

**FAMILY ENVIRONMENT INFLUENCE ON THE
ACHIEVEMENT MOTIVATION OF CHILDREN AT PRIMARY
SCHOOL AGE**

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***Abstract:** Parental involvement with children has been found to influence academic performance and has been a huge contributing factor to the success of children in school thus leading to success of the school itself. This study was conducted to explain how the participation of parents effects the actions of students and helps to shape a student's performance and motivation in school.*

***Key words:** school, organization, family, success.*

“At the end of the day, the most overwhelming key in a child's success is the positive involvement of parents.” Jane D. Hull.

In order to work in an area where most families are in low socioeconomic status, it is very important to examine the impact of the family environment on student achievement and think of ways to improve learning in those students from families in need of care and find out if there is any direct connection with their children's achievement.

In the past, the relationship between parents and their children was one of the factors that was not considered as influencing school or school environment and culture and even less was discussed regarding the connection between parents' involvement in school and the quality of education in the school itself. It was common for schools to be evaluated by only two variables: the principal and pupils,

and the school environment, or its curriculum. Therefore, if there was a problem with a child's behavior and his or her academic performance, it would be the school's fault, not the parents' fault, nor would the child's personal problems from home be of any means of justification. The biggest factor in the matter was that the connection between parents and schools was not being considered as a heavy influencer. Research on the connection between the home of the child and the school where the child learns focuses mainly on the unique complementary contribution of parents, on one hand, and the school's contribution, on the other hand, throughout the process of the child's education. Parental involvement in school is a process that spreads both to the width and length of the child's effectiveness and is even reaching new domains, which will be examined in the following research. It is intended to check to what extent this involvement would help with improving the quality of the school and better influence the pupils' achievements and motivation, specifically in the Arab sector. Therefore, the goal of the current study is to discuss the influence of parental involvement in the school and how it effects the school's success rate.

The reference is to schools, parents and what lies between them. In addition, it portrays the level of parental involvement in school, the importance of this involvement, and the attitude of parents regarding the involvement. As a result, after collecting all the information you will see what benefactors contribute to the success of the school. This was a quantitative study conducted in primary schools of different policies such as the open door, closed door, and balanced policies and the data was collected through two questionnaires; one intended for the parents and the second one was to the school principals.

The results show that the more children parents have, the less involved they are in their child's school, as opposed to having less children under one roof. There are many reasons a parent gives less attention towards each child when there is

more than one sibling, one of which would be that there is just not enough time to give enough attention to each child and this reflects on their grades and behavior. The more the parents involve themselves in their children's school the higher the evaluation of the school is, whereas if there were less parental involvement in school, the evaluation would be less conducive per student.

The classroom has a modest, significant, and positive correlation with parents' attitude towards involvement in the school as well. The environment where the pupil learns is an important influencer that can moderate a child's thinking, attention, and behavior. Amongst the graphs and questionnaires provided one thing stuck out and showed us that a woman's level of involvement in school was higher than that of men. This raises a flag because in the Arab sector of the country, women are more reliant on than men when it comes to the home environment. Much of what children are exposed to and learn is from their mothers and grandmothers. Men, usually, have to work more often than be at home with their children. Many women do not work outside of their homes until their children are of the age in which they can care for themselves.

Being involved in each of their child's school activities and work is not an easy task to put on just one parent.

Let us begin at home before starting the school year. Are the children engaged in stimulating activities? Are they reading books or divulging in cultural diversity? Parents are the primary companions for exposing their children to some of these activities. When the parents are personally involved, they communicate positively with their children and that has worthy effect on a child's motivation to do better. These experiences at home connect with better experiences in school, and their overall performance as a student. Throughout this research, we check how that involvement helps to improve the quality of the school and has a positive effect on the student's achievement in the Arab sector of Israel. Searching for factors that

affect school success concern the world of research in education. There are several factors that state the students' level at school, but the factors to success in school are related to the students themselves and in their level of motivation to get greater success. Parents have a great influence on the students to lead them to take action and can influence the cognitive and social components of the child in order to motivate them to study (Michaela 2012).

A big part of the human behavior is a learned behavior, in which a person learns based off experiences, therefore, there is a connection between different motivation theories and learning theories. Parents are the first educators of a child and this largely determines how to place internal control and even questions the level of curiosity and his or her self-image, and all of these are used as parameters to success. To make the child study, he needs a role model of a significant adult. The parents are the most significant role models for the children; they mediate between them and the world outside of their home through personal example and attitude towards each other and their children. Some searches emphasize that as a child gets older, the parental involvement in school decreases (Trgr ,2012).

I have been working for 6 years in this field as an educational consultant in an elementary school in Cana village. In my work I contacted few parents at school, and I was interested mostly in their intervention in the education system and how that influenced the children's learning process. In addition, the school where I work now has started to teach with the advanced model system in terms of ICT. Parents will have a significant impact on their child's learning and educational experience when they take an active role in monitoring the student's progress, assignments, attendance, activities, and events. Parent involvement helps keep students on track – from better attendance and fewer missed assignments to improved test scores and increased grade point averages. “The evidence that parent involvement can make a significant difference in student achievement is beyond question,” says John H.

