

THE INFLUENCE OF PARENTAL INVOLVEMENT ON STUDENTS SELF- IMAGE IN THE ARAB SOCIETY

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Abstract: The current article is based on the findings of research on the psychological impact of parents, teachers and principals on student self-image and student achievement. The hierarchical relationship between the employees in the school system is evident at various levels: the administrative staff in the Ministry of Education, the supervisor, the principal, the teacher, the student. This relationship is characterized by authority, coercion and non-democratization. Studies show that the supervisor's relationship with the school is weak. Teachers generally refrain from criticizing the principal, even in an anonymous questionnaire.

Key words: Self-image, society, conflict, self-esteem, student achievement.

1. Self-image as scientific term

Self-image is a set of beliefs and opinions that a person has about themselves, their values, talents and status in their society. These beliefs determine how we perceive events in our world, how we behave and what we can be. From our earliest days we accumulate information about the world and about ourselves, we learn what helps us to enjoy and what pain is, and how to deal with life to avoid punishment. We take a look at ourselves from another's perspective, as we think others perceive us. These impressions create feelings and thoughts about ourselves and help us create our

self-image. The image develops in the wake of the comments, opinions, and reactions of parents, especially parents, and with grand age, teachers and friends.

The sociological perception of education emphasizes its role as a facilitator for the continued existence of the society, improving the face and design of its members. The main models of the relationship between society and education were developed from two major theoretical streams in sociology: structural-functional theory and conflict theory. The functional-structural stream emphasizes the importance of the nature and stability of the social order: society is perceived as a system whose function and structural components, i.e., its institutions, are designed to serve the attainment of these. Failure to achieve these goals will lead to disturbances in the stability of the social system. According to this model, the educational structure plays a central role in creating and maintaining social stability and balance (Pasternak, 2003). On the other hand, the theories of conflict arose against the background of Karl Marx's sociological heritage, which sees human society as a battleground. The struggles are the result of structural conflicts between unequal classes: the strong oppress the weak, the weak resist discrimination and wage a struggle against the ruling class in order to gain better opportunities for wealth and power. Maintaining stability and balance. These theories connect two areas of knowledge and research: the sociology that describes the society in which social structures function, and the education system under discussion in this work.

The school climate describes an atmosphere that emerges from the feelings of teachers and students about the school's management, operation and joint activity. The interaction between the teachers and the school principal also has great significance in creating the school climate. The teachers define the atmosphere in the school and the behavior of the members according to four factors (Friedman in

Pasternak, 2003): delays and obstacles, alienation, intimacy and team spirit. The school has six climates according to Zack and Horowitz (in Pasternak, 2003): open climate, autonomous climate, controlled climates, family climate, authoritarian climate and closed climate, in which there are cultural codes defined as "the culture of the organization." Friedman, 1995) defines the term "organizational culture" as a collection of procedures, patterns of thought and behavior and ritual symbols that workers have adopted over time, and Coleman (1998) claims that three actors work simultaneously: the teacher, the student and the parent. Of the family are in the child's mind and with them he functions in the classroom. The culture of the school may be formal and include typical behavioral patterns, repetitive expressions, dress style, etc., or covert, characterized by beliefs, values, and norms that are not visible on the surface (Pasternak, 2003). The school culture also influences teaching-learning styles and defines the nature of the relationship between the individual (student or teacher) and the others.

The basic assumption of these schools is that public participation in decision-making is a worthy and desirable process. Due to the need for modern democracy to respond to the wishes of the public through the activation of processes of democratization and desirable - because of the growing practical need of decision makers to implement an agreed policy on wider segments of the public, thereby ensuring the acceptance and implementation of the solutions chosen (Gofer, 2002). Davis (in Coleman, 1998) describes parents and teachers as co-creators when they work consciously together (at home or at school) and do so on the basis of shared perceptions of the student's needs and development. Continuing the lack of parental involvement and the perception of the house as a "discriminating environment" (Peres and Pasternak, 1993), and ending with the change in the 1970s, when much autonomy

was given More schools and established unique schools. During this period, a generation of native-born parents grew up on the same background as the teachers in the school, the youth movements and the army. They had something to contribute to their children, and they saw a right to make claims against the education system and to criticize it.

