Families' Involvement at Primary School and Its Impact on Their Children's Performance in Mathematics

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Abstract

This paper focuses on examining the influence of parents' involvement in class on the students' performance in math, the way parents get involved with the school, and their effects on the pupil's success. The study attempts to identify a number of aspects that influence parents' involvement or uninvolvement in education and factors that impact student math performance. In this context, the researcher conducted quantitative research using three questionnaires for students, parents, and teachers. The validity and reliability of the questionnaires were checked and the results were analyzed in SPSS. A total of 302 people participated in the study: 132 sixth graders, 67 parents of the students, and 103 mathematics educators. This study was carried out in Arab elementary schools in Israel within the period of 2022-2023. The findings show that parents' involvement in the decision-making process of their children's education increases based on the parents' level of education. In other words, the higher the parents' level of education, the more they get involved at school. The findings reveal that parents and educators also have a high level of trust and the way parents track their children's education reflects their involvement in school. There is also a statistically significant relationship between student success and parental involvement at school. The researchers recommended focusing on communication between parents and mathematics teachers in the school and the meaningful participation of parents in the school.

Keywords: Families' engagement, parent involvement, student achievement, elementary school

Introduction

Families impact their children's growth, exploration of the world, and the knowledge and morals they need to help them communicate with others to get their needs. The most critical factor in children's growth is their academic performance, particularly their success. Educative performance is a highly systematic and challenging concept both psychologically and educationally, with a number of social, personal, and school variables that play their own influencing roles. It is a philosophy overwhelmed with challenges, the first of which is the uncertainty of the idea, which can be expressed in both the school and the academic achievement of the students. The phenomenon of studying performance has awakened the interest of psychologists and sociologists. It has now become apparent to them that the causes for struggle, or the inability to achieve success, are due to the pupil's intellectual capabilities and several other aspects that lead to lowering the chances of success.

Even for a pupil with a high level of intelligence, this does not ensure success. Similarly, a low-intelligent student cannot become despondent, indicating the existence of variables rather than intelligence that can affect academic performance. In this context, this study emphasizes that parents' involvement at school is one of the indicators of school success.

Families' involvement in education is a factor that helps develop the child's mental, social, and psychological capabilities. There are various forms of parental involvement in schools, such as the isolated trend, neutral practice, active involvement, medium participation, and indirect participation. Consequently, the research is aimed at determining the influence of parental involvement on educational results. By examining a variety of sources, it is clear that most researchers believe parents' involvement in the learning system is both necessary and enjoyable. On the other hand, some opponents argue that parents' involvement in the learning system is negative. In light of the aforementioned, 132 sixth graders, 103 educators, and 67 students' parents participated in the study. Therefore, this study aims at examining if parents' participation in their children's education helps or hinders their achievement.

The goal of the study is to examine the way parents' involvement with school affects students' academic performance. The study focuses on the patterns of parent's involvement with education, as well as the degree to which they are involved or not involved with the school work.

The Main Question of the Research

What is the impact of parent's level of involvement on the students' academic achievement?

The sub-questions:

- Does the student's school stage have an impact on parents' involvement in school?

- Is there any connection between the family's socioeconomic status and the frequency of parent's involvement in school?
- Is there any connection between the family's cultural status and the frequency of parent's involvement in school?
- Is there any effect of the student's order in the family on his/her parents' involvement in school?

Literature Review
Parents' Involvement at School

During pre-school years, the parent-child relationship influences children's attitudes towards the universe and themselves. Also, it demonstrates the way children deal with various situations and develop their emotional understanding of the surrounding. As a social institution, the family shapes its social standards, sanctions, and types of children's behavior, directs the relationship among parents and their children, and encourages reciprocal care and mutual moral responsibility. The family serves as a foundation for shaping children's opinions and methods of interacting with the environment, thereby improving their self-identity and social abilities during pre-school period (Shabas, 2016). Parental involvement refers to various practices in which parents get involved with their own children or other critical people who affect their children's development. This refers to parents' interactions with their kids or the school personnel to improve and promote their kids' academic performance (Rosenblatt & Pelt, 2003; Kraft, 2017; Emerson, Fear, Fox, & Sanders, 2012; Wilder, 2014).

