



The Study of Parents' Participation in Shibkoh Elementary School from Principals and Teachers Perspective in the School Year 2014-2015

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ABSTRACT

The purpose of this study was to determine the extent of parents' participation in Shibkoh elementary school from principals and teachers perspective. The research in term of the purpose is applied and in term of data collection is description-survey. The population of the survey consists of all elementary teachers and principals in Shibkoh elementary schools in the academic year 2014-2015. The number of sample 179 that 123 of whom are male and 56 of them are women given the small size of the study with tutors using total census population was selected. Instruments included a questionnaire and receipt of registration information. Validity was confirmed by experts and using factor analysis 0.82 was confirmed and Questionnaire reliability using Cronbach's alpha method was 0.83. Data were analyzed using descriptive and inferential static. The results showed that the parents' participation of students in the all dimensions (financial, information, education, decision-making and oversight) is inappropriate and there is a significant difference between male and female teachers' views about the participation of parents, students sig 0.05 with regard to the financial participation of parents in schools, but in other aspects of parents' participation there is no significant difference between male and female teachers' views.

Keywords Parent; Financial Participation; Information Participation; Educational Participation; Decision-Making Participation; Regulatory Participation.

INTRODUCTION

During history, formal systems of education, school as a social and official institution play a significant role in the development and progress of the society. Parents' participation in the education of children has a long tradition and children's education is parent's responsibility (Robrrot, 2005, quoted Hashemi et al., 2012, p. 1). Parents' participation in school policies will follow more positive student's attitudes towards school, community and family (Mandel, 2001). Parents' participation in the school curriculum makes decisions that increase parents' knowledge and skills, a more positive attitude towards their teachers and schools. This makes parents more closely with the school and its curriculum has created, and made schools more capable and responsive (Lewis, 1996).

In the past, schools as institutions were considered the role of parents is send children to school and support schools to order their children's. But today, this type of partnership has changed and parents participate at different levels of decision-making schools. Since parents are the closest group of students and their children are aware of the positive and negative experiences can be attributed them to the appropriate groups

which must participate in decision making in secondary schools, thus, schools and individuals involved in education around the world are seeking the more of the ideas and experiences of the group to decide policy and management of secondary schools to benefit and provide the possibility of their participation in related activities.

The Study of philosophy of formation and effect of parents' participation in various aspects of the administration of the schools, barriers and constraints to their participation as well as the participation of parents in the evaluation of approaches to the evaluation of the academic achievement of their children is very important to note this study sought to answer the question How is the level of cooperation and participation of parents in Shibkoh elementary schools?

Similar research has been done on the subject of this study that explains some of the research. Amiri's research (2012), the issue of parents' participation in education in the schools of the city of Kermanshah results showed that the participation phenomenon from the perspective of parents and teachers, including issues such as the kind of cooperation of parents in education, direct engagement of parents in education, indirect engagement of parents in education, mental, social issues satisfied the teachers.

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Hosseini Niaz (2012), research on the topic of effective factors and active participation of parents in the educational perspective of high school students in Tehran concluded that the dependent variable (participation) than any other variable is influenced by psychological factors and the changing media variables as age, attitudinal, structural- think and parent’s education had a profound impact on participation.

Abbasi (2006), to change people's attitudes toward people's participation in the school building and obstacles in the way of people's participation in this field know lack of promotion, lack of culture in participation and lack of trust in the authorities.

Sepehri (2005) awareness about how the participation and different kind of participation in education is known as the most fundamental way of parent’s participation.

Kazemi Kord Asiabi (2004), the role of principal in the participation of parents in school affairs through faith and a positive attitude to participation pointed out.

Vlstrn and Smith (2006), in their study to demonstrate the effectiveness of our cooperation with teachers and parents showed the cooperation in achieving the goals of the curriculum and help students at risk is effective.

Research Cooper, Lindsay and Nye (2000), showed that parent’s support and advocacy of independence for students with academic achievement and assignments positive relationship with student achievement and parents' participation was negative.

THE MAJOR RESEARCH QUESTIONS

1. How is Shibkoh elementary principals and teacher’s perspective about the financial participation of parents in elementary schools?
2. How is Shibkoh elementary principals and teacher’s perspective about the information participation of parents in elementary schools?

