The impact of parental involvement on academic student achievement

تأثير التواصل الأسري على التحصيل الأكاديمي للطالب.

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Abstract

As long as there is an educational system, there is always a need to improve that system along with its outcomes. Student's achievement, among other factors, is one major component as well as a measure of how effective the system is. The purpose of this study is to determine whether parental involvement in children's education has a positive effect on student's achievement.

While the quantitative approach was very cooperative in the study in hand, for example the researcher was able to gather general information of the study sample, and the qualitative method facilitated in understands the meanings the interviewees carry to it. Both methodologies were used because even though they are different in many ways, they supplement each other.

The study found that there is a positive correlation effect between academic achievement and parental involvement. On the other hand the participants' responses showed that the school current program for "school-parents interaction" has many defects which need to be reformed to bring more attention to parents' involvement topic and to be able to attract them for more involvement.

The study is important because it applied current research to statistical tests on local students. The results obviously display the way by which schools must travel to increase student's achievement throughout effective parental involvement.

Key words: Parental involvement, partnership, academic achievement, School-parent interaction program.

Abstract

(Arabic Version)

طالما كان هناك نظاما تعليميا ظهرت الحاجة لإصلاح هذا النظام و مخرجاته، لذالك يعد التحصيل العلمي من أهم العوامل التي تعتبر مقياسا لفعالية هذا النظام التعليمي، لقد كان الغرض من هذا البحث هو تحديد إذاما كان تدخل و تفاعل ولي الأمر ذا علاقة إيجابية التأثير علي التحصيل الدراسي للطلاب.

و رغم أن التقريب الكمي كان مفيدا جدا في هذه الدراسة، لجمع المعلومات العامة، عن العينة موضع الدراسة، فإن التقريب الكيفي قد سهل فهم المعاني التي تضمنتها المقابلات الشخصية. و على كل حال، فإن الباحث قد استخدم كلا التقريبين، رغم اختلافاتهما في الطريقة، إلا أنهما يكملان أحدهما الآخر.

ولقد استنتج الباحث من هذه الدراسة، أن هناك علاقة ترابط ذات دلالة إيجابية بين تدخل ولي الأمر على مستوى التحصيل الدراسي من ناحية. و من ناحية أخرى كشفت نتائج إستجابات العينة، موضع الدراسة ، أن الآباء يعتبرون البرنامج الحالي للتواصل بين المدرسة والآباء يحتاج الى إعادة هيكلة ليكون أكثر جذبا للآباء لتفعيل دورهم في العملية التعليمية.

يعتبر موضوع البحث و الدراسة المطبق على طلاب احدى المدارس التي لا تقبل إلا أبناء المواطنين الإماراتيين، من الموضوعات ذات الأهمية لما سوف تساهم به نتائج هذا البحث في رفع مستوى التحصيل الدراسي للطلاب من خلال زيادة فعالية دور ولي الأمر .

Dedication

To the spirit of my father.

Acknowledgements

Above all without help from Allah I would have not been accomplishing this research, thanks to Allah.

I wish to acknowledge and praise my mother, wife, daughter and sons for their understanding and patience with me. I wish to acknowledge Mr Adel Al Arabi who have helped me in the statistical part and encouraged me to undertake this task.

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Contents

Chapter 1

Introduction

As long as there is an educational system, there is always a need to improve that system along with its outcomes. Student's achievement, among other factors, is one major component as well as a measure of how effective the system is.

Past research has brought into being that parental involvement is related with the academic achievement of children and that parental motivation, attitude, support, and commitment effect children to do well in school (Bryant, Peisner-Feinberg, & Miller, 2000; Lee & Bowen, 2006; Yan & Lin, 2005). It has also been stated that lower levels of parent education and economic status do not undesirably affect the act of children if parents have high motivation and aspiration for their child's achievement (Ogbu, 1987, 1994). On the other hand, though parental involvement is essential for all children, the nature of parental involvement changes according to race/ethnicity, parent education, economic status of parents, and family structure (Paratore, Hindin, Krol-Sinclair, & Duran, 1999; Schneider & Lee, 1990).

Parents' involvement in their children's education has been found to improve students' attendance (Epstein & Sheldon, 2002), and behavior in school (Sheldon & Epstein, 2002) as well as their completion of homework (Keith, Keith, Troutman, Bickley, Trivette, & Singh, 1993). There is a general agreement that parents' involvement enhances academic achievement (Sheldon & Epstein, 2005; Thorkildson & Stein, 1998; Walberg, 1984; Zellman & Waterman, 1998). Students whose parents are involved in their education perform better in school regardless of parental education, or family structure (Bogenschneider, 1997), or income level (Shaver & Walls, 1998). As cited in (Pryor and Pryor2009).

In 2007, the government of the Emirate of Abu Dhabi, a member state of the United Arab Emirates, published its first strategic policy agenda. Throughout the agenda, the focus on parental involvement is clear. The policies set forward by all government agencies recognize the importance of narrowing the gaps between the parental expectations for their kid's academic level and the part which they have to do within and after school time.

> "Regardless of government policies, some parents have always been actively involved in enhancing their children's development and educational progress. This spontaneous activity has taken a number of forms including "good parenting" in the home pre-school" Desforges Ch. and Abouchaar Ai.(2003).

Epstein (1987, 1992, 1994) suggested an extensively documented typology, the explanation for diverse stages of parental involvement in their children's schooling. In her early work, Epstein (1987) branded four categories of parental involvement in schools: (1) basic obligations, (2) school-to-home communications, (3) parent involvement at school, and (4) parent participation home learning activities. More recently, Epstein (1992, 1994) extended her work and clear six stages, or categories of school-related parental involvement: (1) assisting parents in child-rearing skills, (2) school-parent communication, (3) involving

parents in school volunteer opportunities, (4) involving parents in home-based learning, (5) involving parents in school decision-making, and (6) school-community collaborations. Epstein‘s interpretations for this issue is from the perceptions of schools and her research is concerned about actions taking by both schools and teachers to encourage more active parental involvement. Xitao F. and Michael C. (2001)

Statement of the problem

Nature of parental involvement is crucial and has ultimate impact on students’ achievement. Effective “school parents’ interaction program” could encourage parents to play their critical role to result in higher academic and non-academic achievement for students.

The educational system in the UAE is young and capable of adapting to new theories, especially the theories that have proved successful elsewhere. This case study investigation introduces a clear vision to the nature and the level of the parental involvement in an ADEC school to help policy makers and educators in the UAE to adapt and reform the new school paradigm to match the parental lifestyle, to enhance the level of parental involvement, to encourage parents with low levels of engagement, and invite parents that are left behind to an applicable, attractive and effective “school parents’ interaction program” to get hold of an ultimate benefit.

