The Effect of Parental Involvement on Students' Academic Achievement

A Project by

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Abstract

Parents are important individuals in children’s lives, for they provide them with appropriate guidance that leads them to success. This research project was conducted to determine the effects of parental involvement on children’s academic achievement in relation to parents’ socioeconomic status and educational background in a private and a public school in Greater Beirut. The participants were 957 students of cycle two at both schools, 722 parents, 50 teachers, and the two principals of the schools. Questionnaires and two interview schedules were the two major data collection instruments. The results obtained from the questionnaires and the interviews showed the importance of parental involvement and to what extent it is present in both schools in relation to parents’ socioeconomic status and educational background. Moreover, the results taken on parental involvement are compared with students’ achievement which showed a positive correlation. Therefore, future researchers shall focus on the effects of parental involvement on children’s social and cognitive development.
Dedication

This project is dedicated

To my mother Noha and my father Khaled
whose love and moral support
paved the road for me to reach my aim.

To my husband Amer
who anxiously stood by me all the way
and encouraged me to get my project done.

To my mother-in-law and father-in-law
who believed in me and raised my self-esteem in hard times.

Finally, to my lovely child Omar
who tolerated my absence for long times
and for whom and for all the children like him,
I decided to do this project.
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Chapter One

Introduction

Research was conducted in various countries of the world on different topics related to schooling and children’s academic improvement. One of the topics that early research has tackled is improving students’ achievement through their parental involvement. Having taught before for five years in two schools in Beirut, the researcher considers that a very threatening problem exists in the elementary levels of these schools. This problem is the low academic achievement of some students that could be due to the absence of their parents’ guidance or to other parents’ background characteristics such as the low socioeconomic status (SES) and educational levels. Parents, teachers, and school principals in some Lebanese schools continuously search for reasons that explain some students’ academic problems such as low achievement levels. They also seek ways to remove obstacles that the students face in order to progress easily at schools.

American and European educators, such as Callison (2004) and Fitzgerald (2004) emphasized parents’ participation in schools for it showed its positive influence on students’ academic outcomes. Apparently, when parents care for their children’s education, they develop ways to help them overcome the difficulties of the learning process (Callison, 2004). Further, Hill, Castellino, Lansford, Nowlin, Dodge, and Bates (2004) argue that parents of low SES cannot be fully involved, for they may not have the appropriate educational background that drives them to discuss their children’s educational affairs with teachers and/or principals. In this study the researcher examined the effect of parental involvement on their children’s education
in two Lebanese schools in Beirut taking into consideration parents’ socioeconomic status and educational background. The instruments of the study were two semi-structured interviews with the principals of the two schools and three questionnaires administered to parents, teachers, and students during the first trimester.

Statement of the Problem

Parents who rarely participate in their children’s education and academic affairs are mostly those who have low educational levels, low socioeconomic backgrounds and have children who mostly show low academic achievement (Considine & Zappala, 2002; Eunjung, 2002; Blair, Lagazpi Blair & Matamba, 1999; Foster, Lambert, Abbott-Shim, McCarty & Franze, 2005; Dorfman & Fisher, 2002; and Hill et al., 2004).

Research Topic and Questions

The topic of this research is the effect of parental involvement on children’s academic achievement which is related to parents’ SES and educational background in the elementary levels in two Lebanese schools. A public and a private school were chosen in the areas of Greater Beirut to explore the consequences of low and high parental involvement in these schools. The research questions that the researcher investigates are:

- Are parents effectively involved in their children’s education in the elementary levels of the public and the private schools chosen by the researcher?
- What are the common ways used to involve parents in their children’s education?
- How does parental involvement positively affect students’ achievement?
- How do the low socioeconomic status and the low educational background negatively affect the involvement of parents in their children’s education?

**Purpose of the Study**

The purpose of this research is to determine if parental involvement is emphasized in the schools chosen by the researcher, to show the positive influence that parental involvement has on the academic achievement of the students in these schools, to explore the ways used to effectively involve parents in their children’s education in elementary levels, and to determine whether the socioeconomic status and educational background of the parents affect their involvement in their children’s education. A cross-sectional study was conducted to explain the causes and the effects that exist among the variables.

**Rationale and Significance of the Study**

This research was conducted to reveal to parents, teachers and principals the influence of involving parents on students’ achievement in the Lebanese schools. Basically, the idea of involving parents in their children’s education was investigated to confirm its benefits on students’ academic outcomes. This became obvious when the researcher initiated contacts with principals, teachers, students, and parents to derive the necessary information for the sake of the study.

**Hypothesis**

There is a significant relationship between students’ academic achievement at school, as measured by their averages on report cards, and their parental involvement in their academic affairs; as measured by their parents’ frequency
and types of visits to the school, participation in different school activities and meetings, and time spent with their children at home to finish school assignments.

**Independent Variables**

The independent variables in this study are the parents’ educational level which is defined by the grade level they reached and parents’ socioeconomic status (SES) defined by their occupation.

**Dependent Variables**

The dependent variables in this study are the students’ academic achievement measured by students’ averages on report cards during the first trimester, that were collected with the help of the supervisor in the school, and parental involvement measured by the frequency of parents’ visits to the school, participation in different school activities and meetings, and time spent with their children at home.

Parents’ frequency of visits to the school was collected from different sources; from the questionnaires given to the parents, teachers, and students and from the school principals’ interviews. The researcher chose two kinds of instruments to collect data about parents’ engagement in school activities to ensure reliability of the data collected. Triangulation is required for qualitative researches to reduce the error in the results (Burns, 2000). So, triangulation was achieved by collecting data on parents’ school visits through the three types of questionnaires in addition to the principals’ interviews.
Methods and Techniques

Participants

The researcher chose a public and a private school in the areas of Greater Beirut to draw the sample of the study. The purpose of choosing these schools is that the researcher has direct connections with the principals who promised to facilitate the process of the researcher’s study and respond to any of the researcher’s inquiries.

In this study, the participants are the two school principals, 957 students in cycle two in both schools who are distributed in grades 4, 5, and 6 and whose ages range between 8 and 11 years, 50 teachers in the elementary levels, and the parents of these students drawn from the private and the public school in Beirut.

The private school is one of a group of schools that is related to a private philanthropic educational institution. This private school has approximately 1850 students distributed in all grades from K to 12. It mainly constitutes of students coming from high, average, and low educational and socioeconomic backgrounds.

The public school is a tuition-free school, for usually the Lebanese public schools tuitions are paid by the government. It is an elementary school that consists of approximately 900 students distributed in grades K to 6. Most of these students are coming from low socioeconomic status families and have parents with low educational backgrounds.

The researcher decided to choose the whole cycle two population in the selected schools to conduct a study based on the census to ensure the certainty and
reliability of results (Fraenkel & Wallen, 2003). Also, the researcher decided to choose only cycle two students because they would have less difficulties in reading and understanding the questionnaire than younger children in cycle one. It is important to mention that the students’ questionnaire consisted of six simple and straight forward questions stated in English that can be easily answered by the students.

The researcher intended to choose students from the elementary school levels because several educators, such as Sheldon and Van Voorhis (2004), note that parents of elementary level students engage in their children’s education more than parents of the secondary level students.

*Procedures and Techniques*

In order for the researcher to collect the desired data through the intended instruments, the researcher took the permission of the general manager of the educational affairs and the school principal in the private school (See Appendix C) and the permission of the head of the education district in Beirut and suburbs (See Appendix B) and of the public school principal.

Measures of parents’ socioeconomic status and educational background are gathered from parents’ questionnaire (See Appendix H) and the principals’ interviews (See Appendix E and F). Measures of parental involvement were derived from the interviews by the two principals of the assigned schools (See Appendix D). Also, measures of parental involvement are gathered from the questionnaires designed for parents, teachers, and students (See Appendix H, G, and I). Measures of students’ academic achievement were derived from students’
averages on report cards during the first trimester, which were taken from the supervisor.

_Instruments_

The equipment needed for the study consists of an audio-recorder, 90-minute audio-tape, the three questionnaires, and the students’ averages on report cards in the first trimester compared to the passing average. Also a letter to every school principal from the researcher’s advisor is included (See Appendix A).

_Data Analysis_

This study used data collected from several sources. Data were collected from students’ questionnaire, parents’ questionnaire, teachers’ questionnaire, principals’ interviews, and the supervisor’s records for students’ overall averages during the first trimester. All the data collected from all the instruments were put under the 3 major themes of the research project which are parental involvement, effect of parental involvement on students’ achievement, and parental involvement in relation to parents’ socioeconomic status and educational level.

To analyze the students’ questionnaire, the researcher put the collected data in two categories; data collected from cycle two students in the public school and data collected from cycle two students in the private school. Items found on the students’ questionnaire were classified into subcategories. These subcategories are students’ home helpers (Q1), parents’ participation in school activities (Q4), and students’ relationship with family at home (Q5 & 6). After that the collected questionnaires were entered on the computer in spreadsheets to make the needed
calculations. Then the subcategories were transferred into “memos” that helped develop connections with other sources of data (Walliman, 2001, p. 263).

To analyze the parents’ questionnaire, the researcher put the collected data in two categories; data collected from the public school and data collected from the private school. Every category was divided into two subcategories; average socioeconomic level parents and low socioeconomic level parents in the public school, average-high socioeconomic level parents and low socioeconomic level parents in the private school. Then, the items found on the parents’ questionnaire were classified into themes that serve the topic of the research. These themes are parents’ educational level and occupation (Q3 & 4), parents’ participation in school activities (Q6-13), importance of parents’ committee (Q14), parents’ help at home (Q15, 16, 17, &19), parents’ ways of engagement (Q18), and parents’ responses to the importance of their engagement (Q20 & 21). Next, all the collected questionnaires were entered on the computer in spreadsheets to make the needed calculations. After that, the results of the classified questions were transformed into “memos” to make links with other data sources (Walliman, 2001, p. 263).

Likewise, the questions on the teachers’ questionnaire were grouped into two categories; questionnaires from the public school and questionnaires from the private school. Then these categories were divided into themes that are all related to the topic of the research. The themes are; subjects taught (Q5), teacher-parent communication (Q6, 7, & 8), school-parent communication (Q9), teachers’ opinions on the effect of parents’ educational background and socioeconomic
level on students’ achievement (Q10 and 13), effects of parental involvement on students’ achievement (Q11, 12, 15, & 16), and school’s ways to engage parents in their children’s academic affairs (Q1-6). Also, all the collected questionnaires were entered on the computer in spreadsheets to make the needed calculations. Then, “memos” were written to help form links among the three questionnaires (Walliman, 2001, p. 263).

To analyze the principals’ interviews the researcher wrote a transcript file for every interview to make the data accessible (See Appendix E and F). Burns (2000) note that it is important to arrange the data of the interview in thematic categories to help make comparisons and contrasts later on. The thematic categories of the principals’ interviews are, kinds of parental involvement in the school (Q1, 3, 6, 7, 9, 10, 11, 12, & 13), parents’ characteristics to be involved (Q2), effects of parental involvement (Q4, 5, & 8), and effects of parents’ socioeconomic status and educational background (Q14 & 15) on parental involvement.

Students’ averages on report cards were entered on the computer on Excel program using spreadsheets to count the percentages of high and low achievers and relate them to students’, parents’, and teachers’ responses on parental involvement in every school. It is important to mention that all the memos that were made for the collected data were put under the appropriate major themes mentioned earlier in this report.

Limitations

This study is limited to a public and a private Lebanese school in Beirut. It is
also limited to the students of elementary grades in the first trimester of the academic year 2005-2006. Therefore, the conclusions cannot be generalized to the whole Lebanese population.

Assumptions

- All the participants consisting of teachers, principals, parents, and students frankly respond to the researcher’s inquiries.

- The chosen census represents the attitudes and behaviors of a sample of the community in this area (Beirut).

Expected Results and Educational Implications

The researcher expects the results to confirm the hypothesis. If the results confirmed that parental involvement positively affects students’ achievement and parents’ educational level and socioeconomic status were related to parental involvement, then schools should work hard to find ways that promote parental involvement and to inform parents about the effects of their engagement on their children’s academic success. Also schools of low socioeconomic status students should not only work on students’ intellectual development but on their parents’ educational level as well. This can happen when schools assign certain courses to be given to parents in the afternoon to raise their educational level and to help them cope with their children’s school requirements. Moreover, workshops should be organized especially for parents to get introduced to the new teaching or learning strategies or to the new books suggested by the school.
Chapter Two
Literature Review

Introduction

Many believe that parental involvement in children’s education has great influence on their academic achievement (Foster, Lambert, Abbott-Shim, McCarty & Franze, 2005; Sheldon & Van Voorhis, 2004; Anderson-Butcher & Ashton, 2004; Drummond & Stipek, 2004; Hill, Castellino, Lansford, Nowlin, Dodge, Bates, et al., 2004; Battel-Bailey, 2003; Day, 1999; & Baker & Soden, 1998). In fact, several educators argue that parental involvement in children’s education is highly related to their parents’ educational background and socioeconomic status (Foster et al., 2005; Muijs, Harris, Chapman, Stoll, & Russ, 2004; Drummond & Stipek, 2004; Hill et al., 2004; Gadsden & Ray, 2003; Eunjung, 2002; Considine & Zappala, 2002; Blair, Lagazpi Blair, & Matamba, 1999; & Burns, Griffin, & Snow, 1999). Therefore, parental involvement, students’ achievement, and parents’ socioeconomic status and educational backgrounds are interrelated.

Parental involvement: what is it and how did it evolve?

Parental involvement, as the US Department of Education (2004), Dorfman and Fisher (2002) and Hill et al. (2004) define it, is when parents engage in students’ school activities at school and at home and monitor their performance by initiating frequent meetings with teachers and school principals. This becomes clearer when Dorfman and Fisher (2002), Gonzalez-Pienda, Nunez, Gonzalez-
Parental Involvement 12

Pumariéga, Alvarez, Roces, and Garcia, (2002), and Epstein (2001) divide parental involvement, using behavioral terms, into four categories which are:

- parents building prospects and assumptions for their children’s academic performance
- parents engaging in their children’s academic activities and programs
- parents providing an appropriate learning environment at home
- parents initiating effective conversations with their children about school.

Gadsden and Ray (2003) report that 30 years earlier, educators started to think of engaging parents in their children’s education. In fact, California was the first state in the United States to implement a program that helps parents to effectively participate in their children’s education (Hiatt-Michael, 2001). Also, Californian and Hawaiian universities offered several courses on parental involvement in schools (Hiatt, 2001). Recently, involving parents in children’s education is one of the most important American concerns (US Department of Education, 2001). Therefore, some interested American researchers conducted a research study to record the influence of engaging parents in schools on their children’s academic achievement over time which showed that there exists a positive relation between the two concepts (Sheldon & Van Voorhis, 2004).

The Effect of Parental Involvement on Students’ Achievement

Muijs et al. (2004) note that in several states academically well developed schools encourage parental involvement. American schools consider parent and community involvement essential for students’ academic well-being (Sheldon & Van Voorhis, 2004; Muijs et al., 2004; & Baum & McMurray-Schwarz, 2004).
Moreover, Hiatt- Michael (2001) and Castro, Bryant, Peinser-Feinberg, and Skinner (2004) believe that parental involvement plays a major role in developing students’ emotional, social, as well as educational growth over time. Involving parents across all grade levels have positive effects on students’ outcomes (Hill et al., 2004). Hill et al. (2004), Lagana (2004), Fitzgerald (2004) and Considine and Zappala (2002) add that when parents continuously discuss their children’s academic performance with teachers they help decrease the possibility of their children developing improper behavior.

Sheldon and Van Voorhis (2004), Baum and McMurray-Schwarz (2004), Hill et al. (2004), Callison (2004), Castro et al. (2004) and Muijs et al. (2004) conducted a study to assess the work done to design special programs that promote parent, school, and community engagement in students’ education. The researchers agree that as such programs improve year after year, parents get more involved in their children’s education and take actions to facilitate the process. This implies that when schools create ways to involve parents in their children’s education, parents get more encouraged to share their concerns about their children with teachers and administrators, and children achieve highly at school (Day, 1999).

Continuous research on the advantage of involving parents in their children’s education showed that parents of elementary students showed more participation in their children’s homework and academic activities, whereas parents of secondary students showed more participation in school’s different committees such as the parents’ committee (Sheldon & Van Voorhis, 2004). Taylor and
Pearson (2004) and Stern (2003) indicate that parent-school communication helps parents to follow their children's progress at school and helps teachers and administrators to learn more about the children's strengths and weaknesses, for parents know more than teachers about their children.

Therefore, according to the National Board for Professional Teaching Standards (NBPTS), parent participation in schools is one of the eleven factors that facilitate the development of children in the three levels of child's growth, the "Early Childhood, Middle Childhood, and Early Adolescence" (Hiatt-Michael, 2001, p. 2). Hiatt-Michael (2001) states that the teachers, who received the NBPTS certificate, have discovered that parent-school communication is essential to learn about the family academic as well as economic status. Hiatt-Michael explains that when teachers know about the family academic as well as economic background, they develop ways that foster their student's knowledge attainment which in turn influence their student's achievement at school. Thus, students' academic achievement is related to their parents' academic and economic backgrounds and parent-teacher communication at school.

Studies have shown that parental involvement is positively related to students' achievement (Sheldon & Van Voorhis, 2004). Similarly, Taylor and Pearson (2004) note that the earlier years of research on parent involvement and home-school relationship showed that parent participation in their children's academic affairs is an essential part in facilitating students' success. Recent research revealed that involving parents in their children's academic affairs support the process of getting high grades in various subjects, high percentage of students
attending school, and consequently high graduation rate from high school (Hiatt-Michael, 2001). Moreover, parental engagement in schools decreased the tendency of having students’ behavior problems and problems in homework completion, and increased students’ grades in math and reading (Lagana, 2004; Hill et al., 2004; Castro et al., 2004; Fitzgerald, 2004; Hiatt-Michael, 2001; Christenson, 2001).