In many studies, there has been a link between parental involvement and the quality of teaching, which indicates that involvement of parents in their children's education contributes to improvement in the field of academic achievement and intellectual skills, to reduce discipline problems (Noy, 1999). Although educational achievements or outputs are not achieved by one factor but by a wide range of possible factors, Grossing and Manor (in Friedman, 1995) investigated and found positive statistical correlations between school climate and student achievement and behavior. Some schools have a satisfactory parent-teacher relationship, but sometimes too much parent involvement undermines the functioning of the school as an autonomous organization. The physical presence of the parents in the school may contribute to raising the importance of the school in the eyes of the students, but alongside the positive contribution may also arise tensions and conflicts. According to Pasternak (2003), conflicts give rise to the establishment of social order because they enable the mobilization of dormant forces, the definition of desires through the contrast of attitudes and values and the formation of a new equilibrium. Parental involvement is not a one-time act but a long and difficult way of life. Mutual conflict resolution promotes the process of sharing and unresolved conflicts, or at the end of which it is clear who the winner and the loser are causing a regression in the process of sharing (Greenwald, 2005).

Apart from the theoretical references to the importance of the social environment, many research evidence has also been found for the relationship between self-worth and interaction with the environment. Thus, for example, it was found that the relationship with parents has a strong connection with the child's self-esteem. Other researchers have found that an optimal atmosphere in the home makes the adolescent feel desirable and acceptable. A sense of reciprocity between parent and child engenders positive self-worth. Other researchers have found that there is a positive connection between self-perception and the individual perception of the individual. The researchers also report a relationship between self-worth, body perception, and social impact. They note that social stereotypes have a strong influence on the formation of self-image in relation to appearance and the sight. A deviation from what is perceived as normative in terms of appearance leads to dissatisfaction with the body, and later to a negative effect on self in general. However, it is not only the parents' assessments that are directed and become part of the child's self. The expectations of the others that are significant for him to achieve increased competency are also internalized and transformed into a self-conscious, self-idealized part of the child. Parental attitudes and expectations can be interpreted by the child who is the critical factor in the development of self-image in the early years. Thus, if a child grows up in a home where the atmosphere is of disrespect for him, lack of acceptance, excessive expectations there is a distortion in the process of development of positive self-image.

The child comes to school with a range of beliefs about his physical appearance, value, ability, marital and social status - that is, with a particular self-image that was designed in the years before school. In addition, he comes home with some preparation for his future experience at school, preparation plays an important

role in his feelings for her and how he will experience it. Contrary to these claims regarding the non-change of self-image, there are opinions that see it as a variable even at higher ages. A study conducted by Morse (1964) shows that the child's self-image in school declines with age regardless of the grades students receive and the fact that failures fail. The students expressed dissatisfaction with their achievements, a sense of incompatibility and inability. Similar findings, all of which relate to the middle-class population, were found using these findings are ostensibly consistent with Deutsch's view that no matter what self-image a child has in school, the educational system has negative attitudes toward learning. The great emphasis placed on achievement results in intense competition among students. They are constantly evaluated as achievers or unattainable and there is a system of answers to unceasing achievements. The child's classmates also have a significant influence on the development of his social self-image and on the development of a student's self-image. One of the things through which the self-image develops is imitation and just as the child imitates his parents or the teacher as models, he imitates his friends. In addition, the child compares his achievements relative to the level of achievement of his classmates and accordingly assesses his ability.

2. Factors for increasing student achievement

Factors for increasing achievement are determined by personal characteristics such as:

Sex. A number of researchers found that there are no differences in achievement between boys and girls in preschool age. In contrast, Nefer and Penne et al. (2007) show that the differences between boys and girls in favor of boys also exist in preschool age. But not only in mathematics according to a study by Santos & Associates (Santos & Ursini & Ramirez & Sanchez,

2006) there are differences between boys and girls - in all fields of the real sciences, boys' achievements are better. However, Zorman (2000) argues that women's achievements today are relatively low in terms of men's achievements in real fields such as mathematics, science and technology, according to Zorman and David (2000), many studies found significant differences in mathematical thinking in favor of boys starting in the second grade.

Curiosity. There is widespread agreement that curiosity is a motive that drives a person to explore his surroundings. There was a close connection between the motive of curiosity and the motive for achievement. Students' curiosity, expressed in environmental behavior, is influenced, as studies have shown, by emotional factors such as trust, confidence, and secure communication between the child and his parents (Bar-El, 2008).

Intellectual needs. The aesthetic needs for order, symmetry and beauty are also part of these needs. The peak of the pyramid of Maslow's hierarchy of needs is the need for self-fulfillment, a need that enables us to realize our creative potential. Only a few of us reach this high level. Although few reach this stage of self-fulfillment, Ziv often experiences such experiences, characterized by a sense of pleasure and satisfaction and achievement of goals. As part of the hierarchy that the person is there at any given moment (Ziv 1973).