Parental involvement has brought in considerable attention by researchers for many reasons. It is our opinion and the opinion of others that one of the most important reasons is simply due to national attention. Nicholas D. Hartlep& Antonio Ellis (2010).

General Background and Motivation for the Study

Parent involvement in children's education has been announced for years as being a very important interpreter of student achievement (Jesse, 1997). The literature and available research are reliable in viewing that meaningful parent involvement results in gains in student achievement (Sattes, 1985).

National organizations have located parental involvement as a high importance within their raised area. From the time when seventy per cent of student's waking hours, as well as weekends and vacations, are used up outside the school location (Clark, 1990) it is commanding that parents are involved in their child's education for success.

“The aim of increasing parents’ involvement in children’s schooling is based on a wealth of research suggesting that such involvement is beneficial for children.” Pomerantz et al.(2007).

School societies that give lecture dissimilarities in student attainment are intended more and more to involve parents in the learning experiences of their children. One of the major challenges for society is how to decrease the differences in the educational achievement of students from varied socioeconomic, racial, and ethnic backgrounds (Majoribanks, 2002).

Abu Dhabi Educational Council (ADEC.2011), stated that ADEC‘s new school reform policy will thought-out families as the primary educators of their children, and they continue to manipulate their children’s learning and progress through the school years and beyond. This is particularly so in the essential primary years from nursery school to grade 12. If parents begin getting concerned when their children are in kindergarten and the children will almost immediately see parents’ attention and involvement as a standard and respected part of both school life and home life.

(ADEC.2011) continued that a home environment that encourages learning is more important to students’ achievement than income, education level or cultural background. When children and parents talk regularly about school, children perform better. Three categories of parental participation at home are constantly connected with advanced student achievement: energetically organizing, monitoring children’s time, helping with homework, and considering school topics.

Abu Dhabi Educational Council has introduced some actions for parents’ involvement at home. For parents to become involved at home they have to read, work, help their children finish their homework, and boundary TV screening on school nights. Parents also have to ask children “how was school today?” or ‘what was the best thing that happened at school today?’ Children then will be given a clear message that their learning is important to parents and that they wait for them to act well at school. Parents should contribute to a full of life standard of living with their children—play, be active, and encourage them to eat well. Parents could talk about their children’s development with teachers; pay attention to their children read at school and guide or stick together in a small group at school on subjects’ activity days. When parents do as a large amount as they can in realistic ways, their children will benefit enormously from their support and interest (ADEC.2011).

Without more systematic evaluation, the effectiveness of various program designs and components remains unknown, thus holding back the ability to establish the actual donations of parent involvement programs to student learning. Mattingly et al. (2002:553).as cited in Pomerantz et al.(2007).

I was raised in a home that appreciated the meaning of a good education. My parents were intimately involved in my education and made an effort to know what was happening at my school. As a student, I adopted the approach towards school that I saw modeled throughout my parents. My parents’ participation in my education promoted my motivation to learn as well as my skill to learn. My mother’s perseverance was a helpful means in preparing me for a learning disability in math. She was strong-minded that I had a learning disability for the reason that her concentration was seriously focused on my education and school environment. I consider that the reason I did so well in school was a consequence of the support and attention my parents provided throughout my education as well as the education of my siblings. I think that my parents’ involvement in my education had a great effect upon my academic achievement in school. I also believe that the attention my parents took in my education fostered my aspiration to become a lifelong learner.

Moreover, the parental involvement activities could be considered as a means that lead to more parental involvement in students' learning process that might be gained through the implementation of the suitable effective “school parents’ interaction program” and consequently, to better students' achievement.

Research questions

Does the parental involvement in an elementary school in the UAE have positive impacts on students’ academic achievement?

Do the parents cover a considerable number of the suggested activities for school and home parental involvement according to Epstein’s typology for parental involvement?

> Does the “school parent’s interaction program” encourage parents for more effective involvement to help students to gain academic and non-academic benefits?

The research tries to investigate the impact of parental involvement on the student’s overall academic achievement in grade four in the academic year 2010/2011,in an elementary school of ADEC schools in Banyas (rural area in UAE.). The role of parents in this situation can reflect their level of involvement with their children at school and also at home to play their part because Science and Mathematics subjects are taught in English therefore parents will face a true challenge to enhance the academic level of their kids. So the type of parental intervention and the educational level of the parents could play a vital role in this case study.

The research will report the students’ overall results from an international examination system EMSA which was applied on grade four students in Al Bawadi school in September 2010, and in March 2011, to report the level of achievement in order to investigate the influence of parents’ engagement in their children’ achievement within six month period of time in the same academic year2010/2011. The first survey will be conducted on parents to collect demographic data to investigate variable factors that might affect parental involvement. Moreover, this survey will report parental opinions about the program which is designed by the school to foster more parental engagement with the school and to guide parents for helping their kids at home learning. The second survey will be conducted after the six month period of time to measure the level of parental involvement according to Epstein’s model of parental involvement.

Hypothesis

H0: There would be no significant correlation concerning educational achievement and the parental involvement in their children education.

H 1: There would be a type of significant correlation concerning educational achievement and the parental involvement in their children education.

The “school parents’ interaction program” might help parents for satisfactory effective involvement after the reform process which will enhance the “school parents interaction program” weaknesses to

encourage parents for more effective involvement to help students to gain academic and non-academic benefits?

Assumptions

The following assumptions were made in this study; the sample was of a sufficient size to have applicable results. The data collected from the two surveys and interviews conducted on parents have valid results. Also it was assumed that the EMSA tests were a valid measure of the students 'overall academic achievement.

Limitations

The following limitations could affect the study; the population which the study was conducted was limited. "The external measurement of students achievement test (EMSA)" this test which was used to measure the students' academic achievement could not be taken in consideration in other different places. For one reason or another school principal refused to permit the conduction of teacher's survey. Due to the Arabic cultural concepts in rural areas, however it was difficult to run many interviews. The school social worker has no documentation system for parents' visits or for any remedial plan for misbehaviours. In addition, to what extent were parents seriously dealing with the survey.

Definitions of Terms

Academic achievement:

Is the yardstick used to measure school effectiveness (Sattes, 1985).

Parent involvement:

Is the involvement of parents in their children's education by participating in various activities at home and at school (Jesse, 1996).

Importance of Study

Reviewing literature and performing tests to regulate whether parent involvement increases academic achievement contributions in evolving successful programs for students, parents, and teachers. Schools are required to have parent involvement programs legislated; therefore, knowledge of effective parent involvement assists with successfully developed and implemented activities.

Chapter 2

Review of the Literature

The purpose of the literature review has been to explore Parental involvement definitions, the relation between parental involvement and academic success in the previous researches, models of parental involvement, the impact of parental involvement factors on academic success, and barriers to parent involvement.