Similarly, research showed that students who have high parental involvement got high GPAs in comparison to students who have low parental involvement and/or teacher’s support (Battle-Bailey, 2003). Some parents see that their involvement differs in various areas, such as their involvement with their children in math lessons is much more than in reading lessons (Drummond & Stipek, 2004). Also, parents’ help to their children in school assignments diminishes the gap between students of low socioeconomic status and average socioeconomic status students (Drummond & Stipek, 2004). Studies have shown that the way parents interact with their children concerning the language they use at home directly affects their language development at school (Foster et al., 2005). Sheldon and Van Voorhis (2004), Dorfman and Fisher (2002), Fan (2001), and Chistenson (2001) find that parents’ expectations mostly affect students’ achievement. Moreover, Chistenson (2001) mentions that in addition to parents’ expectations for their children’s education, the parent-child daily conversations, the accessibility of materials that facilitate learning, and the presence of an appropriate learning environment at home are the fundamental elements for children’s academic success from grades K-8.
Parental Involvement in Relation to Parents' Socioeconomic Status and Educational Background

Several educators note that parents' SES and educational background affect their involvement in their children's education. Foster et al. (2005), Hill et al. (2004), Dorfman and Fisher (2002), Considine and Zappala (2002), Eunjung (2002), and Blair et al. (1999) state that the socioeconomic status and family educational background are strong factors that affect parental involvement and children's educational attainment. Hill et al. (2004) explain that the low socioeconomic status parents cannot be fully involved because they may not have the appropriate educational background that drives them to discuss their children's educational affairs with teachers and/or principals. Consequently, these parents show little participation. Also, Hill et al. mention that parents of high socioeconomic status tend to collaborate more with teachers and school principals than parents of low socioeconomic status. They consider they have the right to be up to date with school's academic news and activities that directly influence their children's performance (Hill et al., 2004).

Sheldon and Van Voorhis (2004), Dorfman and Fisher (2002), and Fan (2001) note that parents' low socioeconomic level influences students' parental involvement in that parents may have low expectations for their children's achievement. While, Dorfman and Fisher (2002) argue that high income parents have high expectations for their children. In a study done by Castro et al. (2004), the results show that engaging parents coming from low socioeconomic status in urban areas in primary grades helped children to develop better language
and social skills. Drummond and Stipek (2004) and Eunjung (2002) report in their study that low income parents are less involved than those middle and high income parents. This is because they do not know much about their children’s curriculum, rarely teach or help their children at home, and rarely join school events. These parents think that their primary job is to secure their children’s clothing, food, and give them the needed love (Drummond & Stipek, 2004).

Foster et al. (2005), Eunjung (2002), and Considine and Zappala (2002) conclude that students’ literacy development is highly related to their parents’ literacy skills or educational level. Therefore, parents who had a problem reading tend to rear children who feel discouraged to read a story due to the absence of reading habits at home and lack of materials or resources (Foster et al., 2005 & Blair et al., 1999). Finally, according to Burns et al. (1999) “Children in low income families tend to have uneducated parents, live in poor communities, and attend substandard schools.” (p. 133).

Ways of Parental Involvement in Children’s Education

Dickinson (2001) emphasizes that usually parents wait for teachers and administrators to call them to discuss their children’s education. This implies that the school staff should be prepared to encourage parents to get acquainted with their children’s education.

Old ways such as open-house, back to school night, science fairs, sporting events, recitals, theater, and speech contests help engage parents in their children’s education. More recent ways include parental involvement in class or in a trip, encouraging parents to share in decision making, and principals allowing
special coordination between home and school to assist parents in helping their kids learn before the students’ achievement levels decline. Castro et al. (2004) add that parents’ participation in classroom activities has positive effects on students’ performance.

Ferguson (2005), Anderson-Butcher and Ashton (2004) and Callison (2004) report that research revealed that when schools provide appropriate ways to allow families and community to share in school decisions, they help ensure for all students the required aid to succeed and show better results in their performance.

Beneficial parental involvement, as Dorfman and Fisher (2002) and Fitzgerald (2004) assert, can be by building good and mutual communication ways such as collaboration between parents and school staff. Ferguson (2005), Anderson-Butcher and Ashton (2004), and Christenson (2001) conclude that family-school collaboration is essential to develop successful family involvement programs and ways which in turn help students to achieve better in schools. Sheridan adds that this collaboration shall be based on “... trust, effective communication, and a mutual problem-solving orientation” (p. 6).

Hiatt-Michael (2001) and Battle-Bailey (2003) agreed that some activities that required parental participation are preparing class and school newsletters in addition to the “Interactive Homework” (Battle-Bailey, 2003, p. 2) that helps parents identify their children’s concerns, strengths and weaknesses. These activities allow parents to be familiar with what their children are covering at school and enhance children’s interest in the school work.
To sum up, most educators agree that parental involvement is positively related to students’ academic achievement. Also, parents’ educational backgrounds and socioeconomic status may negatively affect their involvement in their children’s education. Apparently, as authors argue, parents who have high expectations for their children’s achievement are parents who engage in their children’s academic affairs by seeking mutual communications with the school.

In the following chapter, the researcher discusses the methods used to conduct the study, the purpose of choosing the instruments of data collection, the validity and reliability of these instruments, triangulation, internal validity, and ethical consideration.
Chapter Three

Methodology

The aim of this chapter is to describe the design of this research project. Elements of research design such as methods of the research project, sampling techniques, research instruments, and ways of data analysis are highlighted.

Research design

This research project is a mixture of qualitative and quantitative research designs. The nature of this research is explanatory and exploratory for its aim is to explain how parental involvement affects students' achievement and to determine if the parents' socioeconomic status and educational background affect their involvement (Fraenkel & Wallen, 2003). Since it was conducted in two different types of schools to explore the effects of certain variables on others and their impact on the two groups of students, the researcher considered it to be a causal-comparative research (Fraenkel & Wallen, 2003). It was considered a combination of qualitative and quantitative research methods, for the researcher chose three different data collection techniques to have descriptive statistics. Fraenkel and Wallen (2003) argue that both qualitative and quantitative methods for collecting data can be used concurrently in a study.

Sample

Purposive and convenience sampling techniques were used to select the needed sample. It is purposive for the investigator considers that the chosen participants are mostly coming from low socioeconomic and educational backgrounds and can provide the best information in terms of quality (Walliman, 2001; Fraenkel &
Wallen, 2003). It is a convenient sample for the researcher could have access to all kinds of resources needed for data collection (Fraenkel & Wallen, 2003). The sample consisted of the census of cycle two students in a private and a public school in the areas of Greater Beirut, their parents, their teachers, and the two principals of these schools. The researcher decided on the census rather than a sample of the whole population in cycle two at both schools for it is advisable to include the whole population if the number is manageable. Actually, choosing the census assures the participants' responses because "... the conclusions reached from a large sample are more convincing than those from a smaller one." (Walliman, 2001, p. 235). Also, "The greater the accuracy required in the true presentation of the population, then the larger the sample must be." (Walliman, 2001, p. 235). Consequently, the error that may result from sampling and in the accuracy of the participants' responses is reduced.

Therefore, 957 students in both schools, 434 students in the private school and 523 students in the public school, their parents, their 50 teachers, 24 teachers in the private school and 26 teachers in the public school, and the two principals of the schools were the main participants. The private school principal became a principal 6 years ago after being a history teacher for 34 years for secondary classes, and the public school principal became the principal of the school last year after being an Arabic teacher for secondary classes for 32 years. The teachers in the private school are all full timers except for teachers who do not teach the main subjects, while almost all the teachers in the public school are contractors.
Instruments Used

Interviews

Conducting interviews is one way of collecting data in a qualitative research. Interviews are very helpful instruments for a researcher conducting a qualitative research because they allow the researcher to probe into the interviewee’s mind and elicit information on the interviewee’s “…values, attitudes, and things that cannot be observed.” (Fraenkel & Wallen, 2003, p. 458 & Burns, 2000). Semi-structured interviews were used to gain answers for defined questions (Walliman, 2001). Several questions were asked about the same concept in different ways to form a clear image on certain vague responses. These semi-structured interviews were designed for the principals of the two schools to gain information on how parental involvement is practiced at their schools, to determine the principals’ opinions on the importance of engaging parents in their students’ education, and to explore if parents’ socioeconomic and educational backgrounds affect their involvement. Based on the research questions, the researcher developed the questions of the interview (See Appendix D). Open and closed ended questions were asked during the interviews, in addition to several questions asked to clarify certain ideas and to probe into the interviewees’ minds. It is important to note that questions were submitted to the informants before taking appointments for the interviews.

Questionnaires

Since it is considered a causal-comparative study, the researcher has developed questionnaires as a second way for collecting data (Fraenkel & Wallen, 2003). Fraenkel and Wallen explain that causal-comparative research designs can be
applied when choosing two groups that differ in possessing one or more of the target variables. Therefore, questionnaires and interview schedules were the best ways to derive the needed data for such kind of research. Also, the use of questionnaires as a second type of collecting data about the topic is beneficial in such type of research for “Questionnaires can be relatively economic method, in cost and time, and of soliciting data from a large number of people. Time for checking facts and pondering on the questions can also be taken by the respondents, which tends to lead more accurate information.” (Walliman, 2001, p. 237). Accordingly, the researcher developed questionnaires for teachers, students, and parents as the best appropriate instrument regarding the number of the participants.

The students’ questionnaire (See Appendix I) consisted of 6 simple closed-ended multiple choice items. The teachers’ questionnaire (See Appendix G) consisted of 29 closed-ended multiple choice items. Parents’ questionnaire (See Appendix H) included 21 items; 20 of which were closed ended questions and one open-ended question to specify parents’ occupations.

*Validity and reliability of the questionnaires and interviews*

The quality of any research study is linked to the validity and reliability of the instruments used to collect the data. Therefore, what lies under the validity and reliability of any instrument of data collection should be highlighted and taken into consideration.

The validity of the data collection instruments is, as defined by Fraenkel and Wallen (2003), “… the defensibility of the inferences researchers make from the data collected through the use of an instrument.” (p. 119). When the researcher chose the
census rather than a sample of the whole population, she thought of the errors that may result concerning participants' responses. Accordingly, deciding on the census should reduce the errors in participants' responses and thus cater for more accurate results and more precise conclusions. However, the reliability of any data collection instrument is the consistency of the results that it gives (Fraenkel & Wallen, 2003). Fraenkel and Wallen note that, "This consistency would give the researcher confidence that the results actually represented the achievement of the individuals involved." (p. 119). Hence, the data collected were reliable when most of the participants gave consistent responses compared to the total number of the participants.

Linked to the validity and the reliability of the instrument, is the objectivity of the questionnaires and interviews used. Fraenkel and Wallen (2003) mention that total objectivity cannot be achieved, but the researchers have to "... eliminate subjectivity from the judgments they make..." (p.119) on certain results that are derived from the instruments used. This implies that the researcher worked independently of her beliefs and attitudes when tackling the results.

Another aspect under the validity and reliability of the instruments used is the usability of both instruments in the study. To develop the three questionnaires and the list of questions for the principals' interviews, the researcher had to take certain details into account to ensure the usability of the instruments. Fraenkel and Wallen (2003) explain that the usability of any instrument is to assume how easy the instrument is going to be and how comprehensive its items are to give the researcher the satisfactory information and results. Thus, the researcher developed both
instruments based on the themes mentioned in the research questions to cover all the aspects of the research topic. The questionnaires were appropriate instruments used for parents, teachers, and students, for they have registered all the mentioned participants' responses regarding the topic. Also, the questionnaires are considered helpful instruments for collecting data from a large number of participants with respect to time and money (Burns, 2000; Fraenkel & Wallen, 2003). Moreover, the interview was considered an appropriate method in the study, for such instrument can be designed for a small number of interviewees and for its characteristics in eliciting data that cannot be seen (Fraenkel & Wallen, 2003).

Internal Validity

The internal validity is when the referred dependent variables in the research are strongly connected to the independent ones and are not the result of other unforeseen variables (Fraenkel & Wallen, 2003). “Threats” on the internal validity may emerge as causal-comparative research is conducted (Fraenkel & Wallen, 2003, p. 179). This suggests that the researcher takes these threats into consideration to eliminate their effects on the validity and reliability of the results. Some of these threats that were considered in this research project are the attitude, the language, the vocabulary, and the age of the participants.

Thinking of the attitude of the informants who are supposed to answer the questions of the interview, the researcher has indirectly investigated the principals’ perspectives on involving parents in their children’s education and asked teachers as well as supervisors in both schools to gain information. Moreover, the researcher gave the floor for the principals to personally decide on the place, time, and the date
of the interview allowing a relaxing atmosphere throughout the interviews. In addition, the researcher has informed the interviewees about the topic of the research and the purpose behind the interview and submitted the interview questions ahead of time. Fraenkel and Wallen (2003) argue that giving the interviewees information on place, time, instruments to be used, and the subjects to be tackled eliminate the attitude threat on the internal validity.

Concerning the language threat on the internal validity, the researcher developed an easy and straightforward English questionnaire for the students in terms of language and vocabulary that is appropriate to their age and English level. Similar considerations took place for teachers and parents whose questionnaires were prepared in Arabic, for Arabic is the main language of the participants. Moreover, the researcher personally administered the students’ questionnaire in every class in both schools. She moved with the students question by question to get rid of all the ambiguities that a novice child might face and to ensure high response rate (Fraenkel & Wallen, 2003). Unfortunately, in the public school, translation of every word into Arabic for all the students in cycle two took place. This was due to the students’ low English level that was lately discovered by the researcher while administering the questionnaires! In fact, since the English language has been considered the main second language taught at both schools, the researcher assumed that the students would surely understand simple terms such as “boy”, “girl”, “parent”, “grade”, “stories” and so on, but unfortunately this was not the case in the public school where students frequently asked about the meaning of these terms! Therefore, the researcher decided to make spontaneous translation of every word on students’ questionnaire
into Arabic to make sure that the students had understood the questions and gave the appropriate responses. Consequently, translating the entire questionnaire into Arabic also played a role in eliminating the language and vocabulary threats that undoubtedly would have affected the internal validity.

Finally, the age of the students was one of the researcher’s concerns. Since this research project focused on students’ achievement and the involvement of their parents in their education, the researcher sought students’ opinions on particular issues concerning the involvement of their parents in their education at home and at school. Sheldon and Van Voorhis (2004) assert that parents of the elementary level students show more participation in their children’s homework and at school activities than parents of the secondary level students. Accordingly, the researcher has decided to take the students’ opinions regarding the topic through a questionnaire for questionnaires are the best way to collect data from a large number of participants (Walliman, 2001). Although the age of the students might be a threat to the validity and reliability of the results driven from the students’ questionnaire, the researcher tried to eliminate this threat by choosing the census of cycle two students in both schools rather than a sample, for “... the conclusions reached from large sample are more convincing than those from a smaller one.” (Walliman, 2001, p. 235). As the number of participants increases, the accuracy of the results increases for this may decrease the error in the participants’ responses (Walliman, 2001). Consequently, more reliable and valid results would be achieved.

*Triangulation*

The triangulation method is mostly required in qualitative research types for it
consolidates the validity of the data analysis (Burns, 2001). Therefore, the triangulation method is used to collect quantitative and qualitative data, to compare the results in a later stage, and to observe if the results obtained quantitatively or qualitatively “validate” each other (Fraenkel & Wallen, 2003, p. 443). Triangulation to collect information on parental involvement was evident in students’, parents’, and teachers’ questionnaires and the principals’ interviews. Also, triangulation was used to collect information on the effect of parental involvement on students’ achievement which was taken from parents’ and teachers’ questionnaires as well as principals’ interviews. Similarly, the effects of parents’ socioeconomic status and educational backgrounds on parental involvement were derived from parents’ questionnaire (indirectly), teachers’ questionnaire, and principals’ interviews. Therefore, the reason for developing the three questionnaires was to try to elicit information about the same aspects, which are directly related to the research topic, from three different sources to obtain more reliable and valid data (Burns, 2000). Relying on one method may reveal unreliable data. Therefore, if the data collected about the same aspect through questionnaires match the data collected from another instrument, then the researcher can talk with more confidence about the results (Burns, 2000).

**Ethical Considerations**

To be able to conduct the study in the private and the public schools the researcher made certain ethical procedures. First, to interview the principals of the private and the public school, to administer the three questionnaires to the intended parties, and to collect the relevant documents, a letter from the researcher’s supervisor to the general manager of the educational affairs in the private school and to the head
of education district in Greater Beirut is given with copies of the three questionnaires and the list of questions for the principals' interviews (See Appendix D). This implies that the researcher presented the approval from her institution to conduct the study which is necessary as a first step in the process (Fraenkel & Wallen, 2003). The researcher waited for the general managers' approval before conducting the study, assuming that the permission from the principals, cycle two teachers, and cycle two students and their parents had been taken to administer the questionnaires and conduct the interviews. Fraenkel and Wallen (2003) emphasize the importance of ethics when conducting any research study. The most important ethical concern is “confidentiality” of the data that will be collected on the participants and participants' protection of any harm that may result (Fraenkel & Wallen, 2003). Accordingly, the researcher ensured that the data collected remain confidential, when she mentioned to the participants not to provide their names or the name of the school on any of the questionnaires. Moreover, the researcher explained to the participants, in a paragraph on the teachers' and parents' questionnaires that this study is the final part of the masters' program in education management to earn the degree, and it will not cause any harm to any of the participants.

Procedure

To conduct the study, the researcher had to gain approvals from two main sources. Prior to the approvals the researcher provided a letter from her supervisor to the general manager of the education affairs at the private school and to the head of the education district of Beirut and suburbs explaining the purpose of the researcher's study and the methods to be used to conduct the research (See Appendix A). Also,
copies of parents', teachers', and students' questionnaires in addition to the list of questions for the principal's interview (See Appendix D) were submitted. After receiving the approvals from both parties, the researcher called both principals to decide when she could start. The researcher went on the assigned time and started at every school by first visiting the principal's office to begin the steps of the study. Both principals permitted the researcher to collect whatever data she asks for. This happened on condition that the researcher provides a copy of the project to every school principal. Both principals preferred the interview to be at the end once the researcher finishes administering the questionnaires and collecting the needed documents that relate to parental involvement at every school.