Motivation. Erwin (2003) argues that despite the axiom of teachers that most children who do not want to learn "because they lack motivation" (Erwin, 2003) As they say, the truth is that all students are motivated, but they may not be motivated to learn and behave in a way that teachers and schools prefer. According to the results of the international test from the comparison of achievements, there is a large effect of the self-efficacy variable on student achievement. Pupils with average grade and

those with high self-efficacy receive higher achievements, whereas students with a low average motivation score (Mullis et al., 2008). According to the results of another study, Prickle et al. (2008), which investigated the motivation between males and females, found that the level of motivation among boys is higher than that of girls. And that is the reason for the success of boys more than girls, boys caught themselves! As academics and more successful.

Socioeconomic status. The number of siblings in the family is an important component of socioeconomic status when it has a negative effect on achievements (Bar-Tal and his colleagues Bar-tal, Kfir, Bar-Zohar & Chen, 1980). Included the parents' education, the number of brothers and sisters, and the number of books at home in the socio-economic index, and reported the reliability of (Alpha Cronbach) of 0.54. Some argue that the number of children as influencing low achievement is true both as an intermediary and as such (Blake, 1989). Parents' education is also considered one of the most important and prominent components of socio-economic status (Ellis, 1993). According to the results of the fourth international test conducted in 2007, mathematics achievements were better among students whose parents' education was higher. In contrast, students whose parents' education is low (Mullis et al., 2008).

3. The Problem of Self-Image among Israeli Arab Students

The Arab minority in Israel is descended from the Arab communities that remained in the territory of the State of Israel after the 1948 war and did not flee. Over the years, a minority of internal conflict was discovered between the fact that they are citizens of the Jewish state but cannot identify with it from a national point of view. Boymel argued that the policy applied consistently to the Arab minority was, according to policy makers at the time, another tool for the establishment of the

Jewish state. The Israeli establishment did not feel then that the existence of the state was secure and therefore it renounced the principle of Israeli civil equality and preferred to fortify and strengthen only the growing Jewish community, while excluding the Arab minority from any possible state system. The Arabs who remained in the country were not recognized as a national collective, but only as a demographic collective that constitutes a security threat, since it is part of the external Arab enemy and therefore also a fifth column. This definition - despite the total defeat of the Arabs in 1948 and despite their inability to organize afterwards - was perceived by the majority of the Jewish public and a significant part of its leadership as logical, and thus even as having moral validity to dictate policy towards them. The perception of the Arabs as a security danger led to the enactment of the laws and regulations of the military government.

In the first decade, some Mapai leaders and the Arabists saw the existence of an Arab minority in the State of Israel as a temporary phenomenon, and hoped to end it by means of a "catastrophe" or some other way. In the early years of the state, the idea of policy, even though it was not decided upon in any body, began to crystallize, as a kind of oral doctrine agreed upon by policymakers and its implementers, and the establishment of the policy and its implementation in the field led to the realization of the speech, but the establishment realized that there was no reasonable chance of realizing its hope that the Arabs would leave the country.

In one area, the political sphere, the establishment's efforts did not go well. The attempts of the Arabs to establish a representative Arab political or public body were indeed suppressed, but the desire to establish such a body, an aspiration that was fed in part by the government's discriminatory policy in all areas, did not stop. Indeed, in the security and economic sphere, the policy of the establishment

succeeded in bringing about the complete elimination of what it perceived as a threat. In the political sphere, the Arabs continued to try to establish representative bodies on a national basis. These efforts finally took place in the late 1970s, i.e. during the third decade. The rejection by the establishment and most of the Jews of the Arab population and the foundation of its inferior and marginal status also led to the failure of the establishment's desire to bring about cultural assimilation of the Arabs. Some of the members of the Arab generation who grew up during the decade of the interviewee studied Hebrew and Jewish and Zionist history, and even adopted the lifestyle they saw in the Jewish sector, but most of them did not abandon Arabic and their Arab culture, even if the identity of this generation was defined as Arab-Landau, 1993). The Jews have positively changed their positions towards the Arabs of the state and are more willing to integrate them into their institutions and respect their rights, more and more discriminating between Arab citizens of the state and those who do not. Mutual adaptation is not symmetrical - in a society that has made the majority dominant in the majority, the minority will make the most changes and adjustments to adapt to the majority and the state, while the majority will make minimal or marginal effort. Asymmetry in relations is a characteristic of ethnic dominance (Smooch, 2001).