Increasing parental involvement in their children's education has been recognized as an essential method for improving the effectiveness of the educational quality in the last decades. Reinforcing parental involvement is perceived critical within this framework because it provides better independence for schools. This is based on the notion that parents could be considered a source of strength with an entrenched consciousness and thus have the ability to reconcile the efforts of school boards and directorates at different moments. Parental involvement influences the children's social and cognitive improvement. When analyzing school-parent cooperation, one can track at least two kinds of involvement: parent-initiated parental involvement and school-initiated parental involvement (Driessen, Smita & Sleegers, 2005). Empirical results have revealed a positive relationship between academic development and the involvement of parents in education (Pérez Sánchez, Betancort Montesinos, & Cabrera Rodríguez, 2013; Tárraga, García & Reyes, 2017), as well as the enhancement of the self-esteem of children and academic achievement (Garbacz, Herman, Thompson & Reinke, 2017). There is also well-established evidence from international studies demonstrating the positive effect of parent's involvement in school performance, as affirmed by

various conceptual analysis across diverse populations and educational backgrounds (Castro et al., 2015; Jeynes, 2016; Ma, Shen, Krenn, Hu & Yuan, 2016).

Families' involvement in the school process varies depending on the school's characteristics, educational goals, and staff and student structure (Leenders, Haelermans, de Jong & Monfrance, 2018). Parents' involvement in education can be graded according to their degree of involvement, the obligation towards school, or the content of their involvement in school. Furthermore, the pattern of parental involvement with schools and the areas of parental involvement strongly correlate. The more transparent and participatory the involvement, the better the school can promote this involvement (Wilder, 2014; Fisher & Friedman, 2002). However, there are some conditions that may prevent parents from getting involved in their kids' learning. Moorhouse and Beaumont (2020) point out that parents' job duties and workload do not allow them to participate actively in their children's achievement at school.

Leenders et al. (2018) confirm a positive relationship between family, school involvement, and the educational benefits children can get. The researcher believes that parental participation helps in developing children's learning ability and achievement. Furthermore, parental involvement strengthens and enhances a variety of skills within schoolboys, such as improving their self-assurance and self-image and minimizing conflicts and aggression. School-parent engagement increases the consistency of the partnership and qualified proximity between parents and the school staff (Fisher & Friedman, 2009).

According to Epstein (2008), school principals could motivate parental participation by encouraging parents to participate in school meetings, addressing the children's demands, and informing the parents by sending them letters or messages to ensure their appearance. This stage develops trust that needs to be established between parents and school. This trust grows when this active participation reaches the educational aspect, the degree that families are aligned with the duties and responsibilities of the instructor, the way school values and respects students' interests, and the extent to which school allows parental involvement in its goals, strategies, and general work (Fisher & Friedman, 2002).

According to the study (Leenders et al., 2018), families' involvement is related to the abilities of teachers to help those parents get involved. School must develop instructional programs to help teachers improve their skills and develop their professional relationships with parents to increase students' participation and confidence in class. According to the researcher (Omoteso, 2010), parents' presence leads to improved academic and cognitive

performance, increases self-confidence and self-acceptance, and reduces behavioral issues.

Højholt and Kousholt (2019) divides parental involvement in the educational process into five categories. The first category identifies family as observers, which describes parents who do not actively participate in school activities but observe from a distance. This is the most common phenomenon. Documents are among the practices through which the school principal informs parents of essential information such as trips, payment plans, and end-of-year certificates. The other category that Højholt and Kousholt (2019) mentions is family as service providers who are not dynamically active in the learning system. This trend is defined by families' voluntary participation in activities that are not fundamental to the learning process, such as decoration, bazaars, party planning, etc. School principals and teachers welcome this kind of involvement. Højholt and Kousholt (2019) also discuss the family as students, i.e., showing incomplete involvement. This involvement includes domestic enjoyable and personal development activities (i.e., sewing, cooking, gymnastics), which allow families to develop themselves as future leaders. The other category Højholt and Kousholt (2019) mentioned is families as educational partners. This pattern of parental involvement in the learning process is designed to teach the parents several strategies. Therefore, they believe that the more they think about school homework and tests, the more they can help their children succeed. The last category is family as decision-makers and indicators of goals (in other words, complete involvement). The most robust and practical design of involvement in school life is for parents to share in the choices made by school principals and be seen as essential members of the executive frameworks.

