

# Parents' Participation in School and Its Impact on Student Achievement in Mathematics

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## ABSTRACT

This research aims to examine the impact of parents' participation on student achievement in mathematics and shed particular light on the patterns of parents' involvement with the school and its effects on the student's performance level. The research also aims to uncover factors affecting parents' participation or non-participation in school and clarify factors affecting students' achievement. In this light, researchers conducted quantitative research using three types of questionnaires: The first is for the student, the second is for the parents, and the third is for the teacher so that the credibility and consistency of each of the three questionnaires were calculated. The research involved 320 participants; 135 were in the sixth grade, 135 were the guardians of the students involved, and 50 were teachers. The study was conducted in Arab primary schools in Israel in the 2018-2019 school year. Results have shown that the rate of parents' partnership in decision-making increases as parents have a higher level of education. Above-average trust between parents and teachers has also emerged. Parents' participation in school is mainly reflected in how parents follow up with their children's schooling. The research results have shown that there is a statistically significant relationship between parent participation with the school and student achievement.

**KEYWORD:** Parent's participation, parent' participation patterns, student achievement, primary school, mathematics

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## Introduction

The family's role is significant in the child's development, the discovery of the environment, and the receipt of all the information and values needed to help them interact with others and obtain their needs. It is also considered the most crucial factor is contributing to the development of children's opportunities for success in general and school success in particular. At the same time, school success is one of the most structured and complex educational and psychological concepts linked to personal, social, and school variables. It is a concept impeded by several obstacles, the first being the ambiguity of the idea itself, where there are many expressions: School and educational success, school returns. Psychologists and sociologists have paid close attention to the phenomenon of studying success. It has become clear to them that the reasons for failure, or failure to achieve success, are due to the student's level of intelligence and several factors that contribute to reducing the chances of success.

A student with high intelligence cannot guarantee automatic success. Similarly, a low-intelligence student cannot succumb to despair, so there are other factors than intelligence that obtain school success. In this context, this research highlights the fact that one of the determinants of school success is how parents participate in school.

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The thing that helps develop the child's mental, social and emotional capabilities is parents' involvement with the school. There are many types of parent participation in the school, including the isolated pattern, the neutral practice, the active participation, the moderate participation, and the anonymous participation hence; our study aimed to reveal the impact of the level of parents' involvement on student achievement. By touching on many sources, it is clear that most researchers have pointed out that parental participation in the educational process is essential and cheerful. Still, by contrast, some critics see the interference of parents in the educational process as unfavorable. In this view, we have decided to research 135 students in the sixth grade, 50 teachers, 135 in the sixth grade. This research aims to examine whether parents' involvement with the school benefits the student's mathematics achievement or has negative effects.

The research aims to examine the impact of parents' level of participation with the school on student achievement. The research highlights, in particular, the patterns of involvement of parents with the school, as well as the reasons behind the level of participation or non-participation with the school.

**The central question is:** How does the level of participation of parents affect student achievement?

**Sub-questions:** Does the school class have an impact on parents' involvement with the school? Is there a connection between the family's socio-economic level and the rate of their participation with the school? Is there some connection between the family's cultural group and the quality of their involvement in school? Is there any impact on parents' participation in school?

## **Theoretical Background**

### **Parents' participation with the school**

The first human relations are built with his parents and family, where he gains from their path much from his hereditary and social qualities and religious values. Through these relationships, the culture of the generation and how these relationships are very much saturated by his other needs (Fahmi and Qatan, 1977). His relationship circle is also expanding outside the family, making many relationships with his classmates at school and then at work to perform his duties.

The term parent participation addresses diverse activities that parents do with their children or other important people related to their children's lives. This consists of parents' actions with their children or with the school staff to improve their children's achievement. This is one form of involvement between parents, school, and community (Rosenblatt and Pelt, 2003).

In recent decades, the emphasis has been placed on the importance of parents' involvement with the school, including positive effects on their students' achievement. Many schools are working hard to increase parents' participation in the educational process. Research results have shown that parental involvement in education can help children, parents, teachers, and schools at all levels of education, from kindergarten to academic levels (Al-Salkhi, 2013).

Studies also indicate that the greater the participation of parents in school, the better their performance and achievement in math (Galali, 2011).

