

# THE IMPORTANCE OF SCHOOLING PARENTAL INVOLVEMENT OVER THE SUCCESS OF THEIR CHILDREN

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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:** parent involvement, family, School, cultural.*

Parent involvement in a child's education is also affected by the opportunities made available by the school. Some schools may encourage parents to contact teachers about their children's academic performance, social development, or future plans such as selecting a high school program and courses. Other schools may have certain policies or characteristics that discourage parents from contacting the school regarding their children's academic achievement or high school plans. Schools with these policies may offer few activities, such as parent-teacher conferences, go-to-school nights, or fund-raising events, that foster communication and social ties between families and school personnel. Community characteristics, such as informal networks among parents, are another resource for increasing parent involvement. For example, if parents frequently interact, they can share information about their children, their children's teachers, new school policies, and they can express their complaints about the school. These networks

can generate either positive or negative opinions about various aspects of school life and serve as a vehicle for bringing issues to school boards and school administrators. Parent involvement, then, is shaped by parents' orientation toward education, their financial and social resources, and the opportunities that are available in the schools and communities in which they live.

Recognizing that families vary in their economic resources and attitudes toward education, these researchers have concentrated on describing variations in family values and the types of activities families feel comfortable pursuing in schools. Primarily qualitative in their methodological approach, these studies are somewhat constrained in their ability to make systematic connections between parent actions and student academic outcomes. From a policy perspective, research on parent involvement in schools has tended to focus on relating family background characteristics to school involvement activities and then tracing that involvement to achievement. The underlying assumption is that parent involvement, especially for minorities, can counteract the negative effects of low socioeconomic background and significantly improve student performance. But the drawback of this approach is that it tends to define parent involvement through school-based activities, such as joining parent-teacher organizations, serving on advisory boards, or helping with homework, rather than using a more holistic definition, looking at parent involvement in the home and community and relating that to specific school characteristics. In contrast to these views, we are interested in isolating both the values parents have and the actions they take in the home toward the education of their children that may increase academic performance and social development.

A family that is very close or a community that is characterized by many relations of interdependence will have extensive norms and clearly delineated sanctions which serve to control deviant actions by its members. A more loosely constructed family or a community whose interactions are casual and incidental will

have fewer and more ambiguous norms and sanctions. Recognizing that families have these potential assets, we are interested in learning what actions help to accumulate additional capital within the home. Thus, our first priority is to investigate how social capital forms in the home and the community and its relationship to strengthening student academic performance. From the family and community we move to the school, recognizing that most policies directed at encouraging greater involvement on the part of parents in their children's education will be constructed around schools

The importance of parental involvement in schools is now generally recognized. A number of studies of school effectiveness identify parental involvement as one of the key variables associated with effectiveness in general and with pupil attainment in particular. The more involved parents are with their children's schooling, the greater it seems are the chances of their children doing well. The ways in which parental involvement help children's attainment are not well-understood but some researchers have highlighted its positive effect on pupil motivation (Omer,2002). Involvement can mean many things, from attending parents' evenings and school open days to helping in the classroom. There are three aspects to traditional parental involvement which are worth drawing attention to:

- it has largely concerned the well-being of the parent's own child
- it has been to support the largely taken-for-granted value system of the school
- collective action, such as through parents' or parent-teacher associations has been largely concerned with fund-raising, or transmitting information, and has not usually challenged the school's way of doing things. The important point is that parents are generally expected to uphold school values, whether this is in ensuring their children do homework, behave in an acceptable way, or come to school dressed appropriately. Parental involvement in identifying

the values which the school will embody is rare. The parent's role is to reinforce school values and to support the school if there are problems with their children.

In a recent review summarizing European research and opinion surveys, Ma Charter is the most recent example of this shift. In education, schools have been perceived by both Labour and Conservative governments as failing to raise standards sufficiently and to be a part of the explanation for our relative economic decline. The Conservative answer to improve performance is through the operation of parental choice in a school market. An important point to notice is that the elevation of private interest suggests that the road to higher standards will be paved with many losers. This is so both theoretically and empirically. At a theoretical level, for markets to operate, standards must be different or there is no point in choosing. Ball (1990: 7) points out: It is argued that competition will raise standards. Not that standard will become equivalent between schools, [for] that would dampen the market dynamic, [and] there must be diversity in the marketplace. And empirically, the major studies of the operation of parental choice in Scotland (Yaniv, 2003) indicated that, in the areas where choice operated, the relative disadvantage of those remaining in unpopular schools increased. Whether increasing inequality of provision will in the long run produce higher standards for all is an empirical question which cannot yet be answered. Whether it is a price worth paying is an ideological question, depending on one's view of the proper balance between individual client orientation and collective welfare orientation in public services. Whether parents as individual customers have been able to be more involved in determining school values is not yet clear. In very popular schools where there have been more placing requests than places, it may be that schools begin to choose parents, rather than vice versa.

Authority, one of the largest in Europe, has established a Parents' Consultative Group, which has a membership of around thirty parents. The Group

will meet the Director of Education on a six-weekly basis 'to discuss matters that may interest or concern them regarding the [authority's] policies' (Pont,2008). And Scotland's largest teaching union has recently issued A Manifesto for Partnership in which close links between parents and teachers are advocated (Waxman.f,1998). Whether as customers, managers or partners, parents have an important role to play in their children's schooling. This collection of papers raises issues, questions assumptions, and analyses some recent developments. It begins with general chapters on issues of rights, choice, voice, and partnership before focusing on the last three in more detail. Running through the contributions are questions about collective welfare and individual welfare rights, relations between the expert, and the non-expert, and school accountability.

The degree of parental involvement in their children's schools has been shown to affect the children's social and academic outcomes. Greater parental involvement in children's schooling has been positively correlated to better outcomes for the child. Furthermore, the connection between parents and their children's schools can be considered as one of the factors that influence the school's success and its culture (Dauber & Epstein, 1991). This study focused on the perceptions and attitudes of parents towards parental involvement in the schools and the perceived influence that this involvement has on the schools. It also assessed the effect demographic variables, like gender, marital status, residence, and number of children in the family has on parents' involvement in the school.

Parent involvement has been recognized as an important aspect in the success of both the students and that of the school. The study tested the influence of parental intervention at school on the school's success. The results from the survey indicated that there was a positive correlation between the degree of parental intervention and the measure of the school's success.

It can be expected that the greater the intervention of the parents in matters relating to the school, the greater the success of the school. Furthermore, the more positive the attitudes of the parents to involvement with the school, the greater the success of the school can be expected to be.

I was interested in some of the research results. I was interested in the study of digging into the cultural differences and I wanted to see where it led to and how it delved into parents' involvement in the school. Publishing the research would be by the help of lectures in educational frameworks in which the research was domain. One of the deficiencies of the research is that lots of the parents have said that it was difficult for them to tell the truth because they were afraid their answers would affect negatively on the school treatment towards their children. The advantages of the research are the big involvement of parents and achieving the ministry of education goal, success of the children and success of the school.

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