Features Influencing Parents' Involvement in the School

According to several researchers, there is a number of factors that influence parents' involvement at school (Fisher & Friedman, 2009; Højholt & Kousholt, 2019). The first factor is the parental educational status (the higher the status of the parents' education, the greater the degree of their school involvement). The other factor talks about families with both parents as opposed to single-parent families (families with both parents have a higher involvement rate than single-parent families). Furthermore, the researchers mention the children's age (the older the kids, the lower the parents' involvement). The fourth factor the researchers discuss is the number of ways school invites parents to get involved in school activities (the involvement rate gets higher when parents are invited to participate at school). Another factor put into consideration is the level of harmony between families and school and parents' trust in the school administration and teachers (the higher the parents' trust in the school's educational objectives, the happier they are to participate).

The last factor is the parents' trust in the values of education (the higher parents trust teachers, the more likely they tend to send their children to school).

Academic Achievements

Academic achievement refers to organizational outcomes demonstrating the extent to which a person has achieved specific goals which were the focus of actions in educational environments, specifically in college, school, and university. Generally, school systems characterize cognitive goals that either pertain to various fields of study (e.g., critical thinking) or include acquiring knowledge and expertise in a specific intelligent field (e.g., literacy, proficiency, history, and science). As a result, student performance should be viewed as a multi-layered principle encompassing various fields of learning. Since the field of academic success is so vast and encompasses such a broad range of educational outcomes, the concept of academic accomplishment is dependent on the indicators utilized to assess it (Steinmayr, Meißner, Weidinger & Wirthwein, 2015).

Factors Affecting Academic Achievement

Parental involvement is one of the essential features influencing pupils' achievement. Past research on students' educational performance in math found that numerous factors can affect the students' educational math performance, including attitudes of lecturers and students, academic self-efficiency of students, and student-lecturer interactions. These factors have continued to be the most important determinants of academic achievement (Tenaw, 2013; Abd Algani & Eshan, 2019).

According to Ganyaupfu (2013), lecturing is a cooperative task that includes interaction between the lecturers and the students, which leads to changes in the students' behavioral aspects. However, psychosocial aspects in the teaching and learning activities are a multi-dimensional method of quantifying various interconnected learning features in an educational system, such as academic self-efficacy, attitudes of students towards lecturers, and student-lecturer interaction. As a result, assessing the aforementioned psychosocial aspects is critical (Tenaw, 2013).

Abd Algani and Eshan (2019) argue that parental involvement is one of the most significant reasons that affect academic achievement. Positive involvement increases the motivation to learn and decreases the anxiety to succeed. Abd Algani and Eshan's (2019) study addresses the reasons for the high level of academic achievement in mathematics at Israeli schools. One of those important reasons is related to parental involvement which influences the students' learning style and, in turn, affects students' academic performance. Another factor is parents' socioeconomic status. Many studies have found that family background variables could explain most of the

variation in the students' school performance. The positive connection between academic development and SES continues from infantile to adolescence and is constant across races (Reardon, 2011; Berkowitz, Moore, Astor & Benbenishty, 2017; Lawson & Farah, 2017)

The Influence of Parental Participation on Student Performance

Parental involvement in the learning system is vital and beneficial to children, parents, teachers, and society (Højholt & Kousholt, 2019). Furthermore, there is a clear correlation between parental engagement and student achievement (Hutchison, Paatsch & Cloonan, 2020). Shin and Seger (2016) and Wilder (2014) assert that there can be no effective educational process with sufficient production designed to improve and develop the school without the involvement of parents. As a result, parental involvement is not only a process of growth and improvement but also a prerequisite for healthy teacher-student relationships and is essential for children's societal and educative development. Fisher and Friedman (2009) state that a parent's involvement with the school influences academic achievement and improves kids' societal manners.