Therefore, questionnaires were administered first. The researcher entered every class and administered the questionnaire to the students. The researcher asked the students to follow her question by question in order to answer every item on the questionnaire. She did this to make sure that all the students had written the appropriate responses and to provide immediate explanations if students asked for clarifications. Walliman (2001) asserts that personally delivering the questionnaires, the researcher secures high response rate and clarifies certain concepts to help the respondents overcome difficulties with questions. Students were given the parents' questionnaire and wrote on their agendas to bring the questionnaire the next day. Teachers' questionnaire was given to some teachers during their break to answer it and others answered it while the researcher was helping students to answer the students' questionnaire with the help of the school supervisor. The following day the researcher came to the school to collect the parents' questionnaires from the students,
to conduct the interview, and to collect the needed documents for the study. These documents were collected from the coordinators and the supervisor. Such documents include the report for the first general parents' meetings to introduce new books and new strategies (See Appendix J), forms to invite parents for special occasions and meetings (See Appendix K), schools' magazines, and students' overall averages on report cards for the first trimester. The interviews were conducted at the principals' offices at the school during regular school days.

When it was time for the interviews, the principals were informed of what the researcher had done with teachers and students. The principals were prepared for the interview and knew that it will be recorded. Both principals had no problems with recording the interview, since they were given the chance to prepare their answers to the questions ahead of time. The interviews were conducted in the principals' offices at the schools on regular school days during the morning hours. A tape recorder and a 90-minute-tape were used to record the interviews. As Burns (2000) and Fraenkel and Wallen (2003) mention that recording the interview is the best way to gain the interviewee's exact words, to enable the interviewer to concentrate on what the interviewee is saying, and to sustain the data collected for later use. During the interviews the researcher asked several questions to direct the interviewees to focus on the desired concepts. Also, the researcher made some rewording of certain phrases to ensure clarity of the recorded information and offered explanations of some questions to enable the interviewees to interpret what was meant by some questions. Although some of the questions were straightforward, especially those related to the socioeconomic and educational backgrounds of the parents, the interviewees tried to
give cautious answers to conceal the real image on the subject tackled. Probing questions were used by the researcher to elicit more information about the topic. Probing questions, like “You mean this?”, “How?”, and “Can you give an example?” in addition to rephrasing some sentences, were made.

The private school principal’s interview took 35 minutes for the interviewee was enthusiastic to talk about the subject matter and to present his beliefs and contributions on involving parents in his school. The public school principal’s interview took 18 minutes with the same questions asked. It took less time than the private principal’s interview for the interviewee was direct to the point and had brief answers.

Data Analysis

In this study the researcher used data collected from several sources. Data were collected from students’ questionnaire, parents’ questionnaire, teachers’ questionnaire, principals’ interviews, and supervisor’s records for students’ overall averages during the first trimester. All the data collected by all the used data collection methods are divided into two groups; data collected from the public school and data collected from the private school. Then each group of data was divided into three major categories which are; parental involvement; the effect of parental involvement on students’ achievement; and the relation between the parents’ socioeconomic status and educational backgrounds on their involvement. These categories were given the appropriate codes, for codes are essential to organize the data collected and to be able to have quick access to them (Walliman, 2001). The researcher gave the
following codes; "PI" for parental involvement, "EPI" for effects of parental involvement on students’ achievement, and "RSES-Ed.B/PI" for relation of parents’ socioeconomic status and educational backgrounds and their involvement.

To elicit the needed data from the three different questionnaires, the researcher put the number of items found on every questionnaire under the appropriate major category and separated the data taken from the public and the private school. Similarly, the data taken from the principals’ interviews and schools’ records for students’ overall averages are put under the appropriate categories in the form of “memos”, for a memo is “… good way to explore links between data and to record and develop intuitions and ideas.” (Walliman, 2001, p. 264).

In order to derive the needed data from the principals’ interviews and put them under the appropriate categories, the researcher wrote a transcript file for every interview to make the data accessible (See Appendix E and F). Burns (2000) verifies that it is important to arrange the data of the interview in thematic categories to help make comparisons and contrasts later on with other data collection instruments. Therefore, the thematic categories were made and placed under the related major categories in the form of notes. Students’ averages on report cards were entered on the computer on Excel program using spreadsheets to count the percentages of high and low achievers in both schools and compare them with students’, parents’, and teachers’ responses as well as principals’ responses on parental involvement in every school. It is important to note also that
all the participants' responses on the three questionnaires were entered to the computer on spreadsheets to make the needed calculations.

Since it is a causal-comparative research type, its aim is to point out the characteristics that affect parental involvement, compare the extent of parental involvement in the private and the public school, and decide whether parental involvement affects students' achievement or not. Therefore the best calculations that clearly represent the measures of the intended variables are averages and percentages. The researcher in the following chapter presents the results of these calculations and introduces the data in the form of graphs such as bar graphs and pie charts.
Chapter Four

Results

The purpose of this chapter is to present the data collected from the teachers’, students’, and parents’ questionnaires as well as the two principals’ interviews. As mentioned in the previous chapter, all the data collected are classified under the three major themes of this project which are parental involvement, effects of parental involvement on students’ achievement, and the relation between parental involvement and parents’ educational background and socioeconomic status. Hence, the researcher in this chapter tackles each group of data under one of the major themes and presents its collected results from the questionnaires and those collected from the interviews. The results collected from the two instruments are expected to support each other and to assure that parental involvement positively affects students’ academic achievement and is related to parents’ educational background and socioeconomic status. In addition to this, the researcher presents in the appendixes some documents collected from both schools to prove the existence of certain practices related to parental involvement. The collected documents, the transcript files for both principals’ interviews and the three questionnaires are referred to in the appendices throughout this chapter.

In order to present the collected data, the researcher calculated the percentages of every item on the three questionnaires because, according to the type of questions asked, percentages best reflect the distribution of the respondents’ answers (Fraenkel & Wallen, 2003). Prior to the results, the demographic data of all the participants are presented in the following table:
Table 1

Demographic Data of the Participants in Both Schools

<table>
<thead>
<tr>
<th>Participants</th>
<th>Private</th>
<th>Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>434</td>
<td>523</td>
</tr>
<tr>
<td>Parents</td>
<td>309</td>
<td>413</td>
</tr>
<tr>
<td>Teachers</td>
<td>24</td>
<td>26</td>
</tr>
<tr>
<td>Principals</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

*Note.* The values represent the number of participants in both schools. The students participated belong to cycle two (i.e., grades four, five, and six). Their ages range between 8 and 11 years.

**Parental Involvement**

Answering the research question presented in chapter one that asks if parental involvement is effectively practiced in the selected schools, the researcher presents in this section the results related to this theme in the three questionnaires and the principals’ interviews. These results, from both instruments, are put under two titles which are the role of the parents and the role of the school to facilitate parental involvement.

*The Role of the Parents*

The following results reveal the extent of parental involvement through ways initiated by the parents at both schools.

*Questionnaires data.*

As shown in Figure 1 on page 42, the results taken from the parents’ questionnaire reflect that 45% of the parents in the private school assist their children
in academic assignments as compared to 29% of the parents in the public school. Also, 12% of the parents in the private school mentioned that they ask the brothers and/or sisters to help their children in school assignments compared to 32% of the parents of the public school students who mentioned that they ask brothers and/or sisters to help their children at home.

Figure 2 on page 42 reveals that 44% of the parents in the private school spend more than two hours with their children while studying in comparison to 50% of the parents of the public school students who spend more than two hours with their children while studying. Also, 15% of the parents of the private school students declared that they spend with their children less than an hour to help them with school assignments as compared to 11% of the parents of the public school students who mentioned that they spend less than an hour to help their children in school assignments. Therefore, approximately 50% of the parents at every school spend more than two hours with their children while studying.

Another evidence is shown in Figure 3 on page 43 that reveals that 21% of the private school students declared that they study with their parents at home as compared to 18% of the public school students. Moreover, 11% of the private school students mentioned that they study with their bothers and/or sisters at home as compared to 22% of the students of the public school. In addition to this, 18% of the private school students said that they study with private teachers at home compared to 14% of the students in the public school.

Figure 4 on page 43, shows that 67% of the private school students declared that they discuss with their parents the daily school events and 19% of these students
discuss the daily school events with brothers and/or sisters. On the other hand, 51% of the public school students declared that they discuss school events with their parents and 30% of these students refer to their brothers and/or sisters to talk about the events that happen at school.

Teachers' responses on the frequency of having students who come to school with unfinished homework are shown in Figure 5 on page 44. This figure shows that 17% of the teachers in the private school declared that it *often* happens that students who come to school with undone homework as compared to 25% of the teachers in the public school who declared that this problem *often* happens. Also, 25% of the teachers in the private school declared that students *rarely* come to the school with incomplete homework as compared to 12% only of the teachers in the public school.

Moreover, Figure 6 on page 44 shows that 63% of the teachers in the private school declared that students' absenteeism *does not* occur as compared to only 23% of the teachers in the public school who declared that this event *does not* occur. Actually, 23% of the teachers in the public school declared that it *sometimes* occurs compared to 1% who says so in the private school.

Besides, Figure 7 on page 45 reveals the percentages of the frequency of parents' school visits. This figure illustrates that 37% of the parents of the private school students declared that they visit the school *once per term* (every three months) to ask about their children's performance in comparison to 21% of the public school parents who declared the same. Also 14% of the parents in the private school mentioned that they visit the school to ask about their children's performance *once*
per week as compared to 25% of the public school parents who do so. Moreover, this figure reveals that 39% of the private school parents visit their child’s school once per month as compared to 50% of the public school parents who do so once per month. This shows that the parents of the public school students make more school visits than the parents of the private school students.

Figure 8 on page 45 reveals that 58% of the parents of the private school students declared that they attend school activities 1-3 times per year as compared to 30% only of the parents of the public school students. Also, 55% of the parents of the public school students declared that they do not attend school activities whereas 29% of the parents of the private school students declared that they do not attend. This means that the parents of the private school students are more engaged in their children’s school activities than the parents of the public school students.

In addition, Figure 9 on page 46 reveals that 71% of the parents of the private school students and 68% of the parents of the public school students declared that they do not participate in preparing for school activities. This implies that both schools do not encourage enough the parents to help in the preparation of the activities.

Also, Figure 10 on page 46 demonstrates that 77% of the parents in the private school and 60% of the parents in the public school declared that they attend a general parents’ meeting once per term.

Figure 11 on page 47 reveals that 37% of the students in the private school declared that their parents participate in school activities as compared to 23% of the students in the public school. Also, 27% of the students in the private school
mentioned that their brothers and/or sisters participate in school activities as compared to 38% of the students in the public school.

Furthermore, Figure 12 on page 47 reveals the teachers’ responses on the extent of parents attending school meetings and activities. As shown in the figure that 67% of the teachers in the private school declared that parents only, come to attend school meetings in comparison to 96% of the teachers in the public school. Also 21% of the teachers in the private school responded that parents with brothers and/or sisters come to attend the meetings in comparison to 4% of the public school teachers who responded that parents with brothers and/or sisters come to attend school meetings. This indicates that mostly parents attend meetings in the public school.

Another indication that shows the level of parental involvement found in every school is illustrated in Figure 13 on page 48. This figure shows that 29% of the teachers in the private school declared that parents always respond to school remarks and warnings given to their children compared to only 12% of the teachers in the public school. Also, 38% of the teachers at every school declared that parents often respond to school remarks and warnings given to their children.

When parents were asked to choose the best ways they use to get involved in their children’s school affairs, Figure 14 on page 48, show that 45% of the parents of the private school students reported that they prefer to look at their children’s agendas and to initiate daily conversations with them to get acquainted with their children’s academic affairs as compared to 33% only of the parents of the public school students. Also, only 8% of the parents of the private school students mentioned that they only prefer to make school visits and attend parents’ meetings as compared to
18% of the parents of the public school students. In fact, 45% of parents in the private school and 43% of the parents in the public school responded that they get involved at home; through reading the agenda and initiating daily conversations with their children, and at school; through attending parents’ meetings and making spontaneous visits to follow their children’s academic affairs. This indicates that around half of the parents of the public and the private school students prefer to get engaged in their children’s academic affairs at school and at home.

*Interviews data.*

When the researcher interviewed the principals of the two schools, she gained the following indications for parental involvement at every school. The private school principal (See Appendix E) noted that 70% of the parents attended the first general meeting at the beginning of the year. Also, he mentioned that some parents helped the school to prepare special costumes for the students to celebrate the Independence Day. Moreover, the private school principal assured that usually parents in his school help in the preparation of the end of year party in addition to their help in preparing for the school magazine and the school exhibition.

The public school principal (See Appendix F) noted that parents help the school to prepare for trips, and some parents accompany their children on these trips. Also, parents may go with their children to exhibitions and theaters. The public school principal stated that parents may have contributions by giving new ideas for teachers and administrators to do activities in and outside the school. Therefore, the two principals stated that parents at both schools get involved in different school activities.
Figure 1. Percentages of different parties helping children with academic assignments at home.

Figure 2. Percentages of parents helping their children with academic assignments at home in relation to the time spent.
Figure 3. Percentages of students studying with different individuals at home.

Figure 4. Percentages of students discussing school issues with family members at home.
Figure 5. Percentages of teachers declaring the frequency of unfinished daily homework by students.

Figure 6. Percentages of teachers declaring the frequency of students’ absenteeism.
Figure 7. Percentages of parents making school visits.

Figure 8. Percentages of parents attending school activities.
Figure 9. Percentages of parents participating in preparing for school activities.

Figure 10. Percentages of parents attending general parents’ meetings.
Figure 11. Percentages of students stating the family member who participates in school activities.

Figure 12. Percentages of teachers stating the family member who attend school meetings and activities.
Figure 13. Percentages of teachers stating the frequency of parents responding to school remarks or disciplinary warnings given to their children.

Figure 14. Percentages of parents stating their opinions on the ways used to be involved in their children's academic affairs.
The Role of the School

The following results reveal the extent of parental involvement at every school when the school provides ways for parents to get involved.

Questionnaires data.

Figure 15 on page 53 reveals that 70% of the private school parents declared that they get invited to attend meetings that aim to introduce new teaching and learning strategies at the beginning of the school as compared to 31% only of the public school parents who declared so.

Moreover, Figure 16 on page 53 indicates that 61% of the parents in the private school and 64% of the parents in the public school agree that the parents' committee plays an essential role regarding school decisions on students' academic affairs.

Figure 17 on page 54 reveals that 54% of the private school teachers referred to inviting parents for individual parents' meetings and to writing notes on students' agendas as ways to communicate with parents about their children's performance as compared to 38% of the public school teachers who referred to these ways. Also, 8% of the teachers in the private school and 12% of the teachers in the public school, referred to writing notes on students' agendas as the only way they use to communicate with parents. Besides, Figure 18 on page 54 indicate that 75% of the teachers in the private school and 69% of the teachers in the public school responded that parents' meeting is the best way to communicate with parents and discuss their children's performance.
Figure 19 on page 55 reveals that 63% of the teachers in the private school reported that a school magazine is *always* distributed to the parents as compared to 4% only of the teachers in the public school who declared that a school magazine is *always* distributed to the parents.

There are other indications that reveal how much ways of parental involvement are emphasized by the school. Figure 20 on page 55 shows that 50% of the teachers in the private school declared that the school invites parents to attend extracurricular activities whereas 0% of the public school teachers reported the same idea. In fact, 46% of the public school teachers reported that such ideas for involving parents are *not applied* in the school. Also, Figure 21 on page 56 shows that 50% of the teachers in the public school reported that inviting parents to school activities and trips is *not applied* in the public school as compared to 29% of the teachers in the private school who said that it is *not applied*. In fact, 33% of the teachers in the private school reported that it is *rarely* done compared to 23% of the teachers in the public school.

Moreover, Figure 22 on page 56 shows that 46% of the teachers in the private school claimed that the school *always* invites parents to introduce new books or teaching techniques as compared to only 4% of the teachers in the public school. Further, 57% of the teachers in the public school declared that this idea is *not applied* in the school as compared to 4% of the teachers in the private school who said so.

Additionally, Figure 23 on page 57 reveals that 58% of the teachers in the private school declared that the school *always* invites parents to yearly occasions as compared to 27% only of the teachers in the public school who declared the same.
Figure 24 on page 57 shows that 67% of the private school teachers and 80% of the public school teachers declared that inviting parents to attend classes with their children is not applied in their schools. Besides, Figure 25 on page 58 reveals that 42% of the teachers in the private school declared that inviting parents to give lectures is not applied whereas 77% of teachers in the public school declared that this activity is not applied.

Also, Figure 26 on page 58 shows that 67% of the private school teachers and 66% of the public school teachers mentioned that asking parents' opinions regarding a new book or story is not applied in their schools. In addition, this figure shows that 25% of the teachers in the private school and 23% of the teachers in the public school stated that asking parents' opinions concerning a new book or story rarely happens.

Interviews data.

When the researcher interviewed both principals she tried to elicit information on their school's part to engage parents in their children's academic affairs ways.

The private school principal noted that there is a committee for parents that changes its members every 3 years (See Appendix E). Parents' committee members meet once every 2 weeks and when it is mandatory to discuss students' academic affairs. The school principal mentioned that he gathered the members of the committee to introduce the new strategies and perceptions of the new year. The principal in this gathering also highlighted the concepts that the school emphasize this year so that the members may contribute to facilitate the implementation of these concepts. Moreover, the private school principal stressed the school magazine and explained its importance in covering all students' activities and efforts throughout the
year. He indicated also that the school magazine is distributed to all parents. In addition, the principal stated that general parents’ meetings, open days, yearly occasions, exhibitions, seminars, and end of year party are all activities practiced in his school to involve parents in their children’s school affairs. Special documents are prepared to invite parents to these activities (See Appendix K).