Definitions of parent involvement

The common understanding is that parental involvement and strong schools are always together so they are supplemented. Certainly, research point to a strong relationship between parental involvement and student achievement (Hester, 1989). On the other hand, a definition of actual parental involvement is not the same for one and all.

> "Parental involvement is reading to preschool children. It is getting children ready for school every morning. It is volunteering at the school. It is serving on collaborative decision making committees, and it is lobbying legislatures to advocate for children" (Jesse, 1996, p. 2).

As improvements in education have requisite extra responsibility, the definition of parent involvement has shifted to mean the dynamic and well-informed involvement of parents from birth during the course of the elementary and secondary education of their children. It has transformed from a parent centre to family focus, then to community agencies focus, and from the ever enthusiastic parents only to the hard to-reach or at-risk parents. Parent involvements altered from specialized (teacher or administrator) agendas to family priorities, and from a insufficiency view of primarily urban families to a greater impassion the basic strengths of families (Davies, 1991).

The shift in definition has transported about the belief that greatest number of parents do actually care about their children and have significant perceptions about their children. Furthermore, parents are capable of learning new techniques that they can practice. More, it is supposed families do have strong point and many family forms do exist (Liontos, 1992).

Although non-traditional families are considerably more common than they were forty years ago, alternate family constructions of today are in effect, and, thus, should be recognized as such (Jesse, 1996).

Parent involvement and academic success in researches

a lot of researchers have drawn a correlation between deteriorating success of public schools and the lots of important changes in the demographics of families in the United States in current years, which, Fishel and Ramirez (2005), report has caused the topic of parental involvement in education to turn out to be a main concern. Conducting a study that reviewed 24 studies taking place between 1984 and 2003, Fishel and Ramirez tried to find out the answer to this question: how parental involvement really have an effect on a child's educational achievement. As is widely used by many researchers of the topic, Fishel and Ramirez defined parental involvement according to the theoretical frame work of Epstein's that has a classification of six involvement categories: parenting, communicating, learning at home, volunteering/attending, decision making, and community connections. No decisive evidence was found in this study that parental involvement positively effect child's educational success; on the other hand, certain precise activities were found to impact a child's learning, such as involvement in learning at home.

a different study, conducted on the impact of parental involvement on a student's success in the specific area of mathematics, bring into being evidence that parents play an essential role in their children achievement. Sheldon and Epstein (2005) focused for the most part on parental involvement in which math achievement has been promoted, and they found that the type or level of parental involvement and the quality of their involvement is very significant. To encourage this sort of involvement, schools require proposing a diversity of opportunities for parents to turn out to be involved. This allows all parents to become involved in the school and their child's education, regardless of challenges some parents may face with time or level of commitment, as well as involving parents right the way through many aspects of the educational course of action; one type of involvement from one group of parents cannot guarantee success. Sheldon and Epstein found that parental attitude toward their child's education and parent training ended with a strong impact.

Ingram, Wolfe, and Lieberman (2007) stated that, despite the fact that there is huge motivation to involve parents in education; many schools have not determined how to involve parents successfully. When surveying parents of low-income and at-risk children in high-achieving schools, and by applying Epstein's categorization of parental involvement, the study found that from the six categories, "parenting" and "learning at home" were the categories in which parents were most often involved. Nevertheless many of these parents were given opportunities by schools to volunteer, many were powerless to contribute. Ingram, Wolfe, and Lieberman suggest that schools make parents available to have details concerning how they can work with their children at home to give a hand in the education process. It is also vital for schools to offer their faculty with suitable training on how to act together with parents and obtain all parents involved.

Christenson, Rounds, and Gorney (1992) found that student achievement is correlated to four categories; parental expectations for their children, the learning environment, encouragement of learning at home, and parental involvement in each of Epstein's categories. At what time parents have reasonable and optimistic expectations for their children, the parents' attitude

toward the child's education is able to positively strengthen the child's attitude toward learning, leading to better achievement. Reinforcing and supporting learning at home fits in the use of homework as a link between school and home. Christenson, Rounds, and Gorney put emphasis on that learning at home cannot improve a child's success with no parental involvement at school, as well; parents are required to be involved at each level of their child's education. In addition it has been observed that parents who were involved at their child's school had an additional positive attitude toward the school, and their child's education at hand.

In a study of 41 elementary schools, Griffith (1996) found that schools with a great degree of parental involvement illustrated significant achievement in standardized test scores. This took place right the way through both urban and suburban schools, with altering levels of resources and a broad student population. These schools attempt to suit the requirements of parents when getting them involved; this lent a hand for parents to have guaranteed estimations of the schools and the education their children were receiving, and in turn, encouraging parents for extra involvement.

Models for increasing parental involvement

Jerold Bauch Model

Jerold Bauch(1994) established a classification system to categorize or define ways parents are or should be involved in endorsing the social, emotional, and academic growth of children. The worth of the model or category system is in demonstrating the variety and type of undertakings that might be integrated in parents' involvement programs. These categories can be used by school staffs as a structure for emerging, assessing, and reforming parent involvement programs in schools.

Seven parent participation models will be deliberated in this section; Gordon's Systems Approach, the Systems Development Corporation (SDC) study Berger's Role Categories, Chavkin and Williams' Parent Involvement Roles, Honig's Early Childhood Education Model, Jones' Levels of Parent Involvement, and Epestien's Typologies. And because the framework of the research in hand is based on Epstein's typologies, this model will be receiving more illumination than other models.

Gordon's Systems Approach

Ira Gordon (1979) established a beneficial way of relating parent involvement. His groups are based on the establishments that would be subjective by the participation. Gordon defined four levels of parent contribution in his social scheme model. The "micro system", the child and family, is powerfully dominant on the development and the school achievement of the child but necessitates huge efforts and energy to modification. The "mesosystem" is the neighbourhood institutions such as schools, recreation, stores, etc. the nature and the quality of these affect the family and the child in less direct ways. The "exosystem" involves an investigation of local policies which have an effect on the quality of family life. The

“macrosystem”, Gordon’s final system characterizes the main social, economic, and political features of the larger society. In Gordon’s interpretation, changes at this level have the potential for touching large numbers of children and families.

Gordon’s (1979) schemes model generates an inconsistency of priorities for parent involvement programs. Should a school design a sequence of one-on-one conferences with each parent, devote an equal amount of time helping a community agency, or develop neighbourhood sustenance groups for abusive parents? Would it be better to conduct a Saturday workshop for a few parents or write a brochure that can be distributed to all parents in the school district?