Parents' participation in the educational system is diverse, influenced by the school's qualities, educational objectives and the structure of the staff and students (Noy, 1999). Generally, parents' participation with the school can be classified by the level of involvement, responsibility towards the school, or the content of the participation between parents and the school. It's important to note; there's a positive relationship between the pattern of the involvement between parents and schools and the areas of parents' involvement. The more participatory and open the relationship is, the more beneficial it is for school implementation. (Fisher & Friedman, 2002).

The researcher confirms (Noy, 1999) through his research in this field that there is a positive relationship between the participation of parents and school and the learning benefits given to children. More accurately, the researcher points out that parents' involvement contributes to improving children's learning capacity and achievement. Besides, parents' participation develops and improves different skills among boys, such as increasing self-confidence, self-esteem, reducing problems and violence among boys. Both (Fisher & Friedman 2009) indicate that school-parent participation improves the quality of the relationship and professional proximity between parents and school staff.

Alhassan (2008) considers that the extent to which parents engage with the school is related and influenced by the principal's role, the way he runs the school, and the school's confidence in the parents. This confidence grows when the level of participation is: high in the educational path, the extent to which parents are consistent with the rights and duties of the teacher, the degree to which the school respects and supports the rights of the student, and the degree to which the school is interested in the participation of the parents in the vision and objectives of the school to promote the effective participation of the parents (Fisher & Friedman, 2002).

The researcher (Noy, 1999) points out that parents' participation is linked to the skills of teachers motivated to participate with the school. The school must develop educational programs to help the teacher improve and develop professional work with parents to enhance their school life participation and enhance their confidence in the school. The researcher (Shmai, 2008) also asserts that parents' involvement contributes to improving educational and mental achievement, raising self-confidence and self-acceptance, and reducing behavioural problems.

Friedman (2010) classifies patterns of parental participation in the educational process into five practices:

1. **Parents as viewers:** This pattern is characterized by parents not taking an active part in school events but watching them from afar. This pattern is most common. The viewing activities in all schools are reading publications and information papers through which the school informs parents about important information from trips, payment arrangements, and end-of-year certificates.
2. **Parents as service providers, not directly involved in the educational process:** This pattern is characterized by parents' participation in voluntary activities that are not an essential part of the educational process, such as Decor, bazaar, planning for parties, and so on. This pattern is supported by school administrators and school workers and is mainly directed at external factors such as local authorities and the Ministry of Education.
3. **Parents as learners (partial participation):** This category includes family enrichment activities, such as education and psychology and also recreational and personal empowerment activities (sewing, cooking, gymnastics) aimed at enabling parents to exhaust themselves as human beings and assume that they can be better parents.
4. **Parents as partners in the educational process:** This pattern of participation in the educational process, including curriculum, focuses on teaching methods and teacher placement so that parents feel that the more they care about school duties and exams they will contribute to their children's achievements, paving the way for a better future.
5. **Parents as determinants of targets and decision-makers (full participation):** The best and best pattern of involvement in school life is that parents participate in the school staff's decisions and are considered equal partners in the school's decision-making processes.

#### Factors affecting parents' involvement with the school

A group of researchers points out (Fisher & Friedman, 2009; Friedman, 2010) to a variety of factors influencing parents' involvement with the school, including:

1. **Parents' level of learning (the higher the parent's level of education, the higher the level of participation with the school)**
2. Single-parent family or both parent's family (both parent's family shows higher participation than single-parent family)
3. The kid's generation (the more significant the kid's era, the smaller the parent's participation)
4. Number of opportunities to invite parents to participate through school (The higher the number of options to invite parents to participate, the higher the participation rate).
5. The degree of compatibility between parents and schools, and the sense of parents' understanding of confidence towards the school (the higher the degree of parents' faith with the goals of education, the higher their parents are satisfied with the school).
6. Parents' belief in the importance of education (the greater their interest in education's reputation, the greater their school participation). Being lower incompatibility, the school habits and values are given to the children; parents are not satisfied.

#### Educational Achievements

School achievement has been defined as the product of information and competence obtained by a student during some study stage (Abdul Hamid, 2010). Another definition is that it's a mastery of a range of skills and knowledge that a student may possess after experiencing educational experience in a particular subject or group of residents (Al-Silkhi, 2013). The concept

of educational attainment is the measurement of the student's ability to absorb the prescribed issues and his or her ability to apply them through school measurement methods (Alhassan, 2008).