The public school principal (See Appendix F) noted that there is a committee for parents whose members meet 1 to 2 times per month and when it is mandatory. This committee provides the financial as well as the moral support for the school to be able to arrange for any requirement that positively affects the student’s education. The public school principal adds that any request proposed by the parents’ committee is brought to the administration and the administration presents it to the Ministry of Education to gain approval. Moreover, there is a school magazine, as mentioned by the public school principal, which was a trial last year and was distributed to some of the parents.

Besides, general parents’ meetings are arranged 3 to 4 times per year; the first time at the beginning of the school year to introduce the new strategies, the second is when the school distributes students’ first term results, and when it is mandatory. In addition, the public school principal stated that parents get invited to the school to attend a meeting through papers sent to them by their children from the school administration (See Appendix L). Also, yearly occasions, trips, exhibitions, and plays are all activities that the parents may attend or share in their preparation.
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Figure 15. Percentages of parents being invited by the school at the beginning of the year to attend a meeting to discuss new teaching and learning strategies.

Figure 16. Percentages of parents agreeing that the parents’ committee affects school decisions regarding students’ academic affairs.
Figure 17. Percentages of teachers stating how they communicate with parents.

Figure 18. Percentages of teachers stating the best ways to communicate with parents.
Figure 19. Percentages of teachers stating the frequency of sending the school magazine to parents.

Figure 20. Percentages of teachers stating the frequency of inviting parents to the school extracurricular activities.
Figure 21. Percentages of teachers declaring the frequency of school inviting parents to activities and trips.

Figure 22. Percentages of teachers declaring the frequency of school inviting parents to introduce new books and teaching techniques.
Figure 23. Percentages of teachers declaring the frequency of school inviting parents to yearly occasions.

Figure 24. Percentages of teachers stating the frequency of school inviting parents to attend classes.
Figure 25. Percentages of teachers stating the frequency of school inviting parents to give lectures in classes.

Figure 26. Percentages of teachers stating the frequency of school asking parents' opinion regarding a new book or story.
The Effect of Parental Involvement on Students' Achievement

To answer the research question in the first chapter of this project that asks if parental involvement affects students' achievement in the selected schools, the researcher presents the results related to this theme in the three questionnaires and the principals' interviews throughout the following section.

Questionnaires Data

To begin with, Figure 27 on page 63 reveals students' averages in the private and the public school over 100 in its lower part and students averages in every grade level at both schools over 100 in its upper part. Figure 27, in its upper part, indicates that the private school students in cycle two (i.e. grades 4, 5, and 6) have a passing average of 61/100 which implies that they succeeded with 11 points over the average. In comparison, cycle two students in the public school have an average of 54/100 which implies that these students succeeded with 4 points only above the average taking into consideration that the average is 50/100 at both schools.

Further indication for students' achievement at both schools is shown in Figure 28 on page 64 that reveals the percentages of students passing in every grade level in its upper part and the percentages of students passing in every school, in its lower part. The upper part of the figure shows that 85% of the students in grade 4, 83% of the students in grade 5, and 83% of students in grade 6 in the private school passed the first trimester as compared to 63% in grade 4, 61% in grade 5, and 73% in grade 6 who passed in the public school in the first trimester. Consequently, the lower part of the figure shows that 84% of the students in cycle two at the private school
passed the first trimester, whereas 66% only of cycle two students at the public school passed the first trimester.

Accordingly, Figure 29 on page 65 illustrates the percentages of parents in the public and the private school giving their opinions if parental involvement affects students' achievement. Results show that 95% of the parents in the private school responded that, yes, it affects compared to 88% in the public school.

Moreover, Figure 30 on page 66 illustrates parents' opinions if parental involvement reduces students' problems that the teachers, parents, or principals might face. In fact, 97% of the private school parents and 94% of the public school parents agreed that parental involvement reduces these problems.

Additionally, Figure 31 on page 67 illustrates teachers' opinions if parental involvement affects students' achievement, behavior, and participation in class. This figure shows that 94% of the teachers in the private school and 93% of the teachers in the public school agree that parental involvement has a positive influence on students' achievement, behavior and participation in class.

Figure 32 on page 68 illustrates the effect of parental involvement on students' achievement. Its upper part includes the percentages of students studying with different individuals at home. Twenty-one percent of the students declared that they study with their parents at home in the private school as compared to 17% of the students who declared that they study with their parents at home. Also, the upper part of the figure shows that 11% only of the students in the private school declared that they study with their brothers and/or sisters compared to 22% of the public school students who do the same. In addition, 19% of the private school students study with
private teachers as compared to 13% only of the students in the public school. Consequently, the lower part of the figure shows that the percentage of students passing in the private school is 84% as compared to 66% only in the public school.

Figure 33 on page 69 also illustrates the effect of parental involvement on students' achievement. Its upper part shows that 46% of the parents in the private school claimed that they help their children at home as compared to 29% of the parents of the public school students who do so. Also, 12% only of the parents declared that their children study with their brothers and/or sisters as compared to 32% in the public school. Accordingly, the lower part of the figure illustrates the percentages of students succeeded at both schools which reveal that 84% of the students in the private school passed whereas 66% only of the students in the public school passed in the first trimester.

Interviews Data

When the researcher asked the two principals of the schools on the effect of parental involvement on students' achievement, she came up with the following results.

The private school principal (See Appendix E) argued that parental involvement plays a role to improve the school and the students' achievement. Parental involvement, as the principal mentioned, helps parents to focus on all the aspects that relate to their children's education and helps the school to get parents' feedback on the used ways. He continued that when students observe their parents participating and engaging in school activities, they (students) get encouraged to participate and think seriously of the matter. Also, the private school principal
mentioned that parental involvement at home is very important for it complements the efforts done by the school to educate the students. He added that parents’ help could be by providing an appropriate learning environment, healthy food, and a relaxing atmosphere, and by highlighting the successful work done by the child. Moreover, the private school principal mentioned that the seminars that are done at school and parents get invited to, help to keep the school and the parents in touch so that they can suggest their ideas and give their opinions on certain practices.

The public school principal (See Appendix F) responded that parental involvement positively affects the school and the students’ achievement when qualified parents, who have proper thinking skills, are involved. He noted that they neglect those parents who have inappropriate reasoning and approach the parents who care for their children’s success. Also, the public school principal stated that when parents know about their children’s weaknesses and get informed about the new teaching strategies, their involvement positively affects their children’s achievement. He continued that parental involvement can happen when regular meetings are initiated by the school to inform parents about the concepts that should be acquired by their children. Furthermore, the public school principal mentioned that involving parents also helps to solve the problems that the school might face with their children. When parents think positively of the school’s level and of the way it deals with their children’s academic and behavior problems, they can contribute by solving these problems that the school might fail to solve. The principal clarified that such problems are like hyperactivity, slow learning, and failure.
Figure 27. Students' averages in the private and public schools.
Figure 28. Percentages of students passing in the private and public school.
Figure 29. Percentages of parents giving their opinions if parental involvement affects their children's academic achievement.
Figure 30. Percentages of parents giving their opinion if parental involvement reduces the problems that the teacher, parents, or principal might face.
Figure 31. Percentages of teachers giving their opinion if parental involvement has a positive effect on students' achievement, behavior, and class participation.
Percentages of students studying with different individuals at home.

Percentages of students passing in the private and public school.

*Figure 32. Effect of parental involvement on students' academic achievement.*
Percentages of different parties helping children with academic assignments at home.

Percentages of students passing in the private and public school.

*Figure 33. Effect of parental involvement on students’ academic achievement.*
Parental Involvement in Relation to SES and Educational Background

In order to tackle the research question presented in the first chapter of this paper on whether parental involvement in the selected schools is related to parents' socioeconomic status and educational backgrounds, the researcher presents the results related to this theme in the three questionnaires and the principals' interviews in the following section.

Questionnaires Data

Figure 34 on page 75 reveals parents' educational levels at both schools. It illustrates that 46% of the parents of the private school students reached grade 9 or below in comparison to 73% of the parents of the public school students who reached grade 9 or below. Moreover, 22% of the private school parents have a Lebanese Baccalaureate in comparison to 13% only of the parents in the public school. Also, 21% of the parents of the private school students owned a university degree in comparison to 5% only who owned a university degree at the public school.

Figure 35 on page 76 illustrates parents' socioeconomic levels according to their occupation. It shows that 58% of the parents in the public school have free jobs in comparison to 26% of the parents in the private school. Free jobs like taxi drivers, workers, plumbers, mechanics...etc. are characterized by low unstable income. Also, 52% of the parents in the private school are employees, who have average fixed income, in comparison to 31% only in the public school. Moreover, 7% of parents in the private school are managers, who have average to high stable income, in comparison to 0% in the public school.

Figure 36 on page 77 show that 17% of the teachers declared that the low
SES and educational background parents in the private school *always* attend parents meetings and interviews in comparison to 12% of the teachers who declared that the low SES and education background parents in the public school *always* do so. Actually, 33% of the teachers in the private school and 38% of the teachers in the public school declared that *often* parents of the low SES and educational background attend school meetings and interviews.

Figure 37 on page 78 reveals the relation between parental involvement at both schools and parents' educational level. It shows that 23% of the parents of the private school students who reached grade 5 only, 48% of those parents who earned the Lebanese Baccalaureate, and 56% of those parents who earned a university degree stated that they get involved in their children academic affairs. Also, this figure reveals that 22% of the parents of the private school students who reached grade 5, 15% of those parents who have the Lebanese Baccalaureate, and 7% only of those parents who earned a university degree ask their children's brothers and/or sisters to assist their children in school assignments. Moreover, Figure 37 reveals that 32% of those parents who reached grade 5 only, 7% of those parents who have the Lebanese Baccalaureate, and 6% of those parents who have a university degree, assign a private teacher for their children to assist them in academic assignments.

However, 21% of the parents of the public school students who reached grade 5 only, 48% of those parents who have the Lebanese Baccalaureate, and 57% of those parents who earned a university degree stated that they get involved in their children's education. Furthermore, 36% of the parents of the public school students who reached grade 5 only, 17% of those parents who have the Lebanese
Baccalaureate, and 10% of those parents who got a university degree ask their children's brothers and/or sisters to assist their children in school assignments. Besides, Figure 37 tells that 16% of those parents who reached grade 5 only, 13% of those parents who have the Lebanese Baccalaureate, and 14% of those parents who have a university degree, hire a private teacher for their children to assist them in academic assignments.

Figure 38 on page 79 indicates that 35% of the parents of the private school students who have free jobs, 42% of those parents who are merchants and 51% of those parents who are employees claimed that they get engaged in their children's academic affairs. Also, 18% of the parents of the private school students who have free jobs, 16% of those parents who are merchants and 10% of those parents who are employees claimed that they ask their children's bothers and/or sisters to assist their children in school assignments. Moreover, 18% of the parents of the private school students who have free jobs, 26% of those parents who are merchants and 9% of those parents who are employees claimed that they ask a private teacher to assist their children in school assignments.

On the other hand, Figure 38 indicates that 30% of the parents of the public school students who have free jobs, 17% of those parents who are merchants, and 38% of those parents who are managers claimed that they get engaged in their children academic affairs. Also, 37% of the parents of the public school students who have free jobs, 39% of those parents who are merchants, 26% of those parents who are managers claimed that they ask their children's bothers and/or sisters to assist their children in school assignments. Besides, 11% of the parents of the public school
students who have free jobs, 17% of those parents who are merchants, and 13% of those parents who are managers claimed that they ask a private teacher to help their children in academic assignments.

To sum up, the above mentioned data indicate that parents of the private school students have better educational and socioeconomic levels than parents of the public school students. In addition to this, parental involvement is positively related to parents’ educational level and socioeconomic status.

*Interviews Data*

When the researcher interviewed the two principals, she gained information about their opinions on the relation between parents' SES and educational level and their involvement in their children’s education.

The private school principal mentioned that the SES and the educational level of the parents affect their involvement in their children’s education but it is not a rule. He added that parents to get involved have to have a certain level of education, awareness, and a general knowledge. Also, the principal mentioned that parents should have the ability to deal with students’ academic problems in order to effectively involve in their children’s education.

Concerning the educational background and the SES of the parents of the students in his school, the principal stated that the parents of the students in his school are classified as average to below average SES and educational background parents. He added that there is also a considerable number of university graduates, doctors, engineers, and managers.
On the other hand, the public school principal assured that the parents' educational level and the SES affect their involvement in their children's education because the educated parent values education and knows the appropriate ways to academically and effectively follow his/her child. However, the uneducated parent cannot be effectively involved for he/she cannot provide the adequate help and support in education for his/her child. He added that this is not a rule and he assured that there are exceptions. The public school principal explained that in order for parents to get effectively involved, they have to have a certain educational level to be able to make appropriate follow up of their children's education. Also, he continued, that parents should deal with teachers with good manners and have in mind that the school is a place to offer help for their children to be able to acquire the needed material and not to work against the children and their parents.

Regarding the educational background and the SES of the parents of cycle two students in his school, the principal responded that the parents of the students in his school are mostly coming from average SES and educational backgrounds and others are poorly educated.

In summary, the results drawn from the questionnaires indicated that parents' SES and educational background affect their involvement in their children's education. The results drawn from the principals' interviews support the results drawn from the questionnaires. The next chapter includes the researcher's interpretations and conclusions derived from the data collected with respect to the educational implications of the data.
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Private School

Public School

Figure 34. Percentages of parents in the private and public schools according to their educational level.
Figure 35. Percentages of parents in the private and public schools according to their occupation.
Figure 36. Percentages of teachers stating frequency of parents of low socioeconomic status and educational background attending school general meetings and interviews.
Figure 37. Percentages of different parties helping children with academic assignments in the private and public school in relation to the parents' educational level.
Figure 38. Percentages of different parties helping children with academic assignments in the private and public school in relation to the parents' occupation.
Chapter Five

Discussions of Results

The purpose of this chapter is to relate the findings in chapter four to the reviewed literature in chapter two to interpret the results (Fraenkel & Wallen, 2003). Accordingly, the researcher expects the findings to confirm the hypothesis stated in chapter one. In fact, many educators such as Drummond and Stipek (2004), McCarty and Franz (2005), and Battel-Bailey (2003) believe that parental involvement positively affects students' achievement. Also, educators as Foster et al. (2005), Muijs et al. (2004), and Gadsden and Ray (2003) argue that the parents' socioeconomic status and educational background are related to their involvement.

Parental Involvement

The role of the parents

Findings from parents', students', and teachers' questionnaires and the two principals' interviews have shown that parents of the private school students show more involvement in their children's education than parents of the public school students. Parents of the private school students assist their children at home more than the parents of the public school students. Also, according to the teachers at both schools, the frequency of students coming to the school with unfinished homework is more in the public school than in the private school. Moreover, the percentage of students who discuss daily school issues with their parents at home is greater in the private school than in the public school.

Again, the results revealed that parents of the public school students depend more on their children's brothers and/or sisters to assist them in daily school
assignments than parents of the private school students. Concurrently, the public school students gave more credit to brothers and/or sisters in helping them at home in school assignments than the private school students. Furthermore, a considerable percentage of teachers in the public school declared that certain students’ absenteeism occurs in the school whereas a high percentage of the teachers in the private school declared that this concept is not applicable to their school. This implies that parents of the private school students are more aware of their children’s schooling than the parents of the public school students. Hiatt-Michael (2001) mentions that when parents are involved, high percentages of students attend school, high percentages of students succeed at school, and high grades in various subjects are achieved by the students.

Again, higher percentages are shown from the parents of the private school students when asked about attending school activities and yearly occasions, attending general and individual parents’ meetings, and responding to school remarks and warnings than the percentages shown from the parents of the public school students. Therefore, parents of the private school students are more involved in their children’s education by helping them to finish school assignments, sitting with their children while studying, initiating discussions with their children about daily school events, participating and attending school activities and meetings, and following their children’s schooling. This conclusion is congruent with the American and European literature which explains that parents having all of the mentioned characteristics show high involvement in their children’s education (US Department of Education, 2004;
Dorfman & Fisher, 2002; Hill et al., 2004; Gonzalez-Pienda et al., 2002; and Epstein, 2001).

*The role of the school*

In discussing the results that show if both schools allow different ways for parents to get involved, the researcher made the following interpretations. Results from the three questionnaires and both principals’ interviews revealed that the private school arranges for a general parents’ meeting at the beginning of the year to introduce the new academic strategies (See Appendix J), establishes a parents’ committee every 3 years, invites parents to unscheduled individual parents’ meetings, distributes the school magazine for all the parents twice a year, invites parents to extracurricular activities and trips, invites parents to yearly occasions, and sometimes invites parents to give lectures in classes.

On the other hand, the results in the public school from both instruments revealed that a high percentage of parents stated that a general meeting at the beginning of the year is not arranged and a school magazine is not sent to all parents. Also, the school rarely invites parents to extracurricular activities and trips, does not arrange for meetings to introduce new books and new teaching techniques, does not ask parents to attend classes, seldom asks parents to attend yearly occasions, does not ask parents to give lectures in classes, and does not ask parents’ opinions concerning a new book or story. Yet, the public school, as the parents mentioned, establishes a parents’ committee every year and teachers write notes on students’ agendas and invite parents to individual parents’ meetings to allow them to get involved in their children’s education.
Concurrently, both schools, as revealed in the two instruments do not encourage enough the parents to participate in preparing for school activities, allow a general parents’ meeting (Open House) to discuss students’ academic performance only once per term, do not invite parents to attend classes with their children, and do not ask parents’ opinions when introducing new books and stories for their children.