Wherry, Ed.D., President of The Parent Institute. When parents are involved, students take more responsibility for their learning and accountability is heightened. Communication improves within the family when children reach out for help. Engagement can strengthen the parent-student relationship and knowing your child's grades and assignments is an easy starting point to opening a dialogue for discussing progress, offering advice, working on projects together, or, hopefully, giving congratulations.

The main research problem is to check out how Does parental involvement in school affect the success of the school?, and the Impact of demographic data on parental involvement in school.

The first research hypothesis related to the relationship between the background variables of the subjects and the dependent variables in the study: the degree of parental involvement in the school, the parents' attitude towards involvement, the degree of success of the school according to the parents and the overall success of the school.

As for the correlations between the demographic variables and the other variables in the study ,the following findings were found: The parent age variable had only a positive, moderate and significant relationship with the number of children at home. And no significant relationships were found with the other variables in the study. For the parent education variable, no significant correlation was found with the variables in the study.

The variable "number of children at home" has a negative, moderate and significant correlation with parental involvement at school. The more the parent has children, the less he intervenes in school. In addition, a negative, moderate, and significant correlation was found with the variable school success rate. The more the parent has children, the less successful the school will be (by the parent and the principal together). Moreover, no correlation was found with the other variables.

Regarding the variable 'the class in which the child is studying', there was a moderately positive and significant correlation with the parent's attitudes toward involvement in school, the higher class the child the more parents will have positive attitudes about parental involvement in school, and vice versa. No other relationships were found with the other variables in the study.

In examining differences between the subjects, three t-tests were conducted to examine differences in the study variables between men / women; Married / Divorced; And parents who have other children in the same school / they do not have. In addition, an unbiased one-way variance analysis was conducted to examine differences in research variables by locality of residence.

The degree of involvement in school, so that the level of school involvement Among women is higher on average than among men, and vice versa. There were no differences between men and women in 'attitudes towards school involvement' and 'evaluating the success of schools'.

Regarding the difference between married and divorced persons, it was found that there was a significant difference in their degree of involvement in school so that the average level of involvement among the divorced was higher than the average among married couples, and vice versa. No differences were found between the married and the divorced in terms of attitudes towards the involvement and in terms of evaluating the success of the school.

Regarding the variable 'If the parent has other children at school' there was no difference in the study variables between those who have more children in the same school and those who do not.

Presents the following findings: It was found that there are significant differences in the degree of involvement in the school according to parents' area of residence. To examine the source of the differences, a follow-up analysis of Bonferroni. The analysis shows that the difference in degree of involvement was

found between the parents from Kafr Kana and the parents from Tamra and from Nujedat, so that the average degree of parental involvement in a school in Kafr Kana is lower than the average in Tamra and Nujedat. Regarding the variable 'attitudes towards school involvement', no differences were found by area of residence.

It was found that there is a significant difference in the "success rate of the school according to the parent" among the various residential areas. In addition, the follow-up analysis shows that the source of the differences is between the parents of Riene and the parents of Nujedat, so that parents from Nujedat estimate that the schools are more successful on average than the parents' assessment of Riene. No significant differences were found among the other regions.

Regarding the 'general-school success' variable, a significant difference was found in this variable by Residential areas. Further analysis shows that the difference is between Tamra and the three other areas- Reina, Kfar Kana and Nujidat- so that the average overall assessment of the success of the school in Tamra is higher than in other areas. No significant differences were found among other regions.

The second research hypothesis dealt with the main subject of the study, namely, the relationship between parents' involvement in school and their attitudes toward involvement and the degree of success of the school. In order to examine these connections Pearson correlation was made between the main variables.

The third hypothesis is that there will be a connection between two characteristics of the school - the drop in the number of dropouts and the rise in the level of ICT and technology - and the degree of success of the school. The argument was that as there is more drop in the number of dropouts and more increase in the level of ICT and technology, the higher the school's success will be. To test this

hypothesis, Spearman's rank correlation coefficient was conducted between the variables

The results of the analysis show a moderate, positive, and significant relationship between the drop in the number of dropouts and the success of the school. The higher the drop in the number of students who drop out of school, the greater the success of the school, and vice versa.

The relationship between the increase in the level of ICT and the level of success of the school. Positive relationship with the evaluation of the principal. Negative correlation with the parents' assessment. There is no connection in assessing overall success. Connection between dropout/ technology there is a connection.

The fourth hypothesis in the study is to examine what factors can predict the degree of parental involvement in school to test this hypothesis, a linear regression was performed. All of the statements from the fifth part of the parent questionnaire were inserted into the regression as predictive variables, and the extent of involvement in the school changes as a predicted variable.

The values of the standardized regression coefficients indicate that the contribution of the two variables 'cultural difference' and 'lack of understanding of educational methods' to predict the degree of parental involvement in the school is significant, and it can be seen that 'cultural difference' has the strongest influence on the degree of intervention. The other variables included in the regression did not contribute significantly to predicting the level of intervention in the school.

Based on the unregulated regression coefficients, a negative correlation was found between the "lack of understanding of the educational methods" and the degree of involvement in the school is, the more misunderstood the educational methods, the less involvement they have in the school, and vice versa, a lack of understanding of educational methods will have a greater degree of involvement.

In addition, a correlation was found between "cultural diversity" and "degree of involvement in school," i.e., the more cultural differences in a school, the greater the degree of parental involvement, and vice versa.

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