Refah & Tavon are inappropriate.

The significance level (Sig=0.000) of above table shows that family instruction, Women participation center, Ministry of Interior and Family higher council are the best center for providing costs for instruction of research & problem solving skills and the most effective way for introducing and research publication and their refection have known via Seda & Sima.

5. Conclusion & Recommendations

With respect to which the instruction of research & problem solving skills was as main objective of this article, therefore initially references made to various majors & sciences and effort made to collect viewpoints and supportive approaches and related to instruction of research & problem solving skills to the families and based on those as well as viewpoints and comments of authorities and researchers of parents & teachers continued the discuss and conclusion.

From method of creating research ability & problem solving in families and their members could prepare them for confronting with family injuries and proper way. The active approaches and based on problem solving was more efficient and effectiveness research from other approaches and usage of problem solving approach have caused self-motivation, self-learning, self-guidance of individuals and families. Structural theories, functional, transformative, conflictive, systems, progressiveness, gestalt and tendency have emphasized on instruction of research & problem solving skills to the family.

The current results of study showed that instruction of research & problem solving skills to the family reinforce the system of family interaction and be effective in usefulness of family & education system. In addition to this type of instruction is needed for entire families concerning all as sound or having problem. Therefore, instruction of research & problem solving skills to families must initially to be executed and designed as experimental and in a short term instructional course and after corrective action and elimination of weaknesses and straightening advantages to act relative to its generalization acceptance.

With respect to research findings the following recommendations is suggested for improving instruction of research & problem solving skills for families:

1-   It is necessary that the theories related to researchers' family to be studied and identified more

carefully so that to be specified which theory in what subjects and sections have emphasized on instruction of research & problem solving skills to families.

2-   The skills instruction in a form of a model to be designed and to be implemented as experiment in limited volume so that the scope of its effectiveness to be specified.

3-   ○During design and plan execution of researchers' family, the families' members to be categorized in term of academic education scope so that based on the level and class to be acted for complication of their educational program.

4-   For presented subjects and topics for instruction of research & problem solving skills, a proper instruction content to be prepared and the require action to be taken relative to its assessment and reassurance.

5-   Since the majority of respondents have recognized the research approaches, search action, case study, post-event as proper for skills instruction, it is suggested during instruction of research & problem solving skills and with respect to be employed to proportion of prioritization and order of importance.

6-   ○When selecting, the approach of teaching, learning skills instruction, approaches of field observation and group problem solving to be set in priority of selection.

7-   Whereas the scope of facilitating most medias has ascertained in the skills instruction, therefore it is suggested for determination of facilitating scope, special research plan for each one of them is to be prepared and implemented so that the most effective and proper media for skills instruction to be identified and selected.

8-   Since the skills instruction in first priority have allocated to consultants, managers, and members of schools' PTA. Therefore it is suggested in the first phase the instruction of this group to be considered and in next phase to the other group.

9-   Since the verbal approaches of instruction , face to face and group instruction have recognized as most proper for execution of skills instruction. In selection of executive methods these approached to be set as priority.

10-   Whereas, in the command level of PTA, in the level of family instruction of province, in the level of township, in the level of person in charge of PTA and in the level of school have recognized as the most proper executive factors and enforcers. It is suggested these individuals and enforcers the priority to be set to them as main teachers and enforcers of researchers' family with assigned work description.

11-   Since the time duration of skills instruction is determined on behalf of respondents between 50-100 hours, in writing and preparation of instruction content as well as determination of plan addressers attention to be paid to this time duration and assigned interval.

12-   Whereas, the most proper location for skills instruction is schools near families, therefore when selecting location, attention to be paid to nearest location to place of families' residence.

13-   With respect to family higher council and Ministry of Interior have determined as the most effective way of providing skill instruction costs, its is suggested that in the basket of families' life expenses to prepare an plan on behalf of house reprehensive , family higher council and Ministry of Interior and to be approved by National Consultative Assembly so that the organization of management & panning of the country to include funding in provision of family's expenses as well as costs of research execution via families.

14-   Since the most effective way of introducing research works publication of families have known as reflection via Seda & Sima, it is required a common meeting to be held among plan enforcers with Seda & Sima and the scope of their participation and cooperation to be specified and attracted at the beginning. In fact and joint committee to be formed in this regard.

Table 1. The viewpoints of studied universe about instruction of research skills to families.