The above mentioned interpretations about the role of the school to engage parents in their children’s education imply that the private school has more practices and puts more effort to engage parents in their children’s academic affairs than the public school. Also, both schools reveal certain weaknesses in implementing various ways that allow parents to get involved in their children’s education and which are considered the most recent ways according to Castro et al. (2004). On the contrary, the already practiced ways at both schools such as parents meetings, agenda notes, invitations to yearly occasions, and open house are considered by the US Department of Education (2001) as useful but old ways to involve parents.

*The Effect of Parental Involvement on Students’ Achievement*

To find out the effect of parental involvement on students’ achievement in the chosen public and private school, the researcher made the following interpretations. Results from both instruments have shown that the percentage of the passing students in the private school is more than that of the public school. Also, the average of those who passed in the private school is higher than that of the public school. This undoubtedly implies that the level of success in the private school is more than that of the public school.

Comparing students’ achievement according to their averages with their
parental involvement, the researcher found that almost all the parents of the private and public school students asserted that parental involvement positively affects their children’s achievement and reduces the problems that teachers, parents, or principals might face with the students as noted by Sheldon and VanVoorhis (2004), Castro (2004), Fitzgerald (2004), Hill et al. (2004), Lagana (2004), and Considine and Zappala (2002). The results showed that more parental involvement is shown in the private school than in the public school as it is mentioned earlier in this chapter, and better students’ achievement is revealed in the private school as compared to public school students’ achievement. Consequently, the researcher deduces that when parents are more involved in their children’s academic affairs, better students’ achievement is shown. The results of this study are congruent with the literature of the American and the European researchers as Baum and McMurray-Schwarz (2004), Muijs et al. (2004), and Dickenson (2001).

Parental Involvement in Relation to Socioeconomic Status and Educational Background

In showing that a relation exists between parents’ socioeconomic status (SES), their educational background, and their involvement in their children’s education, the researcher made the following interpretations of the results deduced from the two instruments.

A considerable percentage of teachers at both schools declared that parents of low SES and educational background attend general meetings and interviews. Questionnaires and interviews at both schools revealed that the parents of the private school students have better educational levels than parents of the public school.
students. Also, results from both instruments show that parents of the private school students have better social status than parents of the public school students. In comparing the above mentioned results with parental involvement at both schools, the researcher found out that, at both schools, as the educational level of the parents increases their involvement in their children’s education increases. Moreover, the researcher found out that as the social status of the parents at both schools gets better their involvement in their children’s education increases. Therefore, parental involvement is positively related to parents’ educational level and SES as several European and American researchers proclaim such as Sheldon and Van Voorhis (2004), Dorfman and Fisher (2002), Fan (2001), and Sheridan (2001).

Additionally, certain results revealed particular indications for the impact of parents’ SES and educational background on their level of involvement in their children’s education. In fact, results from the three questionnaires revealed that the parents of the public school students highly depend on their children’s brothers and/or sisters to assist their children in daily school assignments. On the contrary, the parents of the private school students provide private teachers for their children if they are not able to give the adequate help for their children at home. Apparently, this has two implications. The first implication is that a considerable number of the parents of the public school students cannot give the proper help for their children in academic assignments for most of them, as it was shown earlier, have low educational levels. That is why they ask brothers and/or sisters to provide this help. This idea is mentioned by Hill et al. (2004) who argue that the low educational background of the parents disables them from giving the adequate support in education for their children.
which consequently prohibits them from getting involved in their children’s education. The second implication is that a considerable number of the parents of the public school students ask the brothers and/or sisters to assist their children in daily school assignments for they might not afford to hire a private teacher for their children since the majority are characterized by having unstable income free job. Therefore, these two implications are reasons for having only half of the cycle two students in the public school achieve passing levels. Another indication that has a true effect on students’ achievement in the public school is the quality of assistance of the brothers and/or sisters of these students at home. Obviously, the quality of academic assistance of some brothers and/or sisters at home is not as effective or efficient as the quality of assistance provided by a private teacher or a parent. This indication also explains the difference in the percentages of passing students at both schools.

Moreover, some results showed that parents of the public school students make more visits to the school as compared to the parents of the private school students. When relating this idea to the parents’ type of job they possess, the researcher noticed that parents of the public school students, who mainly have free jobs, might have freer hours that allow them to make frequent school visits. On the other hand, parents of the private school students, who are mostly employees, make less school visits because of difficult and continuous working hours. Christenson (2001) explains that one of the several barriers of parental involvement in their children’s school meetings is “… the difficult work schedules …” (p. 84). However, the results of the private school students during the first term are still better than those of the public school students which proves that it is due to the superior quality of
parental involvement, effective parental control and assistance at home, and higher educational backgrounds of the parents of the private school students. This indication is supported by Dickenson (2001) who argues that in order to succeed, children have to have parents who appreciate education and behave as role models. He adds that this can happen when parents appropriately get involved in their children’s education.

In conclusion, as Stern (2003) asserts, parent participation in early grades should be encouraged because it improves students’ knowledge acquisition. Also, as Ferguson (2005), Anderson-Butcher and Ashton (2004), and Callison (2004) report, when schools provide appropriate ways to allow families and community to share in school decisions, they help ensure for all the students the required aid to succeed so that students can show better results in their performance. Therefore, this indicates that effective collaboration between teachers and parents facilitates parental involvement in schools (Christenson, 2001). Also, using new ways, in addition to old ways, to involve parents in their children’s education as the US Departments of Education (2001) mentions can be helpful tools for schools to enhance parents-school communication.

Taylor and Pearson (2004) suggest that to help the low SES families to have access to materials and resources from school can make a positive difference in students’ outcomes. They add that this can happen when schools create areas for parents to borrow books and/or stories for their children that help them improve and share them with their brothers and/or sisters at home.

Therefore, the results show different levels of parental involvement at both schools, various ways practiced to involve parents in their children’s education, the
effect of SES and parents’ educational background on their involvement, and the effect of parental involvement on their children’s achievement.

In the next chapter, the researcher discusses the results found and makes inferences to reach conclusions.
Chapter Six

Conclusion

Summary

The researcher relied on qualitative and quantitative research designs to conduct the study. In fact, questionnaires and interview schedules were the two major data collection techniques. The researcher had to use these two data collection techniques in Arabic since Arabic is the mother language of the participants. This helped to reduce the ambiguities that cycle two students might face in the public school and assure accurate students' answers. Results of this study were to a great extent congruent with the European and American literature concerning the effect of parental involvement on students' achievement and the relation of parents' SES and educational background. Besides, there were certain implications that explained why parents are less or more involved in their children's education at both schools. Accordingly, parents should monitor their children's progress at school and at home by making frequent school visits, engaging in their children's academic activities, and initiating effective communications with teachers and school principals. Also, schools should develop ways to engage parents in their children's education and encourage parents to share their opinions and experiences with teachers and principals. Moreover, schools should find ways for low SES and educational level parents to help them get acquainted with their children's academic affairs.

Limitations of the Study

This study was limited to cycle two students (i.e. grades 4, 5, and 6) during the first trimester of the academic year 2005-2006. Also, this study was limited to one
public and one private school in Greater Beirut. The findings of this research study would have had more precise conclusions if the study were conducted with a greater number of schools in Greater Beirut or in Lebanon in general.

*Suggestions for Further Research*

Future research shall focus more on parental involvement and its effect on students' achievement. Researchers have to conduct studies with bigger samples and in different Lebanese cities to reach comprehensive conclusions and suggest more precise recommendations for the sake of education in Lebanon.

Research shall be the stimulus for researchers to investigate certain signs and changes in students' academic achievement and the motivation to find explanations for these signs to be able to make appropriate improvements in schools.
References


Dear Sir/Madam:

Mrs. Rima Nehfawi-Itani, who is a graduate student at the Lebanese American University, School of Arts and Science is currently writing her thesis in partial completion of the requirements for a Master of Arts in Educational Management. Mrs. Nehfawi-Itani hopes to have access to your institution for data collection. Her focus is on studying the effect of parental involvement on children's academic performance in a Lebanese school since several European and American studies show that parental involvement has positive effects on students' academic achievement.

Mrs. Nehfawi-Itani needs to collect data through three different methods to ensure validity of findings. She needs to conduct a semi-structured interview with the school principal to find out how parental involvement is implemented in the school. Moreover, she needs to administer questionnaires to students, parents, and teachers to elicit their opinions about the topic. Observations may also be needed to record certain activities and/or ways that promote parental involvement.

Therefore, I kindly ask for your assistance in giving our student the permission to interview the principal, distribute the questionnaires, and make the needed observations to collect the required data. The student will share her findings with you upon completion of the study.

Sincerely,

Dr. Mona Nabhan
Assistant Professor of Education
Director, Teacher Training Institute
Lebanese American University, Beirut
Appendix B

بتاريخ 1/4/69

جامعة المديين العام للتدريب المرتبط

باشرةً بقوة الهيئة التدربية لمبتعد من المحاولة

أنا المرفق أذهب إلى السيدة ميا عفادي عضو الجامعة المدنية الليبية

٤ - ٤

أرجح المعارك على السلام في UNIVERSITY

عميد نادي البرتبالية الرسمي للتعليم العالي عقد

عدد أزيد من الرواتب وذلك لتفعيل متابعة

المؤسسات عم هذه المبادرة بإحدى المستويات ب-commercial

جاء بعدها تفعيل الجهود المهمة

تنين الإدارة التربوية

وزير التربية والتعليم العالي

هيكلية المدنية الليبية ونواحيها

رقم التسجيل: 1/4/69

تاريخ التوقيع: ١/٤/٦٩

م. الرامي عماد مصطفى
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جبار المصلحة الإدارية
مع المملكة على حالة طالب
المملكة العربية السعودية
 elim 
المحترم العام

وشفيق

ناصر

المحترم العام

2005

3/4/2025

وزراء التربية والتعليم العالي
المملكة العربية السعودية

الموارد البشرية

في

12

2005
وزيرة التربية والتعليم إلى

رقم المنفوذات: 

رقم المصدر: 

نشرت في 1/1/1346

تعد هذه محالة معلمة للأمور التي بيت مدرسة في مدرسة ٠٠٠٠٠٠٠٠٠

تم إنشاء هذه المحال من قبل mart. لحلحلةبع معلمة

رئيس المنطقة التربوية ميرييت وسواها

محي الدين كشلي
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ديANEEL AL
مدير الشئون التعليمية

[Signature]
Appendix D

 أسئلة المدير

1. كيف تجسد مشاركة الأهل بأمور أولادهم الأكاديمية في مدرستك؟
2. ما هي الخصائص التي يجب أن يتمتع بها الأهل حتى يمكنهم المشاركة في أمور أولادهم المدرسية؟
3. كيف يشترك الأهل في تحضير مناهج السنة الدراسية؟
4. هل تعتبر أن اشراك الأهل والعمل على معرفتهم بالأمور المدرسية يعكس إيجاباً على المدرسة وال emploi؟
5. كيف تؤثر مشاركة الأهل ومعرفتهم لأمور أولادهم المدرسية على اكتسابهم للمهارات التعليمية؟
6. ما هي النشاطات والمناسبات المدرسية التي تطلب من الأهل المشاركة في تحضيرها؟
7. ما هي النشاطات والمناسبات المدرسية التي تطلب من الأهل حضورها؟
8. هل تعتبر أن اشراك الأهل وأعلامهم بأمور أولادهم المدرسية يساعد في تحسين بعض الأمور في المدرسة؟
9. هل لديك لجنة للأهل؟
10. كم مرة يجتمع أعضاء هذه اللجنة؟
11. ما هي بعض أنشطتهم وطلاباتهم؟
12. هل لديك مجلة خاصة بالمدرسة؟ هل توزع للأهل؟ كم مرة في السنة؟
13. كم مرة في السنة تنظمون اجتماع عام للأهل؟
14. كيف تستند المستوى الاجتماعي وال طبيعي للأهل في مدرستك؟
15. إلى أي مدى يؤثر المستوى الاجتماعي وال طبيعي للأهل في متابعة أمور أولادهم الأكاديمية ومشاركةهم فيها؟
Appendix E

Informant: Mr. Ghazi Khattab
Interviewer: Rima Nehfawi
Date: 19/12/2005
Subject: Effect of Parental Involvement on Students Achievement
Place and Time: Private School
Principal's office at 9:30 AM

Other relevant information: Mr. Ghazi Khattab taught history for 34 years for secondary classes and has become the principal of the school since 6 years.

6000
RN
GK

Emotional stress. If a parent's involvement is considered a key factor in a child's success, it is important to understand how parents can support their children in their learning. Parents can play a crucial role in their child's success in school. They can encourage their children to attend school regularly, help with homework, and discuss their progress with teachers. By participating in school activities, parents can show their children that education is important. This can help to build a positive attitude towards learning and achieve success in school. Parents can also provide emotional support to their children, which can help them to feel confident and secure in their learning. This can help them to feel more engaged in their schoolwork and to perform better academically. Parents can also serve as role models for their children, showing them how to work hard and overcome challenges. This can help to build a strong work ethic and encourage their children to persevere in their studies. By involving themselves in their child's education, parents can help to create a supportive and encouraging environment that can contribute to their child's success in school.
الأولى للعمل الأول لسلوك مستمرًا تشخيصي وتكويني يعني بمعنى إنها إجراء تفصيلي مع مستوى تفعيلًا ينطبق عليه بالمعنى المحترف ومسؤولاً رفع سلمة الاعمال. لا يمكن للأعمال الرفع السلبي والأعمال الرفع المفرطة تدقيقًا فورًا. Open day يوم منح للمتبرعين كل مال مشترك يمكنه هيدي يمكننا هيدي بالمدرسة يمكن بشكل خاص إذا كان يمكننا هيدي كليًا الأكاديمي كتير كثير معهم.

إذاً كيف نسعى للقياس بالنسبة للخصائص التي يجب أن ينتمي بها الأهل حتى يمكنهم أن يعملوا بأمر أهلهم المدرسة؟

وإذاً أعد خصوصية العليا التي يمكنها هي وإضافة للوعي والتأكيد للعلم إن يليب يعني الخطأ وصلباً هذا كأنه موافق يعني كل أصالة موافقة كلا موافقة وتحتوي على كل الرعاية في نحن منصراً من ولي الأهل!

شكراً أنت أخيرًا بالنسبة للخصائص.

... للخصائص كما تأتي نهتم أهم خصوصية كيف يكون الأهل علىهم إن يفهموا إذا إنو هي خصوصية مهمة يمكن أن يكون الأهل نهاية بلغًا من علم إذا كانت أشغال يتبعها عن ابن نفسي على هدا أمر كثر صعب، أما الاهتمام بالتمييز هو مشاركة التالية لأن نذكرنا بحاجة إلى من ياخذ بيده وخاصة في هذه الأيام!

إذا كيف يشرك الأهل في تعزيز منهجية؟

... ثانى نحن بيعتقل الوعي ما هي النبي الوعي والثقافة.

إذا كيف يشرك الأهل في تعزيز منهجية السنة الدراسي؟

والناجي نحن أه بالانتشار يعني أن يشرك الأهل بأعمال منهجية السنة الدراسية بشكل منهجي ومنتظم ما من مرة. إننا بالفعل اتفاقنا مع الاثنين مستمرة في كل المواضع، إننا يتعلق إليهم، هذا الاحتكاك المباشر إذا أصدر أن يلزمنا تاماً بتأكيد الأهل بالنسبة لأولاده باتير على نسخة مناقشة المنهاج، اتفاقات بالنسبة للواجبات، كأننا نحن مثل أي ملح الأهل في نظرتهم إلى وضع المناهج ولكن حالات ديننا مع يمكن مع هالجان وهام يعني هام مجالس الجريدة وخاصة مجالس الصناديق مثل مجالس الأهل المجالس الدورية الذي يقدم الإدارة بمسؤولاً حققتنا وغير المعلمين في كلًا للعائلات وأن العائلة الأهل إذا أخذت فهو ينادي بعضه على الطريقة بأن يشرك الأهل بالعمل والتلاميذ ما بين الأهل والتعليم إن يشارك في يعني يشارك ويجملنا توصيات حتى نقول هنا توصيات لملاحظات في وضع المناهج.
الإسهامات والاهتمامات الخاصة...

بالإضافة إلى أبٍ، هم أهل متضمنين الحقيقة نتيجة لذين للمدرسة وهذا يمكن أن نكون جنّاً عضوان. على أن الأب النموذجي يشير تمامًا إلى المدرسة هي منزل أب لأب، معروف بإلى أب قديم قد يصول وعيه. على أن النموذجي من نوع النموذجي. في المشاركة مع الشبيبة يشير المدرسة كأنها مدعومة ببعض الأهل ممن يسعفونهم في موضوع...

في أهل شعروا بأجواءً ممسةً، ولا يرون يشاركون في بعض المناسبات والاجتماعات. وكانوا يبحثون حقيقة جدًا أن أعمت الاطباق ونزع بعض الأهل وكان الآخرين ينوهون بشركتهم...

يأتي ما يشوف الرأى أو هم يشتركون بالأنشطة ويتصور حتى يتبني أكثر أب أو يا أنا كما أصل أسير هو...

بالفعل الإذاعة الصحفية تم تلبث دور كثير من الآباء النموذجي يشير بأن المدرسة كلاً إلى جانبهم من المدرسة. لمسؤولة الحلقة إيه للمعلمين عند كثرة الالتزام ثم الأكاديمية عند الدعاء عند الكلمة النموذجية يشير قبل صوتهما إلى الصفوف وهو بمقدار تلك.

الإجابة على وجه التجافي والتضايق. يعني يواكب جميع التدابير، متماً يبجي على ودائعاء وذوق...

قد سند سباعين ينوي لنه...

اسمهم على أن أصبح الأهل عندن إيه كاميرات شى حلٍ صار متزعمواس الإذاعة الصحفية تستطيع...

"لا بغي...