Education is essential to the student's life; education achievement is the focus of Education and psychology specialist's attention, as a result of the diverse and multiple learning processes taking place in the educational institution of different skills, knowledge, and sciences that indicate his or her mental and cognitive activity (Ghalali, 2011). Al-Silkhi (2013) considers that educational achievement is one of the academic problems experienced by students either because of the subjects' difficulty, the inappropriate teaching method, or because students do not adequately understand the topics. Thus, students lose confidence in themselves and their abilities. Consequently, this affects their compatibility with their colleagues and the school environment. Considering the definitions mentioned above: it can be said that some researchers view attainment as the knowledge obtained by an individual only in the school or in the school sphere, as stated in Abdul Hamid's definition, which emphasizes that attainment is often used to refer to academic or educational attainment, and is the product of knowledge obtained by a pupil through a school program. According to all of the above, educational achievement represents the amount of experience that an individual has in the field of study. It is measured by the total degree that a person has in the field of study, and it is measured by the actual degree that a student receives at the end of the academic year.

### **Factors affecting academic achievement.**

The interest in studies and research into the impact of social, cultural, and other educational achievement factors has increased. Since academic researchers, psychologists and sociologists have begun to research the social, economic and cultural background of students, to address and try to overcome the problems that result from them, and to adapt to the conditions in the educational process of raising students' achievement in subjects (Kamal, 2005).

Many variables affect students' academic performance as schools rely entirely on students, the critical group of any educational institution. The academic performance of students has been pointed out by Both Ali and Al-Shahab (2008) that it has received the attention of many researchers in previous studies, representing a challenge in many respects and a combination of psychological, social, economic, environmental, and personal factors. However, these factors that affect academic achievement vary from one person to another and from one environment to another. Researchers have been interested in many aspects and variables that effectively contribute to the quality of learners' performance and affect the quality of students' educational achievement. These include student factors, family factors, school factors, peer factors (Al-Kashab, 2008).

### **Impact of parent participation on student achievement in mathematics**

Accordingly, parental participation in the educational process is essential and positive, benefiting children, parents, teachers, and even society (Friedman, 2010). Furthermore, the relationship between parent participation and student achievement in mathematics is positive (Ofarim, 2014). In this context, Trager (2014) asserts that without parents' participation, there is no successful educational process with appropriate production aimed at upgrading and building the school. Hence, it can be said that parental participation is not merely a development and progress but rather a necessity for positive relations with teachers and is fundamental for children's social and academic development. Other researchers (Fisher & Friedman, 2009) add that parents' involvement with the school impacts educational achievement and improving children's social behaviours.

Nonetheless, it is positive that parents share that parents are not professionally qualified and, therefore, difficult to view them as partners in educational work. Therefore, teachers want to see them as service providers only (Avraham et al., 2012). Moreover, some students feel that parents' involvement in their children's studies would be more detrimental to their achievement and school interaction (Sied, 2016). Besides, parents' participation in their children's homework is often wrong and offends children more than it benefits them. Most parents draw a specific plan for their children's lives without consulting the kid himself (Jabali, 2014). Murad (2015) adds that students' achievement at the primary level is higher than the advanced levels. This stems from the extensive participation of parents at this level compared to the preparatory and secondary classes. Since involvement with the school is low, parents see that their children have become adults and do not need to continue their school participation.

All of the above, the following search question is derived: What's the impact of a parent's participation in school on a student's achievement in math? From the main problem, the sub-questions were derived as follows: What's the right pace of engagement on excellent school achievement? Does school class have an impact on parents' participation in school? Does the socio-economic level of parents have anything to do with the pace of their involvement in school? Does the cultural group of parents

have anything to do with the rate of their participation in school? Is there any impact on parents' involvement in school? The following search question is derived from all mentioned above: How does parent participation in school influence student achievement in math?

### **Research Methodology:**

#### **2.1 Methodology**

Research relies on the descriptive quantum curriculum to describe the extent to which the level of participation of parents in school affects a student's achievement in mathematics, bypassing a resolution to students examining this relationship.