3. How is Shibkoh elementary principals and teacher’s perspective about the educational participation of parents in elementary schools?

4. How is Shibkoh elementary principals and teacher’s perspective about the decision-making participation of parents in elementary schools?

5. How is Shibkoh elementary principals and teacher’s perspective about the regulatory participation of parents in elementary schools?

6. Is there any significant different between Shibkoh elementary principals and teacher’s perspective about the participation of parents in elementary schools?

RESEARCH METHODOLOGY

The purpose of this study was to determine the extent of parents’ participation in Shibkoh elementary school from principals and teachers perspective. The research in term of the purpose is applied and in term of data collection is description-survey. The population of the survey consists of all elementary teachers and principals in Shibkoh elementary schools in the academic year 2014-2015. The number of sample 179 that 123 of whom are male and 56 of them are women given the small size of the study with tutors using total census population was selected. Instruments included a questionnaire and receipt of registration information. Validity was confirmed by experts and using factor analysis 0.82 was confirmed and Questionnaire reliability using Cronbach's alpha method was 0.83. Data were analyzed using descriptive and inferential static.

RESULTS

The first research question: How is Shibkoh elementary principals and teacher’s perspective about the financial participation of parents in elementary schools?

Table 1. Descriptive results related to the amount of the financial participation of parents in elementary schools

Question	Percent – Frequency					Statistic descriptive indicators					Overall view
	Very low	Low	Average	High	Very high	Middle	Middle	Mode	Skewness	Standard deviation	
Financial participation	34.33	34.17	22.00	7.1	2.28	2.08	2	1	0.74	1.01	Undesired

The results show that the financial participation of parents in the management of elementary schools as spontaneous and according to the need of the students' parents are not well and particularly in the provision of educational requirements, financial aid to schools and facilities needed to solve problems and the development of plans and construction of health care facilities of schools has not good situation and appropriate and what is given as grants to schools following the study sub-component was met through decisions of the power shaft and the small percentage

of donations to schools takes place spontaneously. The results is consistent with the results of Hosseini Niaz (2012), Abbasi (2006), Sepehri (2005), Asadullahi (1995), Korkeh Abadi (1994), Gonzalo (2011), Russi (2006).

The second question: How is Shibkoh elementary principals and teacher's perspective about the information participation of parents in elementary schools?

Table 2- Descriptive results related to the amount of the financial participation of parents in elementary schools

Question	Percent – Frequency					Statistic descriptive indicators					Overall view
	Very low	Low	Average	High	Very high	Middle	Middle	Mode	Skewness	Standard deviation	
Component Financial participation	31.1	30.5	28.3	7.87	2.05	2.18	2	1	0.50	1.01	Undesired

The results show that parent's participation in family education class and policy committee will not be as favorable and growth of student's parents about expression and determine their own cultures and particular measures in family education and social interaction their children have inappropriate cooperation with schools and the preparation of books and information resources for students show little interest in learning about the schools expect more this makes the learning gap between students with information and skills development in this regard is a stark differences and more activities in schools according to performance

remained childless families or families affected by the performance of them. The results of this study are consistent with the results of a Sepehri (2005), Bazgir (2002), Krokeh Abadi (1994), Kazemi (1992), Danson (2001) and Leach and Tangry (1998).

The third research question: How is Shibkoh elementary principals and teacher's perspective about the educational participation of parents in elementary schools?

Table 3: Descriptive results related to the amount of the educational participation of parents in elementary schools

Question	Percent – Frequency					Statistic descriptive indicators					Overall view
	Very low	Low	Average	High	Very high	Middle	Middle	Mode	Skewness	Standard deviation	
Component Educational participation	32.96	31.83	25.26	7.9	2.04	2.13	2	2	0.59	1.02	Undesired

The research results show that parents of students in educational classes and seminars on educational topics

of their children are not active now and serious in the design of curricula for students has not serious partici-

pation with school as well as emergency planning training classes required students show interest and parents in determining and providing educational materials for training programs and education partnerships with schools are not serious and less about the development of educational facilities required and parents of students participating in training workshops and resolve the problems of school education and training is not effective. The results of this study are

consistent with the results Abbasi (2006), Korkeh Abadi (1994), Kazemi (1992) and Leach and Tangry (1998).