Interrupted

Agreement

Interrupted

Interrupted

Interrupted

Proud

Stress

Stress

RN

GK
عن جد في حلّ
"الأهل هو حيّ في المحيط، يعيش في الحيّ.
لأننا أبناء هوية راسخة، نحن ندعه ونحكي من خلاله ملاحظات دولية أخرى.
يمكننا استخدام التدريس صبحاً موسيقياً حلوة ناهية...
لاحظت الموسيقى مليئة بالحياة، شوّه أصوات بنغيلين بروكسيوم بيتكيلين ويتسمّيان.
ذوقهم ويتنفسون على العمل.

كثير صعبة... وهم يقمنا أصوات ويروينا الصعب من لاحقة. وكننا من لاحق أن يصغوا
يدني لإلي تتكامّل قام مسرحية إن. عم يضمّنا موسيقى فيّة عندنا الحمص.
طبعاً، نحن الشباب في نزاع الصبحة عم يلعب كثير دور وهمي الأهل عم ينغرقو فيها.

يركة عم يروينا بساعة الحقيقة.

أه ما هو بالنسبة لمشاركة الأهل ومرفقهم لأمر أو لدان المدرسية كيف يتأثر على
اكتسابهم المهارات التوظيفية؟ يقصد هون إن مشاركة بالبيت أه ما متابعت لأصير أو
رابع بالبيت.

وأنا هنا يمكننا أن نتحدث تدفق تدفق حول دور الأهل بالبيت. لأن إذا ما في دور
الأهل بالبيت هنا ينصب إلو العمل ineffici أو إيد لوحدها ما يزعم ينفي من ركز
نها من دور المتابعة في المنزل والمشاركة النزاعية هوج المتابع عند الساعات والله
ابنها في أهداء أداء وğini على خمس ساعات لا ما يكفي ضع بالدرجة رجوب البرامج
التي يدرسه وحن المشاركة الجماعية هوي صنا نشط فيها لازم هنا التعليم ناشط بالمرحلة
الإنترنتية فتحلى النشاط والجماعي هوي عم نجعل من التمرين عدّن بالعمل مقومات.
إب إذا ذهب إلى البيت عم يدرس وًّا في عدّن مرايا من الأهل حتى يساعدون في
الواقع يساهم بإيجاد المكان المناسب لأمر إذا ما كان فين مكان مناسب ومحيط معن.
وبيّة معيّنة لا يستطيع التمديد أن يعني ما عدّن من طاقات وحتى أيضاً كأن أن أه
طعاً أن ينحو النزاع الكامل فين وإلي وللواحة المتابعة ومحيط المانسبر
ويكن والرفقة عندما كل عمل جميل يقوم به أن يشجع الأهل إلاداهن ومنه يصير
حنون بالفعل يعني إذا وصلنا بهالدورة هوي من المستوي من الرعي. أنا أعتقد أن م-
كون حقاً كثير من النجاح هوي.

إنجاز

ومننا وننا بنتجنا كما بسراحة إن يكمن في عنا دورة إن شاء الله، يمكنه هلاق
منطقة على أمستر لهالدورة الحالة أو السنت كمان إرية وإلي في يعمل أه دورة
توعية...

توقيعة لألأل حول

يمكن يعني معرفة بعض المهارات يلي يمجلوها حتى يساعدون كمان نحن بهالمرحلة

Smiling
RN

GK
Interrupted
Continues

Thinking

RN

12:00
Stress
Stress
Stressing

Stress

RN

GK

RN

High Pitch

Stress
هدي ويسيد معًا أو ما أطلق عليه في الأدب العربي "الناصر". إن هذا لدigne لكونه يشكل نوجعًا للفطرة البشرية، حيث يمنح الإنسان القدرة على إحداث التغييرات في الحياة، وينهي العواطف. حيث يمكن للأهل أن يساعدوا ابنهم ويعززوا توقعاتهم وترغبوا في أن يكونوا بمثابة نجوم في الحياة، وينغرفوا في عالم إبداعهم. نحن نعلم أن الاستقلال يمكن أن يكون نشاطًا مثيرًا، لكنه يحتاج إلى الرعاية والتوجيه للتأكد من أن الأهل يمكنهم التعامل معه بشكل صحيح.

"أليس من المثير للاهتمام أن الأهل يحتاجون إلى رعاية؟"

"هل يمكن أن نكون في سلطة أو في التأثير على الشاب؟"

"لست متأكدًا أن الأهل يمكنون أن يكونوا في ساحة الحياة ...

"أليس من المثير للاهتمام أن الأهل يحتاجون إلى رعاية؟"

"هل يمكن أن نكون في سلطة أو في التأثير على الشاب؟"

"أليس من المثير للاهتمام أن الأهل يحتاجون إلى رعاية؟"

"هل يمكن أن نكون في سلطة أو في التأثير على الشاب؟"

"أليس من المثير للاهتمام أن الأهل يحتاجون إلى رعاية؟"

"هل يمكن أن نكون في سلطة أو في التأثير على الشاب؟"

"أليس من المثير للاهتمام أن الأهل يحتاجون إلى رعاية؟"
والأضحى نحن نعا وفي برامج صحية وهي في عناية تدريبية من الأفراد العاملين في الأندية الرياضية إلى مكن تتأثر بعض الفصول وكيف الوضعية منها عن محاضرات وتندوا عن حالية اليوم العمانية لأن كثر مهن الدماغ والقليل للذين إذا أعنا خلافات أول الألغام عند هذا حوالى عنا السباقات من المدارس يلي فتحه.

هذه الأيام عنا تدوات تذكارية تأتي وزارة الداخلية وينظم مدرستنا من المدارس يلي تنمية على اتصال مع وزارة الداخلية للتنمية محاضرة ينبغي إبداع التمثيل على تطبيق الاقتراح والاجتماع به عن تدوات تذكارية الحقيرة آنا كسام أو محاضرات أو حفلات التراثية وخصوصا أمام قميزة الربوة ضمن الروحة الأنف مفتوح البيت ليني يحضروا وإن السفرون ينبغي محضر المنصرف بكثير من مرة في العام الدراسي بالإضافة إلى أن اليوم المفتوح يلي بيسير.

وعننا بالفعل تلائم فعل الاتصالات خارجية في وصول نحتل للعالمية ونمي رحوصا جوازات من عنا تشييد شاكي خزجال كثر حقائق من كذا مع مجموعة من الطلاب وبالتالي شفتنا مستوى الثانوية من خلال أسلحة للكلية الإكليلية وهل رح يعثونا بلي هو ضروره وحطرنا ندا من المدارس ال Orientation الأولى بالمالدة كما هو صلب في للجادته يلكنا ويدن تو في ييجي ويجي في يتضح التمثيل الصف الثالث شدوى فس المطربن من حتى يهقوه على في ي tjحzhc بالجلالة يرفقوه ويندموا وإن ما ركزوا عليه هندي بالفعل آنا كثير لنا نحنا ندتهم بهدف للسجدة والمحاضرات.

أنا كسام في سؤال السيد غازى أنه، يعتبر إذا إشراك الأمور وإعلانهم بأمور أو لاحم المدرسية بساحة في تحسين بعض الأمور في المدرسية يعني هل يكون

عدن بعض الاقتراحات لتحسين بعض الأمور؟

كثير، آنا حنا عنا أهل وعنص كبير بأمور تتعلق بنواحي عديدة إن كان وخاصة بالأمور التي تتعلق ببالسلوك بالسلوك (الثانية). أكاديمياً ما بيدل خاطر ولا!

اكدامياً أنا يعتقد أن يمكن نحا بدنا هلاق بتشكل على اتصال معهن ودمشام معن إذا كننا من خلال يمكن بعض الفصول التي يتعلق بالموضوع المهارات التعليمية للوصول لمستوى إني بالفعل يشاركو إشمال إلكال المجلة الدراسة إشمال. يركز مع الكلاب ومع الأستاذة ومع الإدارة يكون إني دور كبير بالمشاركة هندي الأكاديمية بالمدرسة.

أه هل في خدمة لجنة للأمانة؟
طباعاً آنا تألفت نسار البيت.
أطبخ هاهاها

ما تتذكر نهار السبت وتزعمت المهتمة وكان بعمل شرح من الإدارة وثاني عن
المسارينتين خلال 3 سنوات وما هو مطلوب للحالة وثم عم العمل للسنة حتى
يدرها هنا بعد وكذكاء مشاريع.
كل سنة يكون في مجلس جديد؟
كل ثلاث سنوات يكون في مجلس جديد.
3 سنوات.

بس نحن ملتزمين إن أو هالسنة يمكن مرحلة جديدة ملتزمين هالسنة...

في أهداف جيدة.

في أهداف جديدة في لجان جديدة في عمل جيد.

أهداكم مرة بيجتمعوا أو تقريرًا أعضاء هيئة؟
ولله هو أو المروج يتعامينا يعني مؤسسين يمكن أن كل أسبوعين مرة وطبعاً
حين تدعو الحاجة إذا كان في حاجة للإجابة فا بيجتمعوا.

أهدا ما يعرف هلاق إذا صار في هناك بعض من إن أوه وذاباتهم أو برأي عن
سنة الماضية شو كانت بعض إن أوه وذاباتهم للجنة.

وأهدا طلابهم هرية بالفعل تماماً عم من أنملها يا يا يعني تعزيز المختبرات مختبرات
العلوم مختبرات الكمبيوتر يعني الجمعية أمينة بالفعل هذه لأن أو أعدادنا كبيرة نحن
وصار في عنا مختبر للإيراني وعي ختوالأتوتر عنا خروبة
ولا بالجهة موجودة حق الآن مختبر خاص للروضة، للروضة وهبذا كبير مهم
حسب أعيننا حسب الماسين يلي ببلاغ حسب البرامج يلي بيكتشروا حسب
الروبوت الصغير الخروبة كونه نحن نحن فا بالفعل أي يعني ملاحب الروضة تجهزت
هلك ومع يتهمها رسومات مهنة جدًا وفيها كل بالفعل يبيطلوا كمان يمكن أن، وهبذا
نحن عم فسه لإن أو هو يبيطلوا بعض الأهل عم يتهموا مروج الأتتكرارات يعني نحن بعد
ما تحركتنا عن أهدا بعض الأهل حسن نحن هلاق عم نوجي الأهل مفوعي بكل طالبنا
هيدن الوعي ضمن الاشتراحات وليس ميزة إن تتهبه يا أهدا الكرم الناس
المصغرة إلى يبيطلوا فيها فالطابق مثل مثل المحترفين ويتهموا تسندوف على
لاكهة أنما في كون ت TestUtils عليهم نحن عم نصرا كبير من مي نحن عم نعلموا ياهن خلال
السنة مصدراً أو خلال اليوم...

بالهانص صديقة من البيت من الدورة البيت.

أوهنا هيندا Gap.
 كثير نحن حاميس بالأمم ووصلنا هال
الأهل والأهل Message.

أونها هينداGap.
الأهل والأهل لل 현실
العالمية الحقيقة وحرصنا إن هايش خطر طبيعين نحن نحن نحن نحن نحن نحن نحن نحن نحن نحن نحن نحن نحن نحن نحن نحن نحن نحن نحن نحن نحن نحن نحن N
لا يوجد نص يمكن قراءته بشكل طبيعي من الصورة المقدمة.
لا كم جماعات باللغة يلي كفرعون في كل الأهل وفي الثلاثة المصدرات بيور كمان كمجموعة بنجمع كمجمعة حتى يكرروا وستيروها.

صروف الشهادات كما يعني نحا على إمساك مبكر معن ويعن أكثر الاتصالات هي تصميم مع أغلب صروف الشهادات لا تقطع المنتزه لأبو عنا بالنتيجة في عنا شهادة.

وفي هنا سافتر تحت آخر العام يعني هالالتحاق كمان بعنوان موافق كمانه، بحث التلميذ وبحث الأهل كمان ويكون يعني ليعني بتصدير أحمادة عنا بنتوقيعاً الحلقة.

أي توقع إجمال الأهل عن...

"أي توقع إجمال الأهل عن..." صحيح صحيح نحونا في بداية العام الدراسي كل الحلقات بسنا نجتمع بأهالي كل الحلقات يعني نحن عن خمس حلقات يعني خمس مرات نجتمع بالأهل بأيام مختلفة لأن ما شاء الله مجموعنا كبير وكل حالة إلا خصوصية معينة بعد ذلك أنه نجتمع أه بعد بد المرحلة بعد الفصل الأول،

آه عند نهاية كل فصل.

كل فصل لأرم يكون في إجتماع عام الأهل.

يعني تقريباً شي 3 مرات.

"3 ترتيب 3 مرات." لكل حلاقة؟

"كل الحلقات عبر الاجتماعات يلي يتصدر...".

القديمة.

 thành Parental Involvement

RN

GK

RN

GK

RN

GK

30:00
كيف يُوصف المستوى الاجتماعي للأهل بالمدرسة؟

وأنا هنا، وضعت هنا لمعرفة النسبة الاستراتيجية هنا كان في عنا يمكننا هنا، وضعت إنها
في عنا، وضعت بالمجتمع هنا، بنظرية الجديدة في عنا، ناحية في عنا، ناحية يمكن
غير إيجابية ما حانسها سابقة في إيه حتى تعرف، حتى ناحية، حتى تعرف، لناس، هنا، ناحية،
حتى تشترط عليها، المستوى الأول عننا زي ما قالتنا هنا أنه طبوا طول، إيه
يأتي مصطلح الدخول للدرجة حابين حضرموا كريكي ويتعرفوا.

هل هن هو... مستوي، مستوي، هنا مستوي، عندن مستوى.

مستوي، عندن مستوي، عندن مستوى.

مستوي، عندن مستوي، عندن مستوى.

هذه هناء، الإجابة هناء ما يبقى في عنا دكترنا لي عنا محاسين.

في عنا، محاسين في عنا، محاسين، لكن هناك إجابة عنا المبروك.

الرخص ودورة الوسط، ودورة أمالين، يعني يقينون إلى مهن مهن، أنهم أهل حرة
ويكي، يعني، المهن้า، وهنا مكتب محامي لا يصلحوا مشاريع، مشاريع،
سائح، أتراك، إيه، يعني، باتريك، جوانين، كبار، سنتر.

يأتي دور الساحة ودور الهدية كريكي مهم، إيه...

لكي ليس، إيه أتاه...

لكي مهم،

أي كريكي، مهم، في كريكي، مهم، هناء مكتشي، عندن قلب طيب، عندن تعون كريكي
مثال حسابين، بالفعل، يعني، بتعطي، المدرسة، يتقبله، يعني، هناء، يساعد، المدرسة
ويعملون على المدرسة، واللغة الحضرية، التي، يتعلم، فيها، التكلم، ومناحيل، فيها
بعضنا، ومن خاطب، الحساب، يعني، منحوتة، التصبيح، للتعصب، منحوتة، لا يمكن
الدخول دون استثناء الطالب، عندن صار موقف ملوكية كريكي مبروك، على ملوكية
ملوحية، فيها، عبر الإنترنت، عبر المكتشي، أنهم، الأشياء، يعني، في عنا نوع، من التوجه.

هوي، نقدنا عنا، يوم الاثنين، صار، كان يوم، ثم، هنا، من الإنترنت، في عنا، موسوعة، الترفيه،
الدينية، حم، حم، أم، كريكي، بالفعل، أن تضمن، الفعل، أن تضمن، له،
دائمًا، بالإكلام، إذا، بالعمل، ودائمًا، كريكي، يعني...

هل يبرك يوفر، المستوى العلمي، الاجتماعي، الدخول على متابعة، أمور، أوردهم
المستوى؟

هذا ما في شك، إنه، فلتر كبير، ولكن هنا، مشاكل، مجتمعات، و.chars، منظم، مجتمعات
معتمدة كبيرة، وفي عنا يمكن، أن يمكن، عندي، ش adoئات، كبيرة، ولكن، مستوي،
أولادهم من ملف المطلوب، ففا، هناك، مجتمع، إنك، طاب، أهل، تعلمو، هنا، بدأ، تتسع،
معهن، حتى، يمكننا، من، مهارات، ما، في شك، إذا، منجع، ما، بين، اللقيدة، والعلم، والمستوى.
لا يوجد نص يمكن قراءته بشكل طبيعي من الصورة المقدمة.
Appendix F
Interview 2

Informant: Mr. Mostapha Al-Rabaa
Interviewer: Rima Nehfawi
Date: 21/12/2005
Subject: Effect of Parental Involvement on Students Achievement
Place and Time: Public School, Principal's office at 1:10 PM

Other relevant information: Mr. Mostapha Al-Rabaa taught Arabic language for secondary classes for 32 years and has become the principal of this school since two years.

آه أستاذ مصطفى كيف تتجسد مشاركة الأهل بأمور أولادهم الأكاديمية في مدرستكم؟

آه تتجسد مشاركة الأهل بأمور أولادهم الأكاديمية في مدرستي من خلال نظم اللقاءات الأسبوعية مع المعلمين والإدارة للتأكد بمستويات أبنائهم والتأكد من أجل متابعة جميع القضايا التي تدور حول تحسينهم على المدى البعيد، النجاح والنجاح ومن خلال متابعتهم في المنزل وإشراف المعلمين على تحضيرهم المنزلية، وفرضهم وأبحاثهم التي يكرون بإعدادها.

آه هذا يتطلب من الأهل يعني إنه آه يعني بترجمة أكثر بالنساء إنه كيف لازم يدعمون أولادهم باليت أو يقدمون معهم أو يدعمونهم؟

هناك مراجعة كثيرة من أجل متابعة التقدم ودراسة النظر إلى الأسر يجب على الأهل متابعتها وخصوصاً الأسرة المسلمة في الأمور العملية وتحديد هذه الأشياء من أجل إيجاد الحلول المناسبة للمشكلة لها.