Despite these challenges, parents admit they are not skillfully trained, which makes it hard to see them as academic partners. As a result, teachers prefer to be seen as service providers (Lerner, Grolnick, Caruso & Levitt, 2022). Furthermore, a group of pupils believe that parents' participation in their education will harm their academic success and social interactions at school (Magwa & Mugari, 2017). Rached (2015) stated that pupils' success in primary school is more advanced than their achievements in high school. This is because parents are more involved at this stage than in junior-high and high schools. Consequently, parents' involvement becomes minimal and they believe that their children are matured and no longer need their own involvement at school.

Based on the aforementioned, the following research main question has been generated: What is the impact of parent's level of involvement on the students' academic achievement? However, the main question leads to the following sub-questions: Does the student's school stage have an impact on parents' involvement in school? Is there any connection between the family's socioeconomic status and the frequency of parent's involvement in school? Is there any connection between the family's cultural status and the frequency of parent's involvement in school? Is there any effect of the student's order in the family on his/her parent's involvement in school?

Methods

The researchers used the quantitative method to answer the research questions. The pupil's academic level was assessed based on their performance

in the 3rd semester of 2022-2023. The research was carried out at the school with the permission of the school principal. The questionnaire was handed to the sixth-graders promising to protect their confidentiality and privacy.

Research Tools

To achieve the research goals, the influence of the parents' level of involvement on their children's performance alongside the following research questions need to be answered: Does a parent's involvement in the school affect the pupil's performance? What is the appropriate level of commitment that is needed to achieve excellent school results? Is there any connection between parents' school attendance and their children's attendance? Is there any connection between parents' socioeconomic status and their children's school involvement? Is there any connection between the parents' cultural level and their children's school attendance? Would there be any effect of parents' involvement in school? In Arab elementary schools in Israel, the researchers administered three questionnaires to students, parents, and teachers, which is the primary tool for this study. The parents', teachers', and students' questionnaires consisted of 26 questions, 16 questions, and 14 questions, respectively. All questionnaires have a 5-Likert scale.
(Examples of survey questions can be seen in the attached link https://shorturl.at/mnU56)

Validity of the Questionnaires

 The logical validity of the three questionnaires (Tables 1, 2 and 3) were examined and checked by a specialized committee, which included several education faculty members from universities and school teachers with rich experience in teaching in elementary schools. They were also presented to specialists in technology. Afterward, the questionnaires were modified to meet the experts' guidance and recommendations. Thereafter, the questionnaires were given to an Arabic language expert who translated the questions before the questionnaires were given in their final form.

The analyst conducted a pre-test phase and the SPSS Item/Total Analysis to strengthen the internal validity of the questionnaire survey. This assessment calculates the average correlation among each item in the questionnaire and the overall mark of the randomly chosen samples. To improve the internal validity of the initial questionnaire, this analysis could be used to discard the weakly correlated questions (Friedman, 2005, p.231-239).

Reliability of the Questionnaire

The research teams used the questionnaire form as a sample to assess their reliability. The SPSS program was used to perform the Alpha Cronbach analysis.

The researcher designed the pertinent information from the pre-test sample to establish the Alpha Cronbach reliability coefficient index for every task in the questionnaire. To determine the dependability of every item, the investigators used the SPSS program again. The alpha index of the questionnaires could be improved by discarding items with lower reliability scores (Friedman, 2005, p.225-230).

The Alpha Cronbach was evaluated utilizing the SPSS program, and the findings were as follows: 88.6 percent for the parents, 78.8 percent for students, and 80.1 percent for teachers.

The investigators forwarded the similar questionnaire to the same test for the second attempt two weeks later to ensure the questionnaire forms were correctly completed. The Alpha Cronbach was assessed again utilizing the SPSS program, thus yielding the following results: 81.4 percent for the student's questions, 88.1 percent for the parents, and 81.3 percent for the teachers.