#### **2.2 Hypothesis**

- The more effective parents' involvement with the school, the better the student's achievement in math.

#### **Search variables**

- Independent variable: Parents participation
- Related variable: Educational Achievement

<i>Educational Achievement</i>	<i>Student Placement</i>
0-40	<i>weak</i>
41-70	<i>medium</i>
71-90	<i>Good</i>
91-100	<i>excellent</i>

It's defined linguistically that something is gotten meaning gathered and been certain educationally. It is defined as the subject's educational achievement, meaning the attainment of a certain level of qualification in the study, determined by legalized tests, teacher reports, or both.

In this research, the student's level was assessed based on their achievement in the third semester of the 2018-2019 school year. The study was conducted within the school with the approval of the administrative staff. To maintain the students' strict confidentiality and privacy involved in the research, the form was distributed to sixth-graders without names. A publication containing recommendations and suggestions was prepared as a result of obtaining and analyzing the results.

#### **2.3 Search Tools**

Resolution is the primary tool for this search: *Since a resolution has been prepared for students, parents, and teachers.* A form consisting of questions addressed to parents containing 26 problems, where credibility and stability were confirmed, and the relationship's coefficient was calculated. A questionnaire for teachers consisting of 16 questions has been approved as credible and consistent. Cronbach has been calculated and got the result. A 14-question questionnaire for students has been confirmed as reasonable and consistent, calculated Cronbach and obtained the outcome, which is considered good in scientific research.

#### **Research Sample**

The research was conducted in elementary schools in northern Israel. The research sample contained 135 students from the sixth-grade class, 50 teachers, and 135 parents of sixth-grade students.

Because students were aware of the importance of such research and were willing to cooperate perfectly and fully in filling out the forms in total seriousness, this class was chosen occasionally.

#### **2.5 Data analysis.**

By counting the repetition of answers in each search sample, the form was analyzed. The quality of the student's relationship with the teacher and the extent to which it was reflected in the educational achievement (first-grade rate) was inferred.

**Research Results:**

To answer the research questions, a two-tier statistical analysis was conducted: The first is descriptive analysis, and the second is deductive. The results will be presented below for descriptive analysis, and then the conclusion results will be presented, and research questions answered in order of hypothesis.

**Descriptive Analysis****Table 1 The rate and standard deviation for each statement of the questionnaire distributed to teachers.**

	Low socioeconomic status		Medium socioeconomic status		High socio-economic situation	
	Average	Standard deviation	Average	Standard deviation	Average	Standard deviation
Parents participate in events and in school/class (such as donations, school days/bazaar)	2.10	0.35	2.89	0.23	3.95	0.21
Parents complain to teachers about breaches in school/classwork.	1.50	0.12	2.11	0.21	2.98	0.23
Parents make a complaint to the relevant authorities about breaches of school work	1.40	0.13	2.54	0.22	2.75	0.14
Parents voice their anger in front of the principal about breaches in school work/class	1.35	0.32	2.01	0.12	2.74	0.32
Parents volunteer/help with daily school work (e.g.: Library, schoolyard).	2.30	0.22	2.98	0.23	3.55	0.12
Parents make a complaint or caution of inappropriate behavior of teachers at school in front of different quarters.	1.52	0.23	2.50	2.30	3.01	0.25

Parents use power in school to achieve things.	1.30	0.25	1.32	0.32	1.32	0.12
Parents tell teachers they're not good.	1.7	0.25	2.1	0.45	2.23	0.12

Table 1 shows a mark distinction between parents' attitudes to the school's participation in its activities and its proceeds. According to teachers, parents with a high socioeconomic status segment participate in school activities far more than parents with a low socioeconomic status segment. For instance, the rate of saying: "Parents participate in the organization of events in school/class (such as donations, school days/bazaar)" for parents who are in the high socioeconomic position ( $M = 3.95$ ) and, by contrast, for parents who are in the low socioeconomic position ( $M = 2.10$ ). The table above also shows that the rate of grumbling among parents with low socioeconomic status is much lower ( $M = 1.52$ ) than those with high socioeconomic status. Table 2 shows the participation average of parents by the cultural level.