أوه ما هي الخصائص التي يجب أن يتمتع بها الأهل حتى يكون المشاركة في أمور أولادهم المدرسية؟

أوه الخصائص التي يجب أن يتمتع بها الأهل حتى ي يستطيع المشاركة في شؤون أولادهم المدرسية هي علاقة المستوى العلمي، يجب أن يتمتع الأهل بمستوى علمي ولو مقبول حتى يستطيعون أن يتبعوا مستويات أولادهم العلمي. أن يتعاملوا مع متطلبات السرية العلمية والتعاون مع الأساتذة بالتعاون، رفع مستوى. ثم هناك تقبل الملاحظات يجب أن يتمتع الأول بروحية التقبل ويسعون دائماً من أجل إرضاء أولادهم ومساعدتهم على تحقيق أي مشاكلة قد يواجهونها ثم التفكير السلمي والسلم هناك بعض الأهل يجب أن يتمتعوا بهذا التفكير لكي نستطيع لاتنتقل إيجابي ثم التكرار في مالمية الأمور، وأخذها بشيء.

stress Thinking
وسلطة لكي نستطيع أن نعد أوراقًا صالحة.

هذا تعيين أساتذة مستقلين أيقوني عينن في شكل يسمي ينعي معظم الأهل دون عندهن.

هل هناك نقص في الفرق؟ ومثلًا في مكتبلا؟ ومن ثم التفكير في إخراج القرار بذلك.

أيأكقيم يمكن أن يكون غير ملمعًا كثيرًا؟ ولكن مستمرة ومتعمقة والبيئة.

كيف نشارك الأهل في تحضير مخرج السنة DDS وما رأيك بالأمور الأخلاقية؟

أي بالنسبة لمنجات السنة DDS هناك نهج رمزي يجب تطبيقه في المدرسة باستمرار.

إذا واسطًا على هذا الطريق وبالنصائح والاقتراحات في هذا الاتجاه يجب أن نتعاونوا على تحقيق الأشياء الأخلاقية التشغيلاتместورية يمكن أن يساهموا فيها من أجل تأمين المواد من أهل ألا أOTALI UA المتفقين التي تساهم في تنمية هذه

النشاطات وتفديدها بحضور المتفكرين.

مثل مثل مثائي بالتحديد؟

أي التشغيلات الالبانيا في التي (تطلب) خارج الصفن ألا من أه زيار معارض من تحضير دراسات تطبغ من الطلاب ألا من أهل الالبانيا إلى السنوات من تنمية النشاطات الداخلية في المدرسة آلا ويعمل بالأهل على إتمامها.

أي نشاطًا يحتوي على تنظيمها يعني بوجوجة مع الأهل؟

أي يمكننا معا ويوصنا ونشارك أبناءهم بهذه الأشياء.

هل تعتبر أن إشراك الأهل والعائل على معرفتهم للأمور المدرسية يعكس إيجابيًا على

التعاون والمدرسة؟

بطاقات إشراك الأهل آلا الذين يتمتعون بموقفًا مميز ونحية التفكير الصحيح من ناحية الإعداد ومن الناحية العلمية يمكن أن يكون المردود إيجابيًا على المدرسة والتعليم.

ولكن هناك نقطة تدخلاً يؤدي إلى أه سلبية في المدرسة ونحتاج دائمًا إلى التجربة آلا الأفكار الذين لا يتركون الأمر جيدًا ونتذرق من الأفكار الروعين لأمور أبناءهن وأدور

المدرسة.

كيف نتبادر مشاركة الأهل ومعرفتهم لأمور أورودهم المدرسية على اكتسابهم للمهارات
التعليم

أنا، مشاركة الأهل تزودي إلى تكتسب المهارات التعليمية حيث يرثون القضايا، آن التي
يعاني منها أثناء مهندس وهو يطرح على أماكن التربوية الجديدة وعلى أطفال التعليم
المجتمعية المتصرفون في المجتمع مرايا أفعالهم من خلال هذه الأساليب واهد المعرفة.

هل هو مشاهد مهندس (الأهل) أو يقتضي أن يكون ما الأسس المبنية، هل في
اجتماعات ينعقد للأمه لإطلاع على المقاصد الجديدة والتعليم؟

هناك إشادة دورية للأهل لكل سنة على مدى، ونعلم الأول بالذات التي يتر بها
تواصل خلال العام وتبنيها على الأورك لكي تحمي من تحقيق أفضل مستوى على
التعليم والذكاء، آن تكون هناك مناشدة للذكور ويشكل الأهل عن كل منها، كونه
أبنائهما.

ما هي النشاطات والأنشطة المدرسية التي تطلب من الأهل المشاركة فيها أو غير

هذه النشاطات والأنشطة المدرسية التي يطلب من الأهل حضورها آن تحضرهم.

هذه أنشطة وطنية مثل عدد المعلم عدد الأطفال، آن ويذكر أن عدد الأهل عدد المعلم.
لا يمكننا أن ن撇ك في زيارة بعض المبادرات، ويعود تطور هذه الأنشطة، آن أشياء كتب المعلم للاستماع الأمأل، لكي تذهب
إلى هذه الأحداث لتعريف الطلاب عليها، وأيضًا هناك الخلفية والخلفية التي ننظر أطفال الأول
والأمانة، وأضاً الجهات الرسمية ما هو الإنتاج الذي حصله خلال العام، تتمكن هذه
خلفية، آن ما في نشاط يعنينا تيوج الأهل على المدرسية بحضورهم مع الأنداد مع المدرسة.

ما هي النشاطات التي، النشاطات التي يحضرها الأهل؟ فقط حضور؟

أنا مشاهد مهندس، آن يمكن أن يأتي الأهل، بينما في تخفيض الرحلات، زيارة
المعلمين، زيارة المدارس، والأخلاقيات الحقائق في الأفعال، فيما يساهم في
تشيير أمهن الطلبة.

ما هي النشاطات التي، النشاطات التي يحضرها الأهل؟ فقط حضور؟

أنا مشاهد مهندس، آن يمكن أن يأتي الأهل، بينما في تخفيض الرحلات، زيارة
المدارس، زيارة المدارس، لكي يعرفون عن كتب

ماذا يحقق أبنائهم؟

هذا تعبير أن أشكر الأهل بإعلامهم بدور أبناءهم المدرسية ساعد في تحقيق بعض.
الأمور في المدرسة

هذا هو مجالتفاع على تصميم أكثر من الأمور لأن الأمهات ينطلقون جديًا على المستوى التعليمي في المدرسة وعلى كيفية التعامل مع أبنائهن وتطوير أنفسهم. في كل مشارك كثيرة مباشرة مع الأمهات يمكن أن تكون الإدارة دون تدخلها ويمكن للأم من خلال المنزل ومن خلال ملائمتهم من خلال المدرسة أن تتواصلوا على الخط الوجهة.

ماذا آذى?

هناك بعض القضايا التي تُضِكِّب الدروس أجصالة الإحسان لـ الحركة الزائدة التكبير الباطني، هناك أوقات كبيرة يمكن أن يأتي منها الطالب يمكن أن تتب茱ح مع الأمهات وتوصيلها إلى نتائج إيجابية.

في حال تواصلنا إلى تأثير إيجابية بـالآمور هادي كيف يمكن مهاجمة على المدرسة وتنميتها، يعني آذى؟

أدرك أن يكون هناك تعاون بين الأمهات والإدارة والمملكة على حل معظم القضايا التي تتعلق بـالتحصيل العلمي للطلاب يمكن أن يؤدي إلى مستوى جديد للمرشدة عامة.

هل لديك لجنة لـ للأم؟

ثمة هناك لجنة لأم، آذى تائف هذه توجيه من اللجان هناك هيئة المامة التي تتألف من عدد العددات هناك أم، حوالي 33 صمغ علي أ، كل صمغ هناك ممثل للأم يعي عندي 33 ممثل للأم، يتمثل الأجل آم هو مندوبين هيئة المامة هيئة المامة عامة هذه الهيئة الممثلة تجمعه حوالي مرتين أو ثلاث مرات في السنة المقدسة الأولى لاختيار الهيئة الإدارية التي تشرف على الأمهات مباشرة تتألف من رئيس للجنة الأهل من نائب للرئيس من أمين السر ومن أمين لمنصبون وثالثة مشاركتين يعتن (إدموند) وبعده ثلاث مشاركات هذه الهيئة الإدارية، التي تقوم بأنشئ لجنة الأهل وهي تنظم الأفكار المساهمة المادية وجميع أنواع الدم المدرسة، بمعنى لجنة الأهل هي تكون ممثلة دم مادي ومعنوي للمدرسة.

أذى كم مرة يجتمعون؟

12:00

هيئة الإدارة الإدارية تجتمع حوالي في الشهر مرة أو مرتين حسب الحاجة إذا كانت هناك أمور مستهدفة تدعو إلى إلقاء الإعصار، وبحث هذه الأمور وكل متبرعاتها تترفع إلى الإدارة والإدارة إذا كان هناك ضرورة تترفع إلى أمومة الإدارة للتأكيد المواضيع عليها لأن ليس هناك قطاعات انخراطية كثيرة من خلال النظام، تترفع الإدارة ثم الرؤية لificance.

هل في إصدار للأم المباشرة ولا في أور يخلق مباشر مقترح بـ إعدادهم وفقاً له؟

أعلم أن في الأور مباشرة وفي منشأة يمكن أن تطرد في قبائل الأهل لدعم الطفل آم من ناحية التعليم إذا كان هناك خلل من ناحية الأسنان في قضية كان ممكن تطويروا بدواوير وطاوارى ووصل إلى تقنية أي شيء يساعد في تمكين

MR

MR

MR

MR

MR

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MR
المستوى العلمي يمكن بطالووا بوس كار بواسطة عبر الإدارة.

عبر الإدارة.

آه، الوزراء.

نعم، ما هو بعض أرقامهم وظائفهم؟ غير أنه مثل مثل، هناك ستة أستاذ فقط أستاذ نفسهم يكتبون إلى

أستاذ لهماصف هذا أو هكذا هو؟

رش داشا يطلبون المستوى الأفضل وأحدثه، هناك لدينا أفضل الأساتذة، وهم يرون ذلك، ويتبعون عن كتاب كرامة تحصل أيهما من هناك دائماً يريدون أفضل التجهيزات ومدرستنا حيلية تحارب عبر قرارات إثر نجهزها بأفضل التجهيزات وا تلمني أفضل الوسائل وأصبح لدينا الآن مكتبة جيدة ومختبر جيد. وهناك قاعة للقراءة، وهناك أمن، جيد يبني عبر مراحل حياتنا أفضل الإنتاج هذا ما يطبع إليه الأمل، ولن استعداد دائم.

للهدم المادي والمعنوي لتحقيق كل طلبات الإدارة.

هذا يمكنكة معزة خاصة بالمدرس.

تدم هناك محلة خاصة ستدرست السنة الماضية وسأرسلها بنسخة عنها.

هل توزع للطلاب؟

وزعت كانت تريد السنة الماضية وأرخت لمعد من الأهل وطلاب.

أه، تصدر مرة في السنة؟

مرة في السنة.

مرة في السنة.

تحارب هذه السنة أن نطورها أكثر.

أه، م مرة في السنة تنظيمون اجتماع عام للأهل؟

اجتماع عام للأهل يكون على الأقل ثلاث مرات وأربع مرات السنة الأولى عند افتتاح المدرسة لإعداد التجهيزات العامة والمرأة الثانية عند النهاية نتائج الفصل الأول و وبعد استنتاج نصف السنة ترقى إنتهاء السنة توجه إرشادات عامة من أجل الأبناء وكلما دعت الضرورة إذا كانت ضرورة فنذو إلى دعوات مسبقة.

كيف تصف المستوى الاجتماعي والطبيعي للأهل في مدرستك يمكن تحدث كمان على

هذا يبلغ بالأسف؟

هناك أنواع متعددة من الأهل هناك التكلم الأمور وهناك منفوق وهناك الإنسان العادي البسيط الذي ترى الأمور وسبط ولا يعرف كيفية التعاطي معنا وهذا المشكلة مع البعض ولكن الأكثرية يقيلون لأنهم يريدون مصلحة أبنائهم ويريدون مصلحة
المدرسة أيضاً:

بالنسبة للمستوى العلمي الأكاديمي كأولى من جملة مستويات الأكاديمية،
والامية للأهل أرى أن هناك طبقة متعلمة أصبح لدينا طبقة متعلمة ومتخصصة البعض هناك
حائطين لديهم عنفطة نهج هذه تؤثر على الأبناء هنا نرى للتعامل مع الأمال لأن لنيتهم
العلاقة فقط إما ندم بإعدادهم الإعداد الجيد أخلاقياً وعلميًا وهناك تجاوب من قبل هذه
الثقة.

لا أعتقد أن المستوى العلمي هو شهادة الوزير أو أي أكاديمية أو ما دون؟
والله هناك مهندسين وهناك طبقة متعلمة وهناك أطباء آه وهنالك آه أهل من أصحاب
الإيجابات لأنها أستمتعنا في عصر متطور مما كان هناك شهادات كثيرة وهناك طبقة
عملية وهناك طبقة عائمة وهناك...

الأكاديمية طبقة متوسطة الثقافة ولكن هناك تعلمي جيد تتقهم الـ...

إلى أن مدى يؤثر المستوى الاجتماعي والuml. الأكاديمى في متابعة أمور أولادهم
الأكاديمية ومساراتهم فيها؟

إن المستوى الاجتماعي والuml. الأكاديمى ليس معتمداً في إعدادهم لأولادهم الأكاديمى لأن
الإمام الشافى وذكره الشافى ومنهج الطبقة الصحيحة لمتابعة أبناءه إن آه في المنزل وإن
في المدرسة ومن خلال مستوى المستوى يستطيعون أن يحققوا لأبنائهم المتابعة الجيدة
والتحصيل الجيد وإذا كان المستوى الاجتماعي غير صحيح أو الفهم Warehouse على
أبنائهم سابقاً ولكن آه هناك البعض بلرغم من المستوى يحاول أن يحسن من أوضاع أبنائه
ويتقبلهم بالطريقة الجيدة.

أوكى مثلاً مصطفى أنا بدي أشكرك كثير على هالوضيتك
تكرم عيونك.

فذلك كثير بسخطوات كثيرة حلوة وإن شاء الله أقدر استخدمها بشكل مظروف ودراستي.
Appendix G

استمارة المدربين والمشرفين

هذا الاستمارة هي جزء من تحضير الأطروحة في الدراسات العليا في رعاية الإدارة التربوية. إنها ليست للتشرير، لذا أرجو أن تكون الإجابات صحيحة وموضوعية.

اختار الجواب المناسب حسب وجهة نظرك من الأمر أو الموضوع.
• لا تذكر اسمك أو اسم المدرسة.
• الرجاء الإجابة على الأسئلة بكل موضوعية وجرد.

1. الجنس
   أ. ذكر
   ب. أنثى

2. العمر
   أ. دون العشرين سنة
   ب. بين 20 و30 سنة
   ج. بين 30 و40 سنة
   د. أكثر من 40 سنة

3. الخبرة في التعليم
   أ. أقل من 5 سنوات
   ب. 5 إلى 10 سنوات
   ج. 11 إلى 20 سنة
   د. أكثر

4. تدريس/تدريب
   أ. الصفوف الأولى والثانية
   ب. الصفوف الثالثة والرابعة
   ج. الصفوف الخامسة والسادسة
   د. الصفوف السابعة والثامنة
   إ. الصفوف التالية

5. اللغة (عربي، إنجليزي، فرنسي)
   أ. اللغة العربية
   ب. اللغة الإنجليزية
   ج. اللغة الفرنسية
   د. اللغة الإيطالية
   إ. اللغة الإسبانية
   ف. اللغة الألمانية

6. تواصل/تواصل مع أهالي التلاميذ عبر البريد الالكتروني
   أ. تحديد موعد لمقابلة الأهالي
   ب. الملاحظات اللازمة على مفتاح التقديم

7. من خلال جهودك في التعليم والتعامل مع الأهل برائك، ....... هي أفضل وسيلة للتواصل مع الأهل
   أ. تحديد موعد في المدرسة
   ب. التواصل هاتفياً
   ج. عبر البريد الإلكتروني

8. كاتبة الملاحظات، على المفكرة
   أ. زيارة المنزل
   ب. ملاحظات خاصة
   ج. تعليقات أخرى

9. الرجاء الإجابة على الأسئلة بكل موضوعية وجرد.
8. عندما تطلب التحدث أو مقابلة ولي أمر التلميذ يحضر عادة.
   1. الأهل
   2. المدرس الخلف
   3. المعلم
   4. السياسة أو الخادمة
   5. الإخوة

9. عندما تدعو المدرسة الأهل لحضور التجمع عام أو نشاط مدرسي أو مناسبة سنوية يحضر.
   1. الأهل
   2. المدرس الخلف
   3. المعلم
   4. السياسة أو الخادمة
   5. الإخوة

10. هل تعتبر أن المستوى العلمي والاجتماعي للإبل يؤثر على تحصيل التلميذ الدراسي؟
    1. نعم
    2. كلاً

11. معرفة الأهل والممامهم بشؤون أولادهم المدرسية يؤثر إيجابًا على تحصيلهم الدراسي.
    1.افق
    2. لا

12. التواصل المستمر بين الأهل والمدرسة يقلل من إمكانية حدوث مشاكل سلوكية واكاديمية عند التلميذ.
    1.افق
    2. لا

13. اهتمام الأهل بالأمور ولدهم المدرسية يعزز شخصيته ويتعزز ثقة بالنفس.
    1.افق
    2. لاأفق

14. متاحبة الأهل للأولادهم في البيت وفي المدرسة يؤثر إيجابًا على تطورهم الاجتماعي.
    1.افق
    2. لاأفق

15. بعد إجراء اتصال مع الأهل بأي طريقة من الطرق التي ذكرت سابقاً يظهر التلميذ اهتمام ومشاركة
    في الصف.
    1.افق
    2. لاأفق

16. عندما يدعو الأهل اهتمام ومتاحبة مستمرة لأمور أولادهم المدرسية ترفع نسبة تركز التلميذ في
    الصف وتحسن نتائجه في الإنجازات.
    1.افق
    2. لاأفق

---

إذا اختار الرقم المناسب لامام الأدوار المطروحة فإنه يتم نقله إلى إمكانية حدوثها، حيث أن الرقم 1 يرمز إلى دائمًا، 2 إلى غالبًا، 3 إلى أحيانًا، 4 إلى نادرًا، و 5 إلى أن الفكرة لا تطبق.