The final reliability of the overall sample appears in Table (1).

Table 1. The Alpha Cronbach for the current research

Questionnaire	Number of items	Cronbach's alpha
Parents questionnaire (N=67)	26	78.3%
Student questionnaire (N=132)	14	82.5%
Teachers questionnaire (N=103)	16	88.1%

Research Sample

The study took place in Israeli elementary schools. 103 mathematics teachers, 67 parents, and 132 students from a sixth-grade class made up the study sample (Figure 1). Sixth graders were selected on purpose because they are at an age where they can credibly express how they feel. Questionnaires were filled out after explaining the research objectives to the research sample and obtaining their consent to participate in the research.
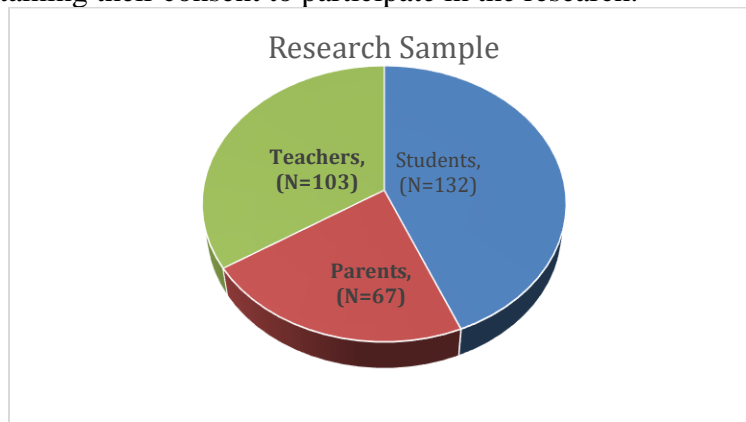

Figure 1. Distribution of the research sample

Data Analysis

The data was evaluated by counting the number of times each response was given in each study sample. The degree to which the consistency of the student's connection with the educator was expressed in academic attainment (first-grade rate) was implied.

Results

Two types of statistics were used to address the research questions: descriptive and deductive. The findings and the conclusion will be discussed in the following sections.

The parents' attitudes toward the school's involvement in its programs are shown in Table 2.

Table 2. The rate and standard deviation for every comment on the instructor survey questions

	Lower socio-economic status		Medium socio-economic status		Higher socio-economic situation	
	Avg.	SD	Avg.	SD	Avg.	SD
Participation of families in social activities and in class/school.	2.10	0.35	2.89	0.23	3.95	0.21
Families file complaints with teachers about infractions in class/school.	1.50	0.12	2.11	0.21	2.98	0.23
Families file a complaint with the appropriate authorities when their children fail to complete their schoolwork.	1.40	0.13	2.54	0.22	2.75	0.14
Families express their rage in front of the principal about infractions in class/schoolwork.	1.35	0.32	2.01	0.12	2.74	0.32
Families volunteer/ help with daily school work.	2.30	0.22	2.98	0.23	3.55	0.12
Families file a complaint or give a warning about inappropriate behaviour by teachers at school in front of various quarters.	1.52	0.23	2.50	2.30	3.01	0.25
Families use power in school to achieve things.	1.30	0.25	1.32	0.32	1.32	0.12
Families criticize teachers.	1.7	0.25	2.1	0.45	2.23	0.12

According to Table 2, teachers report that parents with a higher socioeconomic status participate in many school activities than parents with a lower socioeconomic status. For example, parents with a higher socioeconomic position have a higher rate (M=3.95) than parents with a lower socioeconomic position (M=2.10). Also, the statement that "Parents engage in the organization of activities in school/class (such as donations, school days/bazaar)" is higher (M=3.95) than for parents in a lower socioeconomic position (M=2.10). The above-indicated table also reveals that parents with low socioeconomic status grumble at a far lower rate (M=1.52) than parents with higher socioeconomic status. The average of parental involvement based on a cultural level is indicated in Table 3.