**TABLE 2 Family participation average by cultural level**

	The cultural level is low		The cultural level is high	
	Average	Standard deviation	Average	Standard deviation
Parents are active and effective in the Parents Committee (as member/assistant).	2.5	0.45	3.51	0.23
Parents are partners in decisions about changes in various fields of the school.	2.41	0.32	3.78	0.12
Parents are generous with their knowledge and experience of educational programs and submit them to school/class (e.g.: Lectures for students, teaching materials)	2.30	0.32	3.55	0.32

According to table 2, we can point to the marked distinction between parents' participation in the school's cultural level activities. The average of parents' partnership in decision-making increases as parents has higher cultural levels. For example, the standard of saying: "Parents are partners in decisions about changes in different school fields" for parents with a low cultural level is 2.50, while for parents with a high cultural level, it is 3.51. To sum up, the cultural group of parents influences the range of school participation. Table 3 shows the parents' rate of interest in the collection of their children by several family members.

**TABLE 3 Parents' rate of interest in the achievement of their children by some family members**

	Small family	Large family
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	Average	Standard deviation	Average	Standard deviation
Parents sacrifice their time for educational events in school/class (trips, different shows, decorations)	2.51	0.12	3.52	0.12
Parents follow and concern about their children's educational achievement	3.72	0.12	2.75	0.12

According to table 3, it appears that the more family members, the less interested parents are in collecting their children. The average of parents' attention with families is 3.72, while the same standard of awareness for parents with large families is 2.75. There is an inverse relationship between the number of family members and the extent to which parents concern about educational achievement in school.

**TABLE 4 Relationship rate and mutual trust between parents and school.**

	Average	Standard deviation
I think teachers at school tell the truth in their meetings with parents.	3.52	0.21
I think the school's making commitments to parents.	3.75	0.11
We can rely on teachers in school.	3.25	0.11
I feel like teachers at school are asking for the final choice.	3.78	0.32
I think teachers in the school are taking benefit of the situation negatively when troubles raised with parents.	1.23	0.33
I feel like teachers at school are keeping their promises.	3.75	0.51
I feel like teachers at school are trying to escape from their obligations.	1.75	0.11
I feel like teachers meet parents' expectations and schools equitably.	3.56	0.23
I feel like stepping into school is disturbing the school staff.	1.25	0.24
I feel like stepping into school is disturbing my kids and making them feel pressure	1.25	0.25
The school staff invites me to give a lecture/lesson in the class where my son learns.	1.75	0.26
I am Considered an active part of the school's parent committee	2.10	0.25
School staff bring me up on the decision in school	1.50	0.78
I think the school's implementing commitments to parents.	2.75	0.25
My son's class teacher learns to go for help in class matters.	2.75	0.21
My son's class's teacher consults as a parent on the subjects of education.	1.50	0.21
I know all of the teachers and educators at my son's school	4.20	0.21
When I need help I get it from the school staff.	3.75	0.21
I know the social relations in the class of my son.	1.20	0.45
I was made feel comfortable by school staff when participating in school.	2.75	0.54
I have an idea about social events in my son's class	1.75	0.23
I have an idea of the curriculum at my son's school.	1.75	0.32
I feel that teachers underestimate me as a parent.	1.54	0.12



I have an idea about central core decisions which are made by the school staff.	2.78	0.23
I care about visiting my son during school to know how his learning status is.	3.01	0.21
I feel that I was more interested in visiting my eldest son at school than his younger brothers.	3.25	0.32

According to table 4, it is shown that there is above-average trust between parents and teachers. The average of saying, for example: "I believe that the school is making commitments towards parents", is the above-average rate ( $M = 3.75$ ), and the saying average: "We can count on teachers in school" is also above average ( $M = 3.75$ ), consistent with the high confidence of parents in the school and its teachers.