Another set of Gordon’s (1979) types tightens the focus to roles that parents can or should play when they cooperate with schools. These role types are: teach own child decision maker, classroom volunteer, the paraprofessional, adult educator, and adult learner. These roles would have multiple impacts. The parent would be influenced and so would others who have connection with family members. According to Gordon, this is the ultimate transaction- all improvement from the relationship.

The SDC Study

System Development Corporation (SDC), a California- based research firm, directed a large scale study of parent’s involvement categories (Lyons, Robbins, & Smith, 1983). Fifty-seven projects, maintained by several federal grants, were studied to define how parents were really involved in schools. The researchers found quite a lot of practices, which fell into six types; home-school relations, home-based instruction, school support, instruction at school, parent education, and advisory groups.

The SDC types, resulting from a large sample of programs with parent involvement modules, create a solid explanation of the status of parent involvement in the 1970s. Since the Elementary and Secondary Education Act of 1965 and reauthorization – Improving America’s School Act of 1994- most federally-funded projects command parents involvement. Project strategies frequently identify the kinds of parent involvement required, and others require parent advisory groups. There had been few models for involving parents in such cooperative roles before these roles were imposed on schools using federal funds, SDC established that parents were being involved effectively in their six categories. Many of the expectations for federal programs carry on using the variety of activities described in the SDC study.

Berger’s Role Categories

Eugenia Hepworth Berger, in her book “Parents as Parents in Education” presents six title roles that parent can or should play in their participation with their child’s school. They consist of; parents s teachers for their own children, parents as spectators, parents as employed resources, parents as temporary volunteers, parents as volunteer resources, and parents as policymakers.

There is significant overlap in Berger's (1991) roles and those of Gordon (1979). The Berger categories focus on what parents might do at home, at school, and at other institutions. Absent from Berger's categories is a focus on parent education, present in Gordon's list. Berger's roles are descriptive of activities that exist in the traditional school. In her book, Berger defines additional activities and interactions that can shape the home-school partnership.

Chavkin and Williams' Parental Involvement Roles

Nancy Feyl Chavkin and David Williams (1993) surveyed 2,967 parents in order to regulate their interest in several school involvement roles. They request parent to rank interest in the following seven roles; paid school staff, audience, decision makers, program supporter, advocate, home tutor, and co-learner.

The data were investigated according to parent ethnicity. Chavkin and Williams (1993) found robust resemblances among all groups (Anglo, African American, and Hispanic) in the top three rankings; audience, home tutor, and program supporter. The sorts that were ranked lower in interest by all parents in the survey were less traditional roles; decision makers, co-learner, and paid school staff. The only variances found among racial groups were in minority parents' greater interest in paid roles. Chavkin and Williams concluded that parents were interested in all seven roles, and that their overall interest in parent involvement in school was high.

Honig's Early Childhood Education Model

Much of the current interest in parent involvement began in research done with early childhood education programs (Lunenberg, 2000a), Alice Honig (1990) categorized the types of parent involvement efforts stated in the literature. Her seven categories include; home visitation (a staff member works with parents in their homes); parent group meetings (commonly for parents education purposes); home visits for interagency linkages (the Home Start Model); program-articulated home visits (for parents of children registered in preschool programs); parents as teachers (sharing responsibilities in cooperative preschools, or for parent education purposes); home follow-up on television viewing (based on "Sesame Street" or special-purpose TV programs); and omnibus programs (designed for total education, health and school serves effect on the entire family).

As with various early childhood education programs, the activities described by Honig (1990) include a substantial emphasis on learning opportunities for parents. The general role of parents with very young children was that of learner. Activities were planned to be responsible for information, knowledge, and skills to these parents.

Jones' Levels of Parent Involvement

Bruce Jones (1989) labelled parent involvement in school in four levels. Jones does not think through his levels as hierarchical; "Traditional level"; (parent-teacher association meetings and volunteer fund-raising), "Receive information level" (newsletter or other means of

communication with parents about budget, curriculum, instruction, and other school classroom activities), “Involving at school level” (paid volunteers for variety of school activities, such as tutoring, hall monitors, cafeteria helper, chaperoning, and advisory group membership), and “Decision making level” (direct participation in hiring faculty and staff, curriculum development, budgeting, and program evaluation).

The Jones (1989) levels were used as a framework in a study of half of the school districts in Indian sponsored by the Lilly Middle Grades Improvement Project (MGIP). Most schools had cases of parent involvement in level 1. Many MGIP schools had some forms of level 2 and 3 involvements. No school had clean level 4 participation (Jones, 1993). Despite the fact that Jones’ levels were not hierarchical, levels 1, 2 and 3 are out-of-date programs design by teachers in which parents play a positive role in school activities. In the first three Jones’ levels, there is no implicit partnership between parents and school staffs. Only in level 4 do parents have cooperative roles to play where their contribution can impact straight school programs and practices.

Epstein’s Typologies

Joyce Epstein (1985, 1987, 1995, and 2001) and her colleagues afford a departure from the evocative types for parent involvement in schools found in other models. The researchers were concerned that these early status studies did not offer much understanding into what schools might do to encourage more widespread parent involvement (Connors& Epstein, 1994; Dauber& Epstein, 1993; Epstein& Connors, 1994).

Epstein (1995) offered six typologies of parent involvement, which was the foundation of the National Parent Teacher Association’s (PTA) standards for family involvement, approved in 1997. The research-based framework recognizes non-hierarchical sorts of involvement for which schools can implement activities to reach a diversity of goals for students achievement and school improvement (Epstein, Sanders, Salinas, Simon, Van Voorhis,& Jansorn). The types of involvement are as the following.

Type 1; Parenting: This refers to school assisting to advance parent’s understanding of adolescent development, parenting skills, and the gatherings at home for learning. The school also seek out to develop its own understanding of the families of its students. Activities and ideas in the trust funds of the schools include (home visits, family support groups, and referrals for special serves, social serves providing information to parents about teens, and providing parents skills for teen parents).

Type 2: Communicating: This refers to the elementary duties of schools to improve the communications from school to home and from home to school about the school programs and students’ development, counting the use of (litters, memorandums, and different forms of report cards, information sheet, conferences, and other instruments). Activities and ideas include facilitation the transition to high school (orientation letters, tours for middle grade students, summer and fall orientations for students and parents), holding back-to-school

nights pledges/contracts with parents, using phone and mail communications (including newsletters), holding conferences, providing information on school policies and programs.

Type 3: Volunteering: the school and community volunteers, and the involvement of parents and others who come to school to sustenance and watch students' acts, sporting, and other occasions. School participates and ideas include volunteer activities (parents help other parent, call about attendance, talk about their careers, mentor students), and increasing family attendance at events.

Type 4: Learning at Home: This refers to improving family involvement in learning activities at home, including involvement in homework, class work, and curricular-related interactions and decisions. Activities and ideas include helping parents to help students set goals and select courses, providing college information, and conducting career transition programs.