Table 3. Average family participation based on cultural level

	Lower cultural level		Higher cultural level	
	Avg.	SD	Avg.	SD
Families are effective and interactive members of the Parents Committee.	2.5	0.45	3.51	0.23
Families are involved in decision making about variations in different areas of the school.	2.41	0.32	3.78	0.12
Families generously share their experience and knowledge of educational programmes with the class/school.	2.30	0.32	3.55	0.32

Table 3 shows an apparent variation in parents' engagement in cultural events at the school. As families' cultural levels rise, the median level of parental collaboration in decision making rises. For example, for parents with low cultural level, stating that "Parents are partners in deciding improvements in various school fields" is (M=2.50). On the other hand, for parents with a high cultural level, it is (M=3.51). Consequently, the spectrum of school attendance is influenced by the cultural community of parents. Table 4 depicts the parents' level of interest in having their children collected by many family members.

Table 4. Rate of interest of parents in their children's achievement based on their family members

	Large family		Small family	
	Avg.	SD	Avg.	SD
Families allocate time for school activities at class/school (trips, decorations, different shows).	3.52	0.12	2.51	0.12
Parents monitor and are concerned about their children's academic progress.	2.75	0.12	3.72	0.12

Table 4 shows that the more family members increase, the less involved parents are in picking up their children. The average attention level paid by parents to their families is (M=3.72), while the same level of consideration is (M=2.75) for parents with large families. The number of parents and the degree to which families are concerned about their children's academic success are inversely related.

Table 5. Parent-school relationship rate and mutual trust

	Avg.	SD
I believe that teachers at school tell the truth during parent-teacher conferences	3.521	0.212
I believe the school is making obligations to parents	3.754	0.113
We could depend on teachers at school	3.245	0.112
I get the feeling that teachers at school are requesting the final decision	3.776	0.324
I believe that when problems arise with parents, teachers at the school exploit the situation	1.231	0.333
I believe that teachers at school fulfill their obligations	3.754	0.512
I get the feeling that teachers are trying to evade their responsibilities at school	1.751	0.113
Teachers, in my opinion, meet the expectations of parents and schools in an equitable manner	3.556	0.232
I feel like walking into school might upset the teachers	1.252	0.241
I think that going to school disturbs my children and puts them under pressure	1.251	0.253
The school administration has invited me to deliver a lesson/lecture in the class where my son is enrolled	1.754	0.262
I am a member of the parent committee at my school	2.101	0.251
Faculty members notify me of the decision at school	1.502	0.784
I believe the school is carrying out parental commitments	2.746	0.248
My son's teacher has learned where to go for assistance in class	2.754	0.212
My son's class teacher consults with me as a parent on educational issues	1.503	0.214
I am acquainted with each educator and teacher at my son's school	4.201	0.213
When I need assistance, I turn to the school staff	3.745	0.211
I am familiar with the social dynamics in my son's class	1.204	0.452
When I participated in school, the school staff made me feel at ease	2.753	0.535
I have a concept for social gatherings in my son's class	1.751	0.232
I'm familiar with the syllabus at my son's school	1.751	0.323
I believe that teachers undervalue my role as a parent	1.542	0.121
I have a suggestion regarding the main crucial decisions made by the school staff	2.781	0.231
I am interested to visit my son at school to know about his academic progress	3.012	0.213
I believe I was more interested in paying visits to my eldest son's school than to his younger brothers	3.254	0.322