Subject of The Comment	Frequency		Significance Level	Results
	Low	High		
The rate of agreement with training of research & problem solving skills	59	1	0.000	Acceptable
The rate of benefits and usefulness with research & issue solving skills	60	-	0.000	Acceptable
The effect rate of research skills & issue resolution training in reduction & resolution of life's difficulties	58	2	0.000	Acceptable
The effect rate of training skills in educational success of student	58	2	0.000	Acceptable
Lack of families ' knowledge with research skills and its effects on inefficiency of training	53	6	0.000	Acceptable
Effect of education scope on easiness scope of research skills & problem solving instruction	51	8	0.000	Acceptable

Table 2. Comments of studied individuals about instructional & research subjects of families

Row	Subject	Frequency			P	Result
		Low	High	Total		
1	Scientific approach and its definition	13	45	58	0.000	is acceptable
2	Stages of Scientific approach	7	51	58	0.000	acceptable
3	Issue statement	2	57	59	0.000	acceptable
4	Objectives & Questions	12	45	57	0.000	acceptable
5	Scale of measurement	24	34	58	0.237	acceptable
6	Background research	10	48	58	0.000	acceptable
7	Types of research	38	20	58	0.025	acceptable
8	Data collection tool	44	15	59	0.000	acceptable
9	Statistical universe & sampling	37	21	58	0.048	acceptable
10	Reliability and legitimacy	34	25	59	0.298	acceptable
11	Estimation of sample volume	32	25	59	0.005	acceptable
12	Analysis	40	18	58	0.000	unacceptable
13	Conclusion & recommendations	44	13	57	0.001	acceptable
14	Compilation of research report	43	16	59	0.000	acceptable
15	Compilation of research plan	44	13	57	0.000	acceptable
16	Researcher's family	57	1	58	0.000	acceptable

Table 3. Proportion scope study of research approaches for instruction of family' research skills.

Row	Research Approaches	Frequency			Significance Level	Test Result
		Low	High			
1	Measurement	27	26		1	Is unacceptable for instruction to families
2	Action search	4	56		0.000	Is acceptable for instruction to families
3	Case study	12	46		0.000	Is acceptable for instruction to families
4	Correlation	30	27		0.791	There is no evidence prepared for making conclusion
5	Qualitative approach	10	49		0.000	Is acceptable for instruction to families
6	Post-Event	20	38		0.025	To some extent Is acceptable for instruction to families
7	Content analysis	30	29		1	Is unacceptable for instruction to families
8	Historical	27	31		0.694	There is no evidence prepared for making conclusion
9	Beyond analysis	34	23		0.185	There is no evidence prepared for making conclusion
10	Ethnography	25	33		0.358	There is no evidence prepared for making conclusion
11	Experimental	33	25		0.358	There is no evidence prepared for making conclusion
12	Semi-Experimental	36	20		0.04	Is acceptable for instruction to families

Table No.4, Comments of studied universe about the facilitation scope of instructional medias.

Row	Subject	Frequency			Significance Level	Test Result
		Low	High			
1	Book	4	55		0.000	This media is acceptable & effective in instruction facilitation
2	Gathering of research findings presentation	22	35		0.111	No evidence prepared for conclusion
3	Instructional film & CD	1	59		0.000	This media is acceptable & effective in instruction facilitation
4	Computer & Internet	13	47		0.000	This media is acceptable & effective in instruction facilitation
5	Newspaper & Magazine	7	51		0.000	This media is acceptable & effective in instruction facilitation
6	Exhibition of research works	19	39		0.012	This media is acceptable & effective in instruction facilitation
7	Radio & Tv	5	54		0.000	This media is acceptable & effective in instruction facilitation
8	Research meeting	19	39		0.012	This media is acceptable & effective in instruction facilitation
9	Issue solving workshop	7	52		0.012	This media is acceptable & effective in instruction facilitation
10	Research board publication	35	23		0.148	No evidence prepared for conclusion
11	Charts and diagrams of information supply	31	26		0.097	No evidence prepared for conclusion
12	Research posters	24	33		0.289	No evidence prepared for conclusion
13	Skill instruction software	15	44		0.000	This media is acceptable & effective in instruction facilitation