**Table 5 The average of parents' participation at school according to students.**

	Average	Standard deviation
I think teachers at school tell the truth in their encounters with parents.	2.75	0.12
I think teachers in the school are taking benefit of the situation negatively when troubles raised with parents.	1.23	0.22
My parents take part in parents' meetings.	2.75	0.23
My parents participate in the Parents' class committee	2.75	0.32
My parents are involved in class parties preparations	2.10	0.23
My parents regulate class trips.	1.20	0.45
My parents have a role to play in examining the finances and money that are levied in the class	2.15	0.21
I get help from my parents with preparing for the exams.	3.75	0.15
My parents take care of the examination marks.	3.45	0.17
When I ask a teacher to reconsider the mark I was given, my parents intervene	3.75	0.78
When there is an argument with some teacher, my parents step in for me	2.75	0.21
when there is an argument between me and the teacher, my parents step in for the teacher	2.87	0.28

According to table 5, it is shown that the basis for parents' participation in school is majorly demonstrated by the extent of their readiness for the exam. The highest picture of parents participating in school was due to the saying: "My y parents help me preparing for the exams" ( $M=3.75$ ). The lowest school participation samples were due to the phrase: "My parents regulate for class trips" ( $M = 1.20$ ). All in all,

the ground for parents' involvement in school is demonstrated by helping parents of children prepare for examinations. Pearson's correlation was calculated to examine the relationship between school parents' participation and the average score.

**Table 6 Pearson's correlation was assessed for a collection of forms of parents participating with the school.**

Parents' participation forms	Average
My parents take part in the parents' class committee.	**0.44
My parents help me getting ready for exams	**0.45
My Parents concern about the marks of exams	**0.35

When I ask a teacher to reconsider the mark I was given, my parents intervene	**0.25
My parents take part in parents' meetings.	**0.28

From Table 6, it is clear that there is a statistically direct correlation between the participation of parents in school and the rate of children's marks. For instance, there is a statistically significant direct correlation between parents' involvement in the parent's committee and the mark rate ( $r = 0.44$ ,  $p: 0.001$ ) and a statistically significant direct correlation between family helping children in preparing for examinations and the mark rate ( $r = 0.45$ ,  $p: 0.01$ ). According to the table, it is also shown that there is a statistically significant direct correlation between parent participation in community meetings and the mark rate ( $r = 0.28$ ,  $p: 0.001$ ). In short, it is shown from the table that there is a statistically significant direct correlation between the participation of parents in school and the children's average marks.

### Conclusion and Recommendations

To examine the influence of parents' level of involvement with the school on the student's achievement in mathematics and to answer research questions: Does the parents' involvement with the school have any effect on the student's achievement in math? What's the right pace of engagement in excellent school achievement? Does school class have an impact on parents' participation in school? Does the socioeconomic level of parents have anything to do with the pace of their involvement in school? Does the cultural level group of the parents have anything to do with their participation in school? Is there any impact on parents' involvement in school? The two researchers passed an application to students, teachers, and parents in Arab primary schools in northern Israel. One of the most important results of the study is that the extent and level of parents' involvement with the school has an impact on the student's achievement in mathematics. Besides, the study showed a clear distinction between parents' attitudes towards the school's participation in the school's activities and its functioning. According to teachers, parents with a high socioeconomic status category participate in school activities far more than parents with a low socioeconomic status category. We can deduce the clear difference between parents' participation in the school's actions, depending on the parents' cultural level. The average of parents' partnership in decision-making increases as parents have a higher level of culture.

Moreover, it is shown that the more prominent family is, the fewer interest parents have in the achievement of their children; that is, there is a negative relationship between the number of family members and the extent to which parents are interested in school achievement. There is above-average trust between parents and teachers. The basis for parent participation in school is mainly demonstrated by the extent to which parents follow and prepare for students' examinations. Hence the motivation for parent participation in the school can be inferred by helping parents prepare for the tests. Over and above, there is a statistically significant positive relationship between parents' involvement with the school and the rate of children's marks. This relationship is in line with previous research, such as Ofarim (2014), which found that the relationship between parent participation and student achievement in mathematics is positive. Also, it is agreed that this relationship is causal; that is, the more influential parents' involvement, the better the children's attainment. Besides the research of Meyari and Halabi (Halabi & Mi'ari, 2018), as he noted that the more parents participated in the school, the better the student's achievement and performance.

### Recommendations

- Attention for the communication and effective participation of parents in schools, and the promotion of the relationship between them and both the school administration and the school staff;
- Attention for providing a positive environment in the home that contributes to increasing children's educational achievement;
- Participation in student parents' committees and attendance at meetings and symposiums;
- Responding to the invitation of the school and attend the events to which it is invited; seminars, lectures, associations, councils, exhibitions, theatre parties, and different sports festivals

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