Table 5 shows that teachers and parents have a higher confidence level than the general population. The median of saying things like "I believe the school is making promises to parents" is above average (M=3.75), and the average of saying things like "We can rely on teachers in school" is also above average (M=3.75). This indicates that parents have high trust in the school and its teachers (Figure 2).
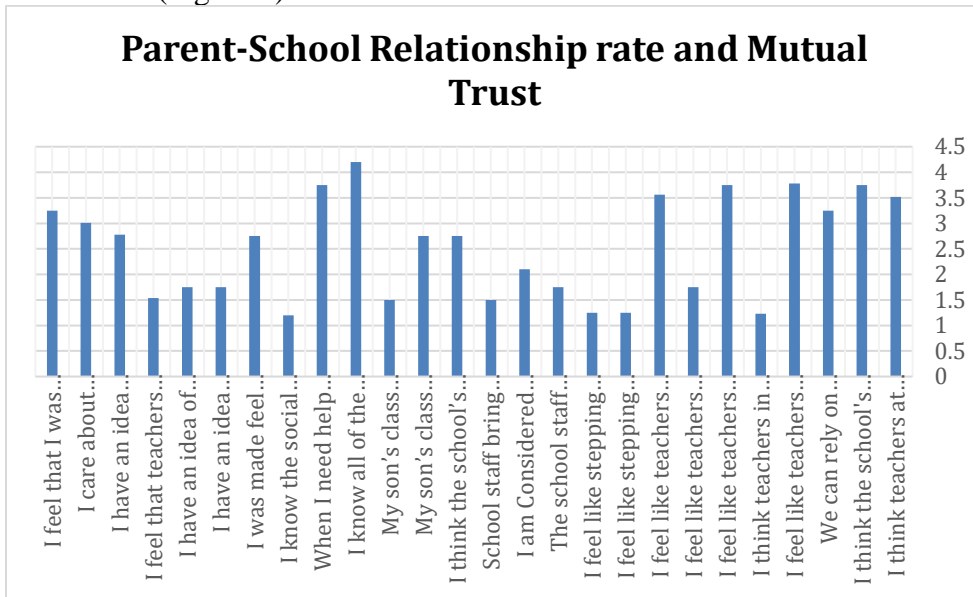

Figure 2. Parent-school relationship rate and mutual trust

Table 6. The average level of parental involvement at school according to the students

	Avg.	SD
I believe that teachers at school say the truth in their communication between parents	2.753	0.122
I believe that when problems arise with parents, teachers in the school exploit the situation	1.228	0.221
My parents attend parent-teacher conferences	2.749	0.233
My parents are members of the Parents' Class Council	2.754	0.315
My parents are engaged to organize class parties	2.102	0.231
My parents manage school trips	1.203	0.446
My parents have a key role in investigating the class's finances and money	2.151	0.212
My parents assist me in studying for the exams	3.751	0.152
My parents handle the exam results	3.453	0.172
My parents step in when I request a teacher to re-evaluate the grade I received	3.752	0.783
When I and some other teacher argue, my parents intervene to support me	2.75	0.21
When I and the teacher argue, my parents intervene to support the teacher	2.867	0.281

Table 6 shows that the families' exam preparation level is a significant indicator of their involvement in education. The phrase "My parents help me prepare for the tests" (M=3.75) gave the best image of parents engaging in education. The term "My parents govern for class trips" (M=1.20) resulted in the lowest school participation samples (Figure 3). In addition, assisting children with exam preparation demonstrates the need for parental involvement in school.
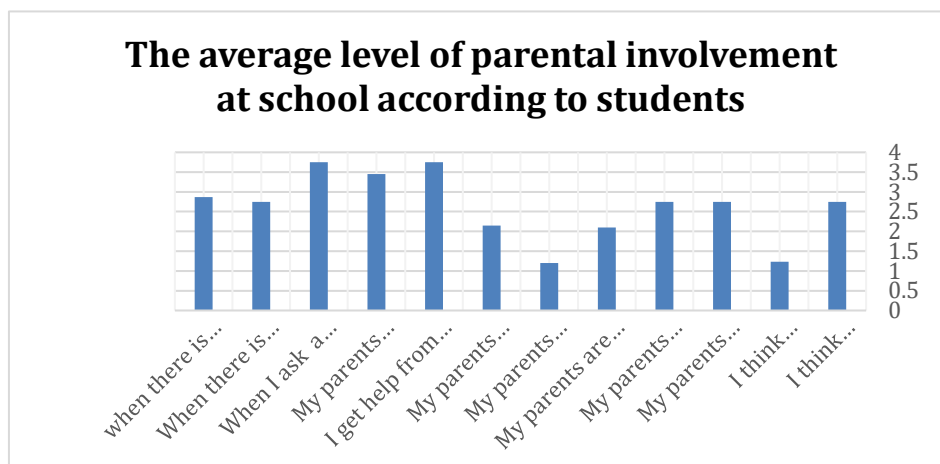

Figure 3. According to students, the average level of parental involvement at school

To examine the relation among school parents' involvement and the overall ranking, Person's correlation was measured.