Table 5.study of necessity scope of instruction to plan addressers

Row	Subject	Frequency		Significance Level	Test Result
		Low	High		
1	Parent of student	2	56	0.000	Instruction to parent of student is completely necessary
2	Instructor family training	-	59	0.000	Instruction to the family training instructors is completely necessary
3	School manger	1	59	0.000	Instruction to school manager is completely necessary
4	The in charge of PTA	4	55	0.000	Instruction the in charge of PTA is completely necessary
5	Family counselor	-	59	0.000	Instruction to family counselor is completely necessary
6	PTA members	4	55	0.012	Instruction to PTA members is completely necessary
7	the in charge of region PTA	5	54	0.000	Instruction to those in charge of PTA is completely necessary

Table 6. the utility scope of families from instruction of research & problem solving skills

Row	Type of Family	Frequency		Significance Level	Test Result
		Low	High		
1	Unbalanced family	11	31	0.000	The utility scope of skills instruction to unbalance families is acceptable
2	Sound families	7	38	0.000	The utility scope of skills instruction to sound families is acceptable
3	Families with limited and common problems	6	50	0.000	The utility scope of skills instruction to families with limited problems is acceptable
4	All families with/without problems	9	48	0.000	The utility scope of skills instruction to families is acceptable

Table No. 7 The proportional scope of executive approaches of skills instruction

Instruction Approaches	Frequency	Significance level	Test Result
Completely verbal , face to face	51	0.000	This approach is completely acceptable for executive instruction of research skills
Correspondence with problem elimination	31	0.419	The evidences are not available for conclusion
Semi-presence	38	0.006	This approach is completely acceptable for executive instruction of research skills
Virtual instruction	32	0.350	The evidence is not available for conclusion
Individual instruction	41	0.002	This approach is completely acceptable for executive instruction of research skills
Group instruction	53	0.000	This approach is completely acceptable for executive instruction of research skills

Table 8 The executive factors importance of skills instruction

Row	Executive Factors	Frequency			P	Test Result
		Low	High			
1	Parents &Teachers Association	5	45		0.000	Executive factor of family association is proper acceptable
2	Management of instruction , research & compilations	15	42		0.000	Executive factor of Management of instruction , research & compilations is proper and acceptable
3	Higher council of PTA	19	32		0.012	Higher council of PTA as an executor is proper & acceptable
4	Universities & Higher education centers	9	46		0.000	Universities & Higher education centers as executor is proper & acceptable
5	PTA of Province	12	45		0.000	PTA of Province as executor is proper & acceptable
6	Instructor of family's training	3`	51		0.000	Instructor of family's training as executor is proper & acceptable
7	PTA agents of province	15	39		0.000	PTA agents of province as executor is proper & acceptable

8	Council of province	25	32	0.427	Insufficient evidences to make conclusion
9	The in charge of PTA of the region	10	46	0.000	The in charge of PTA of the region as executor is proper & acceptable
10	Education council of the region	17	39	0.005	Education council of the region as executor is proper & acceptable
11	PTA agent of the region	9	46	0.000	PTA agent of the region as executor is proper & acceptable
12	School manager	9	47	0.000	School manager as executor is proper & acceptable
13	The in charge of PTA	9	47	0.000	The in charge of PTA as executor is proper & acceptable
14	School students	21	33	0.134	Insufficient evidences to make conclusion
15	School council	16	39	0.003	School council as executor is proper & acceptable

Table No.9 Time duration of skills instruction and their time interval

Row	Subject	Frequency		Significance Level	Test Result
		Low	High		
1	Time duration of instruction	0	46	0.000	Time duration of 5 hours is proper and acceptable
2	Time interval of instruction	29	19	0.193	Insufficient evidences to reach conclusion

Table No.10 Utilization scope of places & various spaces for skills instruction

Row	Subject	Frequency		Significance Level	Test Result
		Low	High		
1	Residential home of families	38	18	0,01	This location is proper and acceptable for skills instruction
2	Mosque close to location	26	32	0,.512	Insufficient evidences to reach conclusion
3	Schools near families	2	55	0.000	This location is proper and acceptable for skills instruction
4	Mental development center for children	18	39	0.008	This location is proper and acceptable for skills instruction
5	The Resistance base of Basiej	30	24	0.497	Insufficient evidences to reach conclusion
6	Local Learning center of movement	27	28	1	Insufficient evidences to reach conclusion
7	Health house	29	26	0.788	Insufficient evidences to reach conclusion
8	Agriculture promotion house	35	16	0.011	This location is proper and acceptable for skills instruction
9	Culture home of municipality	16	38	0.04	This location is proper and acceptable for skills instruction

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