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</tbody>
</table>
8. يحضر المعلم ووظائف منزلية للتلاميذ تطاب مشتركة الاهل لتنفيذها.

9. بعض التلاميذ لا ينضمون بأنهاء وظائفهم المنزلية بشكل يوحي.

10. بعض التلاميذ ينضون بشكل مستمر للمدرسية دون معرفة الأهل.

11. تدعو المدرسة الاهل لحضور الاحتفالات في بعض المناسبات السنوية.

12. يبدي الاهل اهتمام ملحوظ عند حصول ولادهم على ملاحظة أو فتاوى بسبب تصرف سلبي في ملائم ويشاركون إدارة المدرسة بتنفيذ الإجراءات اللازمة.

13. يحضر الاهل ذو المستوى الابولي والجيشي المتواضع الاجتماعات والمقابلات مع الهيئة الإدارية والتربوية بشكل مستمر.

شكرًا لكم.
استمارة الأهل

هذه الاستمارة هي جزء من تحضير أطروحة في الدراسات العليا في مادة الإدارة التربوية. أنها ليست للنشر، لذا تُدار كحالة خاصة.

لا تذكر اسمك أو اسم المدرسة.
لا تتعرف على الأسئلة المطروحة بكل موضوعية وترجم.

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<tr>
<th>الجنس</th>
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<tr>
<td>أ. ذكر</td>
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<tr>
<td>ب. أنثى</td>
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<table>
<thead>
<tr>
<th>العمر</th>
</tr>
</thead>
<tbody>
<tr>
<td>أ. دون الثلاثين سنة</td>
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<tr>
<td>ب. بين 20 و30 سنة</td>
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<td>ج. بين 30 و 40 سنة</td>
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<tr>
<td>د. أكثر من 40 سنة</td>
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<table>
<thead>
<tr>
<th>المستوى العلمي</th>
</tr>
</thead>
<tbody>
<tr>
<td>أ. البكالوريا العامة</td>
</tr>
<tr>
<td>ب. الديبلوم ج. بكالوريا فنية</td>
</tr>
<tr>
<td>ج. البكالوريا اللبانية</td>
</tr>
<tr>
<td>د. دراسات عليا</td>
</tr>
<tr>
<td>إ. الدكتوراه</td>
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</tbody>
</table>

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<thead>
<tr>
<th>وظيفة ولد الأمر (الرجاء التحديد)</th>
</tr>
</thead>
<tbody>
<tr>
<td>أ. وظيفة</td>
</tr>
<tr>
<td>ب. اسم</td>
</tr>
</tbody>
</table>

5. سبب اختيارك هذه المدرسة أولادكم
أ. مع إعلانها ب. راتبها التربوي ج. قربها من المنزل د. أسعارها السنوية المناسبة |

6. تذهب إلى المدرسة لمتابعة شؤون ولدك المدرسة
أ. مرة في السنة ب. مرة في الأسبوع ج. مرة في الشهر د. أكثر من مرة في الأسبوع

7. هل تشعر بالمشاركة في بعض النشاطات المدرسية أو المناسبات السنوية الخاصة؟
أ. نعم ب. لا
8. كم مرة في السنة تحضور تشاطرات في المدرسة؟
أ. لا تحضور ب. مرة إلى 3 مرات ج. 4 إلى 6 مرات د. أكثر
9. كم مرة في السنة تشارك في تحضير تشاطرات في المدرسة؟
أ. لا تشارك ب. مرة إلى 3 مرات ج. 4 إلى 6 مرات د. أكثر
10. كم مرة في السنة تحضر اجتماع عام للأهل؟
أ. مرة كل فصل ب. مرتين كل فصل ج. أكثر من مرتين في الفصل
11. هل سبق ودعيت إلى اجتماع في بداية العام الدراسي بهدف تقديم كتاب واساليب تعليم جديدة بالإضافة إلى الادعاء الأساسية للعام الدراسي؟
أ. نعم ب. كلا
12. هل ابنك عضو في لجنة الأهالي؟
أ. نعم ب. كلا
13. إذا أќبت بعمر، كم مرة يجتمع أعضاء اللجنة سنوياً؟
أ. كل شهر ب. كل فصل ج. عندما تدعو الحاجة
14. هل تعتقد أن لجنة الأهالي تؤثر على قرارات المدرسة التي تتعلق بالأمور وذلک الأكاديمية والسلوكية؟
أ. نعم ب. كلا
15. يدرس ولدك عادة مع ………………. في البيت.
أ. والده او والدته ب. شقيقه او شقيقته ج. الجار د. مدرس خصوصي
16. هل سبق وساعدت ولدك في مشروع علمي أو بحث مدرسي أو عمل يدوي؟
أ. نعم ب. كلا
17. في المنزل تساعد ولدك خلال الدرس في ………………………….
أ. اللغة (عربي/الإنجليزي/الفرنسى) ب. علوم ج. رياضيات د. ف. و...
18. يرتدي ولدك ملابس مدرسية تكون من خلال ………………………………….
أ. قراءة المفكرة المدرسية كل يوم ب. زيارة إلى المدرسة أسوباً أو شهرياً ج. محادثة يومية مع ولدك حول يومه المدرسي د. مشاركة في النشاطات المدرسية
19. تعضي في المنزل …………………………… لمساعدة ولدك لإنهاء فروضه المدرسية.
أ. أقل من ساعة ب. أكثر من ساعة ج. ساعتان د. أكثر من ساعتين
20. هل معرفة الأهل لأمور أولادهم المدرسية ومشاركتهم فيها يؤثر إيجاباً على تحسينهم العلمي؟

أ. نعم
ب. كلا

21. هل تتوقع أن تكون الأهل باستمرار في متابعة أولادهم المدرسية مع المدرسة والمدير يقلل من المشاكل التي يواجهها الأهل والتعليم والمدرسة؟

أ. نعم
ب. كلا

شكرًا لكم.
Appendix I

Students' Questionnaire

Directions:
• Check only one box.
• Do not write your name.

1. I am a ______.
☐ boy ☐ girl

2. I am in grade ______.
☐ four ☐ five ☐ six

3. Usually, I study ______.
☐ alone ☐ with a parent (mom or dad)
☐ with a private teacher ☐ with my brother(s) or sister(s)
☐ with the maid

4. ______ participate(s) in school activities such as recitals, speech contests, theater, and special days.
☐ No body ☐ My parent(s)
☐ My private teacher ☐ My sister(s) or brother(s)
☐ My stepmother ☐ The maid

5. I talk to my ______ about things that happen with me at school. (You can tick more than one alternative)
☐ no one ☐ parent(s) ☐ stepmother
☐ brother(s) or sister(s) ☐ private teacher ☐ maid

6. My ______ mostly read(s) me bedtime stories.
☐ no one ☐ parent(s) ☐ stepmother
☐ brother(s) or sister(s) ☐ maid

Thank You!
Appendix J

الث: مدير الكلية
من: مسؤولية الحالة الثالثة
الموضوع: تطوير العلاقَة بين الطلاب والمجتمع المحلي
الهدف: تطوير العلاقة مع المجتمع المحلي
النشاط: تردد ويجيبي مع أولياء الأور
التاريخ: 11/11/2005
المكان: دار العلم عالية
الغلاف المستهدف: أولياء أور تفاعليات الحالة الثالثة

تحديات الاجتماع:

أ- مداخلة الاستاذ غازي خطي مدير الكلية:
عرض الاستاذ خطي مدير الكلية، جزءًا كبيرًا من المحاضرة على الحالة، وتحديد موقع الطالب، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحديد جزءًا كبيرًا من المحاضرة على الحالة، وتحدي
الاهتمام بتنظيم المرافعة قبل الاختبارات (خصوصًا ران برنامج الاختبارات يعني مهما)
وهو موزع بطريقة مروحية
• تشجع الانتفاضة على الاشتراك في الأنشطة الامثلية المقدمة لما لها من تأثير على نمو
شخصية التدبيك المتكاملة والمترابطة

- المناوبة

تقوم المسؤولة بمتابعة تطبيق الآل لما جاء من إلتقاء من توجيهات وأشادات وتبنيت تنطلق
بالنظام الداخلي من خلال مراقبتها ومتاحتها للازاء، على أن تستدعي من كدهم بحاجة إلى
تذكر بهذه الأمور على شكل اجتماعات قرائية.

مسؤول الحلقة الثانية
- صل المدرسة على تأمين تعليم نومي مميز تطبيقًا لما جاء في الرسالة والرؤية الخاصة بالعام الدراسي الحالي.
- إともكأن المدرسة ليست مكاناً للتعلم فقط، بل للعيش في مجتمع محض نعم فيه جميعاً.
- لتنمية النمو الخلاقي لأبنائنا.
- إمكانية رؤية المدرسة وشعبتها عند تعليم اللغة الإنجليزية حيث يتم توفير النمو المكترات للمتعلم.
- أكاديمياً، وجدانياً، إجتماعياً، ونوعياً ليسهبع مواطناً صالحاً إيجابياً في مواجهة تجاه نفسه والآخرين، وتجاه العالم، يتقدم عليه بشفق ومحبة.
- العمل على تمثيل قدرات أبنائنا في كافة مهارات اللغة التي تترابط وتمايز مع بعضها البعض.
- مساعدة الأبناء على الاعتماد على النفس، ويكون دورنا المرافق ومشارك إثناء الحاجة.
- تشجيع الفرقة والتعاون في تنمية الطفل إجتماعياً وإدارياً.
- العمل على إقانة التعلم للغة الصافية واستخدامه الإنجليزية ككلة تراسل خلال الحصة لمبتز.
- التأكد على أهمية قواعدين الصف لتثبيت بيئة تعليمية سليمة.

ب- الكتاب الجديد المستخدم:

الكتاب هو من سلسلة Trophies تم اختيار الأدب التالية:
1- ينوي استخدام النظريات في طرق تعليم اللغة الإنجليزية.
2- يوجد تقنية شائعة لكل الأهداف التعليمية المتطلبة حسب المناهج.
3- يحتوي نصوصاً متنوعة تراعي العمر الزمني للطالب وتفاوت في أساليب الكتابة.
4- يركز على المفردات وعلى شريعة معرفة متعلمينه من النص.
5- يركز على التواصل الشمولي (المحادثة، الإضاءة، القراءة الجريبية).
6- يشدد على استراتيجيات القراءة.
7- يشدد على الكتابة من خلال قلعة مختلفة.
8- تتكلم السلك الأدبي في تواجد تعليمات، تمارين في الأشعات.
9- يحتوي في نهاية على مجم محتوى.
10- يحتوي على بعض الأشعار والفصائد.

ج- طريقة التدريس:

* في بداية العام هناك أنشطة مختلفة:
  - التعرف.
  - تصنيح فرض المطالع.
  - الامتحان.
  - قواعدين الصف.
  - الاختبار التشخيصي.

مع التدريس phonics
Parental Involvement

كيف تعطي الدرس؟

- تقديم المحتوى ومناقشة ما يتضمنه:
- جلسة التدريس الصباحية أو Morning Message
- إعطاء الرسالة الصباحية
- تحديد جملة تحتوي لخطأ في الهجاءة أو اللهجات أو الصياغة ليضارب إلى تصحيح الخطأ.
- Daily Language Practice
- تمرين في الإصغاء.
- Read Aloud

- أعطاء معاني الكلمات الجديرة بعد تقديمها: vocabulary
- من خلال نصوص مبسطة.

Power Strategy أو Focus skill

- تقديم مهارة الدرس
- التعرف إلى الدرس من خلال قراءة العنوان، اسم المؤلف، قراءة الصور والتفصيل
- قراءة الدرس قراءة تحليلية والإجابة على العديد من الأسئلة المتنوعة في فهم النص والتفصيل
- التدريس في مجموعات
- تنفيذ التمارين الخاصة باللهجات واللغات.
- تقديم مشاريع خاصة بالدرس تتناول مواد أخرى مثل العلوم والرياضيات والإجتماعيات
- و/or
- تنفيذ النشاط الكتابي.
- أعطاء قصائد أو إشعار مرافق للدرس (إذا وجدت فيه).

- نظام التقييم:
  - وجود اختيارات تكوينية وتحصيلية.
  - معالجة الاختيارات الكمية والسمي 0/3 من المعالجة الأساسية ومعالجة الاختيارات التحصيلية 0/3 المعالجة الكلية.
  - المعالجة على بطاقة العلامات من 70 مقدمة إلى 30 على المجال النقدي و 0 على المجال الكلي.
  - تقييم التكنولوجيا و استراتيجيات المهارة على بطاقة العلامات مستخدمين رموزا:

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المطلوب مساعدتنا

طريقة المساعدة:

1- سؤال الطالب عما أخذ خلال اليوم الدراسي.
2- مراقبة المكتبة المدرسية.
3- الاهتمام بالخط والترتيب والنظافة عند تنفيذ الفروض المنزلية الكتابية.
4- الاهتمام بدراسة الإملاء وإعطاء إملاءات بسيطة من وقت لآخر.
5- التأكد من وجود مستلزمات الطالب في جنوبه (كتاب، دفاتر، أفلام، ألعاب، الخ ...).
6- ترخيص الإختبارات.
7- تشجيع الطالب على المطالعة.
8- الاهتمام بسلوك الطالب.
9- التشديد على أن يلتزم الطفل بناءً على مشاورة بسيطة للتفصيل.
10- إصلاح الطفل الوقت الكافي للإضاءة الهواء ومنفايع الأحياء معه.
11- إعداد ركيزات لتنفيذ الفروض المنزلية.
12- تعود الطفل على احترام الوقت وحسن تقسيمه وتخصيصه خاصًا عند تنفيذ الفروض المنزلية.

في نهاية اللقاء، أعد الأساتذة غزاري خطاب على مباشرة بعض الأهالي، بأن رسالة المقامد هي التعلم المميز والملتزم بالقيم الأخلاقية، تعلج الأمور، كذلك الدروس الدينية ورقائق الصف والذكاء الصباعية تحت الانتباه على الالتزام بالقيم الأخلاقية.

إن النشاطات الكشفية والرياضية تتم بإشراف الإدارة.
Appendix K

بيروت في 

حضرت ولي الأمر السيد

نخذه وبعد

يرجى من حضرتكم الحضور إلى المدرسة يوم غد

المبتعث في أمور دارمة يتعلق بصرفية ولدكم

الإدارة

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Appendix I.

--- حضرة ولي أمر التلميذ --- الرجاء الحضور نهارا --- الواقع في --- الى المدرسة لامور تتعلق بولدكم ---

الإدارة
Figure Caption

Figure 1. Percentages of different parties helping children with academic assignments at home.

Figure 2. Percentages of parents helping their children with academic assignments at home in relation to the time spent.

Figure 3. Percentages of students studying with different individuals at home.

Figure 4. Percentages of students discussing school issues with family members at home.

Figure 5. Percentages of teachers declaring the frequency of unfinished daily homework by students.

Figure 6. Percentages of teachers declaring the frequency of students' absenteeism.

Figure 7. Percentages of parents making school visits.

Figure 8. Percentages of parents attending school activities.

Figure 9. Percentages of parents participating in preparing for school activities.

Figure 10. Percentages of parents attending general parents' meetings.

Figure 11. Percentages of students stating the family member who participates in school activities.

Figure 12. Percentages of teachers stating the family member who attend school meetings and activities.

Figure 13. Percentages of teachers stating the frequency of parents responding to school remarks or disciplinary warnings given to their children.

Figure 14. Percentages of parents stating their opinions on the ways used to be involved in their children's academic affairs.
Figure 15. Percentages of parents being invited by the school at the beginning of the year to attend a meeting to discuss new teaching and learning strategies.

Figure 16. Percentages of parents agreeing that the parents' committee affects school decisions regarding students' academic affairs.

Figure 17. Percentages of teachers stating how they communicate with parents.

Figure 18. Percentages of teachers stating the best ways to communicate with parents.

Figure 19. Percentages of teachers stating the frequency of sending the school magazine to parents.

Figure 20. Percentages of teachers stating the frequency of inviting parents to the school extracurricular activities.

Figure 21. Percentages of teachers declaring the frequency of school inviting parents to activities and trips.

Figure 22. Percentages of teachers declaring the frequency of school inviting parents to introduce new books and teaching techniques.

Figure 23. Percentages of teachers declaring the frequency of school inviting parents to yearly occasions.

Figure 24. Percentages of teachers stating the frequency of school inviting parents to attend classes.

Figure 25. Percentages of teachers stating the frequency of school inviting parents to give lectures in classes.

Figure 26. Percentages of teachers stating the frequency of school asking parents' opinion regarding a new book or story.

Figure 27. Students' averages in the private and public schools.
Figure 28. Percentages of students passing in the private and public school.

Figure 29. Percentages of parents giving their opinions if parental involvement affects their children’s academic achievement.

Figure 30. Percentages of parents giving their opinion if parental involvement reduces the problems that the teacher, parents, or principal might face.

Figure 31. Percentages of teachers giving their opinion if parental involvement has a positive effect on students’ achievement, behavior, and class participation.

Figure 32. Effect of parental involvement on students’ academic achievement.

Figure 33. Effect of parental involvement on students’ academic achievement.

Figure 34. Percentages of parents in the private and public schools according to their educational level.

Figure 35. Percentages of parents in the private and public schools according to their occupation.

Figure 36. Percentages of teachers stating frequency of parents of low socioeconomic status and educational background attending school general meetings and interviews.

Figure 37. Percentages of different parties helping children with academic assignments in the private and public school in relation to the parents’ educational level.

Figure 38. Percentages of different parties helping children with academic assignments in the private and public school in relation to the parents’ occupation.