Table 7. Calculation of Pearson's correlation for a variety of forms of parental involvement with the school

Participation forms of Parents	Pearson Correlation
My parents are members of the parent's class council.	**0.442
My parents assist me in preparing for exams.	**0.453
My parents are worried about my exam grades.	**0.354
My parents intervene when I request a teacher to re-evaluate the grade I received	**0.251
My parents attend parent-teacher conferences	**0.276

**Correlation is significant at the 0.01 level (2-tailed)

Table 7 illustrates a statistically significant relationship between parental engagement in school and the grade rate of children. There is a statistically significant definitive relationship between the involvement of parents in the parent's group and the mark rate (r=0.44, p0.001), as well as a statistically significant direct relation among families assisting the children in preparing for their examinations (r = 0.45, p0.01). According to the table, there is a statistically crucial direct relation between the attendance of parents at

community meetings and the mark rate (r=0.28, p0.001). In summary, the table illustrates a statistically crucial strong relation between parents' attendance in school and their children's average grade levels.

Discussion and Conclusion

The objective of this study was to investigate the impact of parents' level of involvement with the school on their children's performance in Arab elementary schools in Israel by answering the following research questions: Does the student's school stage have an impact on parents' involvement in school? Is there any connection between the family's socioeconomic status and the frequency of parent's involvement in school? Is there any connection between the family's cultural status and the frequency of parent's involvement in school? Is there any effect of the student's order in the family on his/her parent's involvement in school? The scholars handed the questionnaire to pupils, educators, and parents. One of the study's most interesting findings reveal that the degree and amount of parental involvement in the school affects the student's achievement. This finding is consistent with the studies of Hutchison et al. (2020) and (Shin & Seger, 2016; Wilder, 2014).

Furthermore, the research revealed a substantial difference between parents' attitudes towards their children's involvement in school events and the school's overall functioning. This result is similar to the research findings of Driessen (2005) and (Epstein, 2008; Leenders et al., 2018). Educators agree that parents with a good financial status engage in the school programs significantly more than parents with low socio-financial status. A vital distinction is seen between parents' involvement in school activities based on their cultural level. When parents' cultural level rises, the required level of cooperation in making decisions increases (Reardon, 2011; Berkowitz et al., 2017; Lawson & Farah, 2017).

Furthermore, it is shown that the larger the number of family members, the less interested families become in their children's academic performance. This implies that there is a negative relationship between the number of family members, the parent's involvement in school, and thus the children's academic achievement. Teachers and parents have an above-average level of confidence. The degree to which parents observe and plan for their children's exams is a significant indicator of parent involvement in education. As a result, helping students prepare for tests may infer motivation for parent involvement in the school. This finding is in line with Garbacz et al. (2017), Magwa and Mugari (2017), and Pérez Sánchez et al. (2013). In addition, there is a numerically significant constructive association between parents' involvement in school and their kid's grades. The findings of the study depend on earlier studies of Ofarim (2014) and Abd Algani and eshan (2019), who discovered a positive correlation between parent involvement and student achievement. It

is also accepted that this correlation is fundamental. Therefore, the extent to how dominant parents are, the higher the kid's achievement. In addition, Shin and Seger (2016) stated that the more parents are involved at school, the better the students' achievements at school. Based on the results of this research, the two researchers recommend putting an emphasis on parent communication and meaningful involvement in schools, as well as promoting the relationships between parents and school administration and staff. This also includes creating a supportive home atmosphere that leads to children's educational achievement. Subsequently, the researchers recommend full parents' participation in school meetings and parent committees. Finally, the researchers encourage parents to accept school invitations and attend activities such as conferences, workshops, societies, committees, shows, theatre groups, and various sports events.

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