According to unofficial data in the Palestinian education system there are 2,700 schools (not including Gaza for which there is no precise data) and the density of pupils in the class is 34.6. The Palestinian Authority has its own textbooks and an education minister. The Minister of Education is one of the stable positions in the system and has changed only twice in the last five years. The study "Victims of our own narratives? According to a post-1948 study of Palestinian education in the West Bank and Gaza, Palestinian children used textbooks designed in accordance with the

educational philosophy and ideology of the Palestinian Authority, Jordan and Egypt, the goals and objectives, the methods of education and teaching, and the authorization and training of teachers were carried out in accordance with these ideologies. After the 1967 war, the Israeli military government took control of the Palestinian education system, and continued to use the same Egyptian and Jordanian textbooks, By Israel. Certain passages blacked out and several books were banned (for example, "Palestinian aspiration" twelfth grade banned from the mid 70s). Development of schools and teacher training were very limited, and textbooks have become obsolete.

The Palestinians took control of their education system in 1994. The Palestinian Ministry of Education was among the first four ministries established after the signing of the Oslo Accords. The Palestinian Ministry of Education inherited a collapsing education system and began preparing a comprehensive program to improve quality and standards. The program focused on the structure of the Ministry of Education itself and the creation of laws and regulations for Palestinian education. The program also included the construction of new schools, the consolidation of educational systems in Gaza and the West Bank, the production of Palestinian textbooks, and the improvement of skills and the level of knowledge of teachers and principals through on-the-job training. The stated goals of the Palestinian education system are: to train Palestinian students professionally and scientifically; Improve Palestinian students' understanding of their history, culture, heritage, aspirations and identity; To emphasize human values such as liberty, justice, and equality; To develop children's abilities in the fields of technology and communications; And finally, to expand their understanding of the world and their willingness to live in the world. It should be noted that the normative structure of the Arab educational system does not encourage entrepreneurship and creativity. The new teacher, who sometimes

comes up with new ideas and ideals, is forced very quickly to accept the existing situation in order to be part of the consensus. Challenging the existing situation means rejection of the margins and the risk of professional advancement. Therefore, the teacher prefers to integrate into the "conspiracy of silence" or to deal with the accepted norms set by the supervisor, the principal, or the work colleagues (Al-Haj, 1995).

In addition, teachers are subject to external pressure on the social level as well. The school is "backward" after the process of modernization undergone by the Arab community. Thus, the role of the formalization system has been reduced as a means of creating social change (Al-Haj, 1995).

4. Conclusion

The hierarchical relationship between the employees in the school system is evident at various levels: the administrative staff in the Ministry of Education, the supervisor, the principal, the teacher, the student. This relationship is characterized by authority, coercion and non-democratization. Studies show that the supervisor's relationship with the school is weak. Teachers generally refrain from criticizing the principal, even in an anonymous questionnaire. The findings of Al-Hajj indicate that:

- 39% of the teachers stated that they did not express their opinion in the meetings.
- 27% mentioned that the manager did not listen to their opinion or was not considerate.
- 86% indicated that they were satisfied with the relationship with the manager.
- 70% indicated that the manager was positively involved in their work.
- 75% trust the manager.

The growing power of the principal is the result of the gradual introduction of autonomy in the school. There is a dependence between the teacher and the principal on all aspects of the counseling system, concentration functions, participation in training courses and other benefits (Al-Haj, 1995). One of the reasons for the high satisfaction with the social atmosphere in the school is the "conformity power" existing in Arab education. With the advent of the schoolteacher, he encounters a harsh atmosphere. In most cases, he prefers to integrate, which further strengthens his conformity.

A review of the main reports of recent years on the new Palestinian textbooks does not provide an unequivocal picture of direct and sweeping incitement to violence or terrorism against Jews or Israel. However, the studies indicate that the Palestinian textbooks lack the components of peace education, and in many cases they also lack a clear recognition of the existence of the State of Israel. In addition, it was found that the textbooks do not convey a message of reconciliation with Israel, and that they ignore the connection of the Jewish people to the Land of Israel and the almost total omission of the State of Israel and the names of Israeli sites and settlements from maps included in Palestinian textbooks. In many studies, the subject of the Holocaust was also ignored. Some of the most recent NGO reports (as well as that of the Coordinator of Government Activities in the Territories), which deal with the subject, found that some of the new Palestinian textbooks still contain expressions of hatred and demonization towards Israel, the Zionist movement, and the Jews. Usually reflecting the religious aspect of the conflict (these findings are mainly expressed in the new textbooks for the twelfth grade), which is reflected. Including a regression in terms of the ratio to Israel, compared with textbooks for the 11th grade that were published a year earlier) and in books used for religious studies.

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