The fourth question of research: How is Shibkoh elementary principals and teacher's perspective about the decision-making participation of parents in elementary schools?

Table 4: Descriptive results related to the amount of the decision-making participation of parents in elementary schools

Question	Percent – Frequency					Statistic descriptive indicators					Overall view
	Very low	Low	Average	High	Very high	Middle	Middle	Mode	Skewness	Standard deviation	
Component Decision-making	26.83	35.2	28.89	7.25	1.75	2.24	2	2	0.51	1.08	Undesired

The results show that parents of students in educational decision-making to the school, operational activities and school ceremonies, educational and training policies and specific measures have not an active role in participation in poor schools. The lack of active participation in school advisory councils or committees concerned and decision-making role of parents in education and training has made critical decisions in schools is weak and ineffective. The results of this study is consistent with the results Hosseini Niaz (2012), Abbasi (2006), Sepehri (2005), Bazgir (2002),

Teimori (2000), Ranje Bazo (1996), Asadullahi (1995), Korkeh Abadi (1994), Samadi (1994), Kazemi (1992), Gonzalo (2011), Russi (2006), Danson (2001) Leach and Tangry (1998).

The fifth question of research: How is Shibkoh elementary principals and teacher's perspective about the regulatory participation of parents in elementary schools?

Table 5: Descriptive results related to the amount of the regulatory participation of parents in elementary schools

Question	Percent – Frequency					Statistic descriptive indicators					Overall view
	Very low	Low	Average	High	Very high	Middle	Middle	Mode	Skewness	Standard deviation	
Component regulatory participation	28.96	38.07	25.98	5.25	1.75	2.14	2	2	0.58	0.94	Undesired

The results show that parents of students in the school's educational activities do not pay attention

their role effectively and their expectations of the school are not express honestly and to the atmosphere

in the school in education and training aspects has not appropriate supervision and with the participation of school staff have no impact and to express views and constructive role in the development of educational and training schools are not active.

The results of this study is consistent with the results Hosseini Niaz(2012), Abbasi (2006), Sepehri (2005),

Teimori (2000), Ranje Bazo (1996), Asadullahi (1995) Kazemi (1992), Gonzalo (2011) Leach and Tangry (1998).

Research sixth question: Is there any significant difference between Shibkoh elementary principals and teacher's perspective about the participation of parents in elementary schools?

Table 6: teachers' views about the participation of parents in elementary schools with respect to gender

Components	Gender	Average	Standard deviation	The value of the t test	p-value
Financial participation of parents	Woman	2.31	0.99	2.438	0.001
	Man	1.98	0.75		
Information participation of parents	Woman	2.28	0.84	1.215	0.749
	Man	2.12	0.79		
Educational participation of parents	Woman	2.34	0.89	2.162	0.628
	Man	2.04	0.84		
Decision-making participation of parents	Woman	2.41	0.87	1.936	0.758
	Man	2.15	0.82		
Regulatory participation of parents	Woman	2.28	0.84	1.778	0.696
	Man	2.05	0.78		

To compare the views of teachers on students' parent participation in elementary schools with regard to gender T-test for two independent groups used and the results presented in Table 4-11. We see that the p-value obtained in all cases with the exception of the financial contributions of parents is more than 0.05. So from the perspective of male and female teachers in elementary schools on the parent's participation of students (information participation, educational participation, decision-making participation, and regulatory participation) there is no significant difference, however, between the views of teachers about teacher's perspective about the financial participation of parents there is significant difference.

CONCLUSIONS

The results showed that the general level of parent's participation in schools was low. It is essential parents when trying to assess the proper school authorities to rely more schools it brings peace of mind for parents and does not need to interfere in school matters

or that given the current situation is adequate efforts school officials believe that their participation cannot be effective in school therefore, parent's participation in school as an opportunity and made the leap, but when parents feel that there is a risk participated.

SUGGESTIONS

We recommend the schools to meet the goals and the importance of parent participation, organized meetings

and possible shortcomings of the school, such as school, the moral lesson to the students and their parents with regard to the media, especially television, have influenced the amount of parent participation, therefore, media authorities should be inform public opinion will play a key role in the success of parent's education of student. Also, executives familiar with the goals and the importance of parent involvement meetings organized and possible shortcomings of the school, such as school, study habits and moral ... inform students and their parents.

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