Type 5: Decision Making: parents and other community inhabitants in not compulsory, decision-making, or support roles in parents links, consultative committees, and school improvement. It also talks about parents and community activities in responsibility advocacy groups that work for school enhancement. The school's activities and ideas take account of generating more active parent groups, and growing the number of parents, students, and community members on counselling and decision-making groups.

Type 6: Community Collaboration: community civil service or associations that share some responsibility for children's improvement and attainment. School activities and ideas take account of community involvement in school-linked health care programs, describing a clear role for families in business-school businesses, present workshops at school about community resources, and updating families about students' community serves activities and requirements.

The impact of parental involvement factors on academic success.

Definite family traditions have been significant factors contributory to children's academic achievement. These factors, as investigated by Clark (1983), take account of: valuing schooling and inviting a sense of self-importance in school, setting up specific daily and weekly family habits, establishing family responsibilities and household tasks, and closely managing and monitoring children's use of prearranged and formless time.

In addition, encouraging reading, talking with children about everyday incidences, discussion with children about school add to academic success. Visiting the school and turning out to be a supporter, encouraging children and families to build up hobbies and supplementary activities, and finally, spending excellence family time together are factors that also donate to children's academic success.

Walberg (1984) in his review of 29 studies of school–parent programs found that, family contribution in education was two times as analytical of students' academic success as family socio economic status SES. Some of the more concentrated programs had effects that were 10

times better than other factors. Six factors recognized by Walberg (1984) which maintain student success as were integrated in his "curriculum for the home". Encouraging parent and child conversations about everyday events, and also encouraging reading and discussion for free time. Parents' should keep an eye on and analyse television viewing. Walberg suggested that parents should postpone any immediate satisfaction to achieve long term goals. The children's academic and personal growth will be affected by these showed expressions. . Finally, "perhaps even occasional doses of caprice and serendipity, aid in academic success" (Walberg, 1984:.400).

Bloom (1984) argued that comparable practices and values arouse student achievement. These practices incorporated the work practices and agendas of the family, parental leadership and support willingly available, parental prospect and academic ambitions, and intellectual inspiration. In both the Bloom and Walberg studies, "these family practices were more prevalent in higher socioeconomic status homes, but when lower socioeconomic status parents engaged in these activities, their children also were more likely to express school success" (Chrispeels, 1996:301).

Singh et al (1995) investigated the factors or variables of parental involvement which have relationship with academic achievement on grade 8 students. Singh et al (1995) recognized that there are four factor that could be playing a vital role, these factors are the aspiration of the parents towards their children education, the communication between parents and their children about schooling, the parental activities which can provide more involvement in schooling that related to the structure of the family,

Singh et al showed that parental aspiration had a great impact on achievement, when parental involvement practice discussions between parent and child it would have a moderate relationship with academic achievement, moreover the home structure had a negative low relationship. Singh et al argued that there is no relationship between involving parents in school activities and the pupil achievement.

Sui-Chu and Willms (1996), also used the data base used by Singh et al and replicated the work of Singh et al, and found that in-school parental activities have little impact on student achievement.

Catsambis (2001) used Epstein's categories of involvement and searched the data base from the (NELS: 88) and (NELS: 92) studies to locate evidence with which to assess the Epstein's 6 types of involvement, connecting them to measures of student achievement. Before Catsambis studying the relation between parental involvement and student achievement on the age rage 14 – 18 years Variables such as family socio-economic status SES and earlier attainment were factored out. Catsambis found that not any of the 6 categories of parental involvement was linked with academic development in this age range.

Sacker et al (2002) used the data base from the National Child Development Study (NCDS) for adolescents in the UK. Variables such as family socio-economic status SES and ethnic background were factored out before studying the impact of parental involvement on 'staying on rates'. Sacker et al found that parental involvement had positive relationship with 'staying

on rates'. High levels of parental expectation, reliable support and actions to improve learning at home activities were all positively linked with students' high aspirations and college enrolments.

George and Kaplan (1998) used the National Educational Longitudinal Study (NELS): 88 data to investigate the impact of parental involvement on students' attitudes to science. Once more, key background variables were factored out. George and Kaplan concluded that parental involvement has significant effects on science attitudes, in the present study. when parents increase their positive attitude to science the students' achievement in science will be improved. Parents could increase positive science attitude by the conversation about school experiences and when spreading out or sustaining activities in libraries and museums.

McNeal (1999; 2001) used the (NELS: 88, 90, and 92) data to study the effects of parental involvement on these variables; science achievement, truancy and dropout rates. In these studies, the effect of background variables such as student previous attainment and socio economic status factors were factored out to expose the outstanding impact of parental involvement on achievement. However NcNeal went on to study the relations between parental involvement and a group of factors as ethnicity and socio economic status. He found that there is a very low consistency between "parent-child discussion" and enhancing the achievement or reducing misbehaviors.

parent-child discussion the only aspect of parental involvement that has a little consistent in terms of improving achievement and reducing problematical behavior.

Barriers to Parent Involvement

A number of barriers to parent involvement have been identified by both parents and teachers. The National PTA (1996) defines the greatest shared barriers as the lack of time, not being valued, and not knowing how to contribute. Additional barriers to parent involvement contain not understanding the educational system, childcare problems, language, cultural changes, and transportation problems. Additionally, parents often do not feel welcomed. Little literacy levels, educational verbiage, superciliousness, boring meetings, and parents who have unmet requirements themselves are also barriers to parent involvement.

Aloofness stuck between parents and teachers, deficiency and lack of teacher training, and obstacles of race and class have been recognized as barriers to parent involvement (Moore, 1991). Often, minority parents are not counted in activities for the reason of language or cultural variances (Chavkin, 1989). Other barriers are created from opinions, assertiveness, and arrangements by teachers and schools: lack of commitment, role confusion, concerns with territory, and low expectations from at-risk families. Teachers and schools assuming a passive role in involvement, poor communications on the part of the schools, and schools that emphasis on negative involvement are definite barriers to parent involvement (Liontos, 1992).

Undesirable events, difficulties, or disagreements that cause conflicts among teachers, parents, and students puff up barriers. Mad parents who are slow to overlook are not as much

probable to be involved in their children's education of those who keep clear heads (Lindle, 1989). Dissimilarities between parents and teachers have been related to the extent of teachers' service, training, and formality of the teacher (Wagenarr, 1986). From time to time this has been a consequence of a "leave it to the school" to fix it attitude on the share of the parents (Liontos, 1992).

A study done by the United States Office of Research and Development (1990) stated that just about 65% of parent replied that they had not spoken with school administrators on the subject of their eighth grader's high school academic plans. Only 50% of the parents had be present at any school meeting that year, while merely 29%of those replying had visited their child's classroom. About 52% had never talked over their child's grades with a teacher, 42% responded they had not communicated with the school about their child's academic action (White-Clark & Decker, 1996).

Joyce Epstein's (1988) study of at-risk parents in Maryland found that a lot of the traditional ways and means of parent involvement do not work. More than33% of the interviewed parents had not discussed in any manner with any educator throughout the school year. 60%of the subjects had not even linked by telephone. More than 35%of the parents surveyed had never presented at a parent-teacher conference. 70%of the parents interviewed had never helped with any sort of activity in their child's classroom and only 4%had used up more than 25 days taking part at a school. (White-Clark & Decker, 1996).

Conclusion

The more actively parents contribute in the diverse features of their children's schooling, whether it be as advocates, in decision-making, as classroom volunteers, or as home teachers, the better it is for student achievement (Gordon, 1978). Creating home environments that promote learning, parents who have expectations that could be impractical and greater than their children abilities for achievement and future, and those parents who turn out to be involved in their children's education both at school and in the community are the greatest precise predictors of a student's achievement in school (Henderson, 1994).

CHAPTER 3

Research Methodology and Design

Introduction

The purpose of this study is to determine whether parental involvement in children's education has a positive effect on student's achievement. This study also is important for comparing the current parental involvement of the parents (participants) with the Epstein' model of involvement to find out both strengths and weaknesses to be taking into consideration when the school is designing and implementing appropriate parental involvement activities to be used within the school, which increase student achievement.

Rationale

While the quantitative approach was very cooperative in the study in hand, for example the researcher was able to gather general information of the study sample, and the qualitative method facilitated in understands the meanings the interviewees carry to it. Both methodologies were used because even though they are different in many ways, they supplement each other. Furthermore, the qualitative approach supported in a deeper understanding through the interviewees or co-researchers' words of their visions towards family-school partnership.

Mouton (1996) defines research method as the total set of resources that researchers employ in their goal of valid knowledge. Cohen & Manion (1994), on the other hand, Cohen & Manion declare that research method refers to a variety of approaches used in educational research to collect data that are to be used as a foundation of interference and interpretation, for explanation and prediction.

According to Henning (2004), "methodology" refers to the coherent group of methods that complement one another to deliver data and findings that reflect the research question and suit the research purpose.

A mixed technique, which uses two or more methods of data collection, was adopted for this study. Research evidence suggests that the mixed methods approach generates insightful results and is used "…to expand the scope or breadth of research to offset the weaknesses of either (qualitative or quantitative) approach alone" (Driscoll et al, 2007).

The approach includes quantitative measures that depend on measurements and amounts gathered from the people and events (Murray-Thomas, 2003). They also allow for a snapshot of individuals‟ responses and attitudes. Therefore, quantitative data was collected through parent's questionnaires. The rationale behind the two questionnaires was to obtain and scrutinize data for both demographic and type of parental involvement. However, Cohen (2000) confesses quantitative data "…possesses a measure of standard error which is inbuilt

and which has to be acknowledged"; in other words, it is impossible to get to absolute perfection by using quantitative research.

Therefore, this study sought more help by recurring to the qualitative method that relies on a description of characteristics of people not on numbers and amounts (Murray- Thomas, 2003). Hence, the researcher conducted five personal interviews in order to collect more information regarding the reality of linking between family and school, allowing participants to make comments as they wish. Hence, a mixed methods approach was adopted.

Quantitative approach

Cresswell (1994) identifies the following assumptions about the quantitative approach; The researcher is independent and removed from the phenomena being studied; The researcher maximizes the distance between himself and the phenomena being studied; The researcher's values are kept out of study; The language used is impersonal and formal; and It uses deductive instead of inductive reasoning to reach conclusions about the research problem.

Qualitative approach

The qualitative approach was chosen to combine the quantitative approach seeking further reliable results of the research. Strauss & Corbin (1990:19) define qualitative research as any kind of research that produces findings that is not arrived at by means of statistical procedures or other means of quantification.

Ary et al (1990:445) assert that the qualitative method needs to understand human and social behaviour from the "insider's" perspective, that is, as it is lived by participants in a particular social setting, for instance, school, community or group. According to Ary et al (1990) the ultimate goal of qualitative method is to "portray the complex pattern of what is being studied in sufficient detail so that the one who has not experienced it can understand it." (Page 445)

McMillan & Schumacker (1993:14) identify the following assumptions about the qualitative paradigm; Reality is constructed through an individual's definition of the situation; it seeks to understand social phenomena through participants' perspective, there is greater flexibility in methods and research process than in quantitative approaches, the researcher is highly involved with the phenomenon being studied, and believes that human actions are influenced by situations in which they occur.

The researcher engaged the quantitative as well as the qualitative research methods. The quantitative component was incorporated in this study in order to strengthen this methodology to assist the researchers to gain knowledge of the characteristics of large number of individuals responding to a multiple number of questions within a relatively short period of time. The quantitative approach provides information from a group of people to describe some aspects as well as characteristics of larger group.

The purpose of interviewing, according to (Seidman, 1991), was the researchers' interests in what the participants' knowledge is like and what senses they make out of it. Interviewing was chosen for several reasons.

It is consistent with people's ability in order to make meanings through words. It is deeply satisfying to researchers who are interested in other people's stories or experiences. Regardless of the differences among both styles, the two researchers have come to appreciate both methodologies as the quantitative approach has given them the opportunity to add breadth in providing a broader understanding of how principals view home-school partnership. The qualitative approach has assisted in a deeper understanding through the interviewees' words about the relationship between schools and families. (Neuman, 2000).

A Case study

As mentioned in the previous paragraph, the approach of this investigation is in the form of a case study. A case study, as defined by McMillan & Schumacher (1993), is "an inquiry in which the main focus is on one phenomenon regardless of the number of sites involved in the investigation." Merriam (1998) points out that "A case study has an end-product that has a rich description of the phenomenon under study".

Data presented in the research were collected through two questionnaires and five interviews to a selected group of participants. The quantitative and qualitative approaches were used to analyse the collected data.

Subjects

Al Bawadi Elementary School is located in Banyas which is a small town in the Abu Dhabi Emirate of UAE. The school serves 550 grade one through sixth grade children. Families served by the school live in this town or in some areas that are close to it. Children live as far away as sixteen kilometres from the school. The majority of children ride the school bus daily when the rest of children use their own private transportation.

Al Bawadi Elementary School is one of ADEC schools after Abu Dhabi Educational Council became on charge of all schools in Abu Dhabi Emirate; it was a model school in the time of the ministry of education which was controlling all schools in the UAE. The students are all Emeriti, no other nationalities are there. The curriculum is Australian curriculum which is adapted for the UAE students under the supervision of ADEC. There are 33 classes; the density of each class is between 20 and 22 students. Math and Science subjects are taught by English language.

Al Bawadi Elementary School has its own program for parental involvement which includes; weakly parental visits, weakly school report to inform parents with the topics that will be taught in the next weak and also notes for coming exams, quizzes, or class activities in advance.

Sample

McMillan & Schumacher (1993) define the sampling process as “Sampling is the process of selecting a group of individuals form a larger group that is known as a population.”

Types of sampling

There are two general types of sampling, probability sampling, and non-probability sampling, discussed thoroughly in the next section. For the purpose of the study, the later method was used to enhance the results of the investigation.

According to Clark et al (1998), probability sampling is “a sampling technique that gives equal chance to members of a population to be selected”. McMillan & Schumacher (1993), on the other hand, describe probability sampling in another way “In probability sampling samples are drawn from a large population in such a way that the probability of selecting each of the population is known.” Random selection represents the probability sampling process, in which the sample is chosen on equal opportunity basis.

To obtain further reliable results, the researcher used the non-probability sampling technique, which is represented in the following section.

Non-probability or purposive sampling technique is used to obtain results that are more reliable. Information-rich participants in the questionnaire offered more professional and closer to the education field feedback for the researcher to build results and recommendations on. Clark et al (1998) refers to the non-probability technique as “…. Non-probability sampling is everything that probability sampling is not”

Research population

Ary et al (1990) define population as “those people about whom one wants to learn something”. For the purpose of this investigation, the research population was chosen according to the non-probability sampling.

The target population of the current research study included all parents of grade four in Al Bawadi School in Abu Dhabi in the UAE. Number of (144) participants were surveyed and (143) participants responded at the time of data collection. However, from the perspective of the researcher, this sample has been selected because the researcher was teaching science for all four grades and has a good relation with the majority of parents. So that such a sample could be sufficient to accomplish the study objectives. In addition to developing interview questions the researcher conducted five interviews with five parents.

Design and Procedures

The first objective:

To collect more information about participants, and the participants opinions about the current school program of “school-parents interaction program”.

For this objective the researcher designed the first questionnaire to fulfil this objective and provide ultimate collection of data which can be interpreted as descriptive analysis in the next chapter.

The first questionnaire was introduced to the parents of lower and higher achievers of grade four after the EMSA exam which was held in September 2010.

After analysing the collected data from the first survey, the school makes some changes to the “school-parents interaction program”. This program has been modified after collecting the first survey to respond to the suggestions made by parents. So that, homework has been included in the weekly report, and a remedial plane was sent to the parents of both lower and higher achievers associated with printed models of EMSA exams for Arabic, English, Math, and Science subjects, in addition to the regular programme activities which include; weakly parental visits, weakly school report to inform parents with the topics that will be taught in the next weak and also notes for coming exams, quizzes, or other class activities in advance.

The second objective:

The second questionnaire was introduced to parents after they have received the grades of the EMSA exam which was held in March 2011.

A Pearson correlational study was conducted to determine whether parental involvement has any correlation with student’s achievement in the four selected subjects (English, Arabic, Math, and Science). The independent variable is parental involvement, and the dependent variable is student’s achievement. Other variables were not indicative to this statistical analysis.

H0: There would be no significant correlation between academic achievement and parental involvement in their children education.

H 1: There would be a type of significant correlation between academic achievement and parental involvement in their children education.

Data for the study were collected and analysed from the second questionnaire “Parent And School Survey” (PASS) submitted by parents.

The overall grades achieved by each student in both September 2010, and March 2011 were collected and compared to find out the number of grades achieved that are represented by numerical form as; no grades achieved (0), one grade achieved (1), two grades achieved (2),

and three grades achieved (3). A copy of EMSA report which include the grades and their marks range that achieved by the student will be in the appendix (9 and 10).

The method which used to calculate the overall grade was as coming;

Grade	A	B	C	D	E
subject	5	4	3	2	1
E (English)			*		
M (Math.)		*			
S (Science)				*	
A (Arabic)			*		
OVERALL	3+4+2+3= 12/4= 3 which represents the grade C				

Table 1: Overall grade calculation

Instruments

The researcher developed two questionnaires and five interviews to use qualitative and quantitative methodologies. The two surveys will represent the quantitative methodology, while interviews embody the qualitative methodology.

The first questionnaire consists of two domains, which included twenty statements, the first domain was nine questions to collect demographic data and the second domain has the rest of questions from Q10 to Q20 to collect more information about the regular communication program which was used by the school before starting this study. This first questionnaire was introduced to all parents of grade four after they have got the overall grades of EMSA exam which held on September 2010.

The second questionnaire Parent And School Survey (PASS) that adapted by Ringenberg M. et al.(2005). This questionnaire consists of 24 questions; each item included a five point likert scale with responses “strongly agree,” “agree,” “partially agree/partially disagree,” “disagree,” and “strongly disagree.” The questionnaire is made of six domains adapted to measure the parental involvement alternatively to the six categories of Epstein’s model of parental involvement.

The second methodological approach in this research study is the qualitative method which will be represented through 7 questions throughout five interviews conducted by the researcher to report the replies of five participants whose are parents and working in the education field as well. Two of the participants are school principals, two are teachers and the last one is a social worker, they all work in different schools in ADEC.

The tow questionnaires and 7 questions for the interviews were introduced to be reviewed by the dissertation supervisor Dr. Clifton Chadwick and his feedback was taken into account, and changes as well as suggestions recommended by Dr. Clifton Chadwick have been incorporated into the study instrument. In addition to the questionnaires statements, the researcher conducted five personal interviews in order to collect more information regarding the reality of linking between family and school. This kind of research tool gives more in depth analysis qualitatively.

Reliability coefficient was calculated using Alpha (Cronbach) for the second questionnaire and the results are as coming:

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.936	0.939	24

1- Parenting Category Reliability: Cronbach's Alpha = 0.774

Parenting Category Correlations

		Q4	Q14	Q16	Q19
Q4	Pearson Correlation	1	0.361**	0.287**	0.321**
Q14	Pearson Correlation	0.361**	1	0.582**	0.558**
Q16	Pearson Correlation	0.287**	0.582**	1	0.638**
Q19	Pearson Correlation	0.321**	0.558**	0.638**	1

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

2- Communicating Category Reliability: Cronbach's Alpha = 0.685

Communicating Category Correlations

		Q3	Q6	Q7	Q17
Q3	Pearson Correlation	1	0.168*	0.358**	0.358**
Q6	Pearson Correlation	0.168*	1	0.395**	0.356**
Q7	Pearson Correlation	0.358**	0.395**	1	0.462**
Q17	Pearson Correlation	0.358**	0.356**	0.462**	1

*. Correlation is significant at the 0.05 level (2-tailed).

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

3- Volunteering Category Reliability: Cronbach's Alpha = 0.755

Volunteering Category Correlations

		Q1	Q12	Q15	Q23
Q1	Pearson Correlation	1	0.131	0.070	0.032
Q12	Pearson Correlation	0.131	1	0.705**	0.638**
Q15	Pearson Correlation	0.070	0.705**	1	0.736**
Q23	Pearson Correlation	0.032	0.638**	0.736**	1

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

4- Learning at home Reliability: Cronbach's Alpha = 0.505

Learning at home Correlations

		Q2	Q5	Q9	Q18
Q2	Pearson Correlation	1	-.038-	0.556**	0.611**
Q5	Pearson Correlation	-0.038-	1	-0.032-	-0.046-
Q9	Pearson Correlation	0.556**	-0.032-	1	0.559**
Q18	Pearson Correlation	0.611**	-0.046-	0.559**	1

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

5- Decision making Reliability: Cronbach's Alpha = 0.705

Decision making Correlations

		Q8	Q13	Q21	Q22
Q8	Pearson Correlation	1	0.038	0.137	0.206*
Q13	Pearson Correlation	0.038	1	0.495**	0.681**
Q21	Pearson Correlation	0.137	0.495**	1	0.670**
Q22	Pearson Correlation	0.206*	0.681**	0.670**	1

*. Correlation is significant at the 0.05 level (2-tailed).

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

6- Collaborative category Reliability: Cronbach's Alpha = 0.701

Collaborative category Correlations

		Q10	Q11	Q20	Q24
Q10	Pearson Correlation	1	0.486**	0.302**	0.494**
Q11	Pearson Correlation	0.486**	1	0.266**	0.424**
Q20	Pearson Correlation	0.302**	0.266**	1	0.227**
Q24	Pearson Correlation	0.494**	0.424**	0.227**	1

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

Ethical Considerations

Glesne (1999) confirms, “Research code of ethics is concerned with researchers’ desire and attempt to respect the right of others.” To maintain the codes of ethics – see the questionnaire cover page, appendix 1.

The researcher; planned and conducted the research in such a way that results obtained did not offer misleading information (Ary, 1990), assured respondents’ confidentiality and protection of their privacy through anonyms offered questionnaires and veil the school identity (McMillan & Schumacher, 1993), up-to-dated them orally and in writing about their freedom to withdraw from the questionnaire/ investigation at any point without penalty

(Glesne, 1999), and participants were knowledgeable about the research objectives and the method of recording their responses (Huyasamen, 1994)

Summary

The third chapter illustrated in details the research plan followed throughout the research, research design, and methodology, sampling process, the data analysis approach, and Ethical Considerations.

Chapter 4: Results

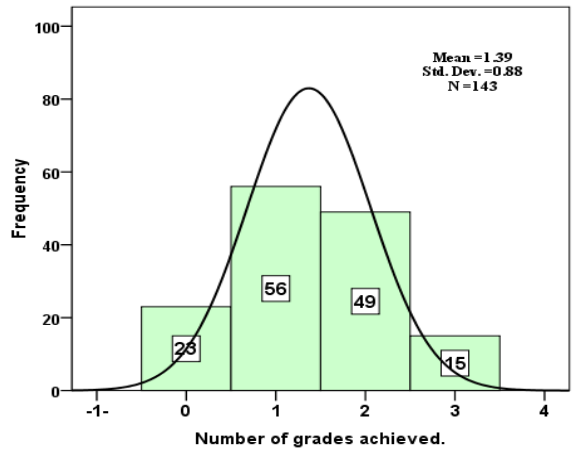
The Presentation of Data Results:

A. Quantitative Analysis

The first questionnaire

The first methodological approach in this research study was the quantitative method represented by two different questionnaires.

The first questionnaire has two domains that are: demographic data and the School-parent interaction program evaluation. A descriptive analysis will be conducted on the first questionnaire data to help in respond to the research question: “Does the “school-parent’s interaction program” encourage parents for more effective involvement to help students to gain academic and non-academic benefits?”



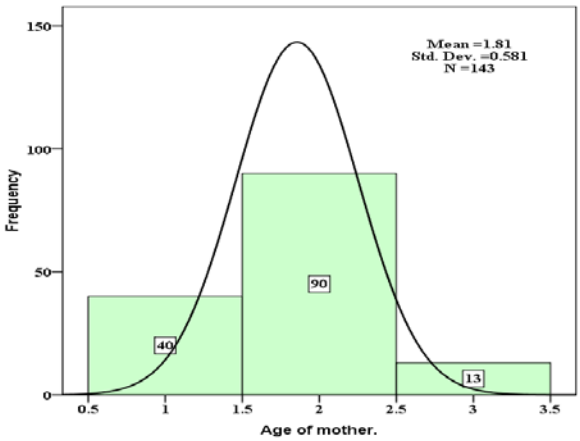
Graph 1: Number of the grades achieved

Grade levels ach.	Frequency	Per cent
No achievement (0)	23	16.0
One grade achieved (1)	56	38.9
Two grades achieved (2)	49	34.0
Three grades achieved (3)	15	10.4
Total	143	99.3
Missing	1	.7
Total	144	100.0

Table 2: Number of the grades achieved

Table 2: shows that the number of students has no achievement grades are 23 (16%), the number of students has one grade achieved is 56 (38.9%), the number of students has two grades achieved is 49 (34%), and the number of students has three grades achieved is 15 (10.4 %).

Graph 1: shows that the number of grade levels achieved is normally distributed with Mean = 1.39 and Standard Deviation =0.88. (N= 143, M= 1.39, SD = 0.88).



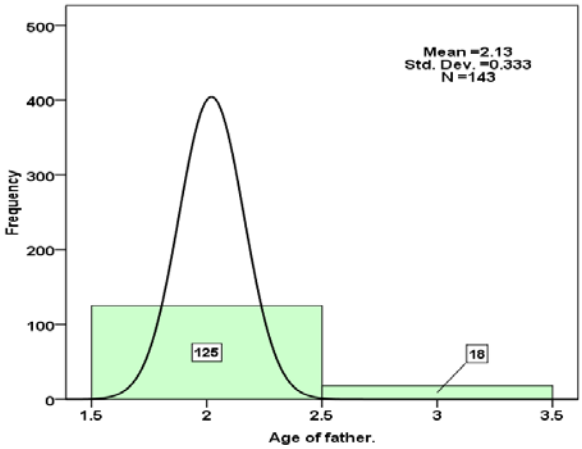
Graph 2: Mother Age.

Age of mother.	Frequency	Per cent
