

THE IMPACT OF PARENTS INVOLVEMENT OVER THE SUCCESS OF THE SCHOOL

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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 effect the actions of students and helps to shape a student's performance and motivation in school.*

***Key words:** School principal, parental involvement, school success*

The purpose of the study is to examine the impact of parental involvement on the success of the school.

Research questions

1. Does parental involvement in school affect the success of the school?
2. Impact of demographic data on parental involvement in school

Rationale of the study

Parents have an important influence on the factors that motivate students to take action and can influence the child's motivational, cognitive, and social components in order to make their child learn. Parental behaviors that serve as the child's primary educators determine, to a large extent, their child's level of education, the location of his internal control, his level of curiosity and his self-image, which serve as parameters for his success. In order for learning to take place, a role model is required to imitate the significant adult for the child so that the

student identifies with him and internalizes the messages directed at him. Parents are the most significant figures for children, mediators between them and the world outside the home through personal example and their relationship to children (טרגר, 2012).

The involvement of parents in schools is a process that is increasing and spreading to new areas. In my research, it is important to examine the extent to which this involvement helps improve the quality of the school and positively influences the achievements of its students in the Arab sector in particular.

Population and sample

The study will be conducted among four primary schools (grades 1-6). The size of the schools in this study is between 450-550.

The number of principals is four, and the number of parents in all schools is estimated at 112.

Principals' Sampling

1. The term "principal" refers in the present study as a representative figure; this role derives from the formal organizational status of the principal. The principal represents the school he heads at various events.

2. Leader: This role includes all activities aimed at motivating employees in order to realize their mission (including motivation, reward, training, and mentoring).

3. Contact person: The principal is responsible for managing relations with principals and other bodies within or outside the organization in order to receive essential resources, completion of tasks, coordination, etc.

Parents' Sampling

The term "parent" refers to a father / mother who has a son/daughter present in the school. In each school, 28 parents will be sampled randomly from the list of

students' parents. In other words, the parents' population will include about 112 parents.

The Research Method:

The first questionnaire relates to the leadership style of the school principal, to the satisfaction level of the community and the supervisor from the school. In addition, the second questionnaire relates to the level of parental satisfaction with the school, which also includes the sociodemographic characteristics of the parents. The questionnaires will be written in Hebrew. As it will be used among Arabs, they will be translated into Arabic by a translator whose mother tongue is Arabic and will then be translated from Arabic to Hebrew by a translator whose mother tongue is (Beit Marom, 1986).

Parental involvement variable: The dimension is based on the sum of the responses to the seven statements in the first part of the parent questionnaire, on which the respondent ranks himself on a four-point scale, with a scale of answers between 1 (never) and 4 (many times). The dimension is based on the sum of the responses to the seven statements in the first part of the parent questionnaire, on which the respondent ranks himself on a four-point scale, with a scale of answers between 1 (never) and 4 (many times). In addition, the sum of the answers to the 12 statements in the third part of the questionnaire on which the respondent ranks himself on a scale ranges from 1 (not at all) to 5 (Strongly Agree). Cronbach's alpha, obtained in the present study of the 19 statements together (questions in Part 1 and Part 3) was $\alpha = 0.858$. The higher the number of responses, the greater the degree of involvement of parents, and vice versa(Thompson, 2011).

Variable attitudes towards parental involvement: The dimension is based on the sum of responses to 15 statements (questions 7 to 21 in the second part of the parent questionnaire, the answer scale ranges from 1 (absolutely not true) to

5 (definitely true). Turning Scala was done into question No. 12. Alpha Cronbach obtained in this study for the 15 statements was $\alpha = 0.708$. The higher the number of responses, the more positive the parents' attitudes toward school involvement, and vice versa.

The degree of success of the school according to parents: The dimension is based on the sum of answers to six statements (questions 1 to 6 of the second part of the parent questionnaire, the answer scale ranges from 1 (absolutely not true) to 5 (definitely true). Turning Scala was done into question No.2. Alpha Cronbach, which was obtained for the 6 statements, was $\alpha = 0.498$. Only after exclusion of question no. 4 was the reliability of Alpha Cronbach about 0.793. The higher the number of responses, the more likely the parent assesses the school as successful, and vice versa.

School success according to school principal: The dimension is based on the sum of the responses to the six statements. In the first part of the questionnaire, the answers range from 1 (not at all) to 5 (to a very large extent). Alpha Cronbach that was received for the six statements was $\alpha = 0.784$. In addition, consideration was given to question number 1 in the second part of the principal's questionnaire, "Did the school receive any education awards?" So if the answer is yes, it adds a point to the sum of the answers and if this does not add anything to the sum of the answers. The higher the number of responses, the greater the success of the school according to the principal's assessment, and vice versa.

The degree of success of the school "general": This measure combines the parents' assessment with the principal's assessment of the success of the school, so that it is based on the sum of the two variables, "the degree of success of the school according to the parents" and "the success of the school according to the principal." The higher the amount, the more successful a school is (Sullivan, 2010).

Research procedure

The research will be carried out after receiving the approval of the school principals. The research will be carried out within 4 schools and according to the type of ownership (governmental, public and private), All of whose principals expressed their consent to carry out the research.

Data collection

Each school principal will be asked to complete a questionnaire, and each school will hand over the parents' list to the researcher, and randomly selected parents will participate in the research.

Each participant in the study will be assured full anonymity and that no findings can be provided personally to the research participant. The findings will be presented only statistically.

The principals will receive an explanation from the researcher regarding the research, its goals, and the manner in which they maintain their anonymity. The parents will receive from the advisor at each school an explanation of the research, its goals and the manner in which they maintain their anonymity. Each parent will receive a questionnaire and an envelope into which he will be asked to fill in the questionnaire after completing the questionnaire. The envelope will be sent by the parent to the school counselor which he will send to the investigator.

Data processing method

All data will be processed using SPSS software. The continuous research variables and the study population will be described using averages and standard deviations. The distribution of the variables in the categories will be described

The variables in the study:

Variable Parent involvement: The dimension is based on the sum of the answers to the seven statements in the first part of the parent questionnaire, on

which the respondent ranks himself on a four-point scale, with a scale of answers between 1 (never) and 4 (many times). In addition, the sum of the answers to the 12 statements in the third part of the questionnaire on which the respondent ranks himself on a scale ranges from 1 (not at all) to 5 (very agree). Alpha Cronbach, obtained in the present study of the 19 statements together (questions in Part 1 and Part 3) was $\alpha = 0.858$. The higher the number of responses, the greater the degree of involvement of parents, and vice versa.

Variable attitudes towards parental involvement: The scale is based on the sum of responses to 15 statements (questions 7 through 21 in the second part of the parent questionnaire, the answer scale ranges from 1 (absolutely wrong) to 5 (certainly true). Turning Scala was done into question No. 12. Alpha Cronbach obtained in this study for the 15 statements was $\alpha = 0.708$. The higher the number of responses, the more positive the parents' attitudes toward school involvement, and vice versa.

Degree of success of the school according to parents: The scale is based on the sum of answers to 6 statements (questions 1 to 6 of the second part of the parent questionnaire, the answer scale ranges from 1 (absolutely not true) to 5 (definitely true). Turning Scala was done into question No. 2. Alpha Cronbach, which was obtained for the 6 statements, was $\alpha = 0.498$. Only after exclusion of question no. 4 was the reliability of Alpha Cronbach about 0.793. The higher the number of responses, the more likely the parent assesses the school as successful, and vice versa.

School success according to school principal: The dimension is based on the sum of the answers to the six statements. In the first part, the questionnaire ranges from 1 (not at all) to 5 (to a very large extent). Alpha Cronbach that was received for the six statements was $\alpha = 0.784$. In addition, consideration was given to question 1 in the second part of the principal's questionnaire, "Did the school

receive any education awards?" So if the answer is yes, it adds a point to the sum of the answers and if this does not add anything to the sum of the answers. This indicates that the success of the school is higher, according to the principal's assessment, and vice versa.

The degree of success of the school "general": This measure combines the parents' assessment with the principal's assessment of the success of the school, so that it is based on the sum of the two variables, "the degree of success of the school according to the parents" and "the success of the school according to the principal." The higher the amount, the more successful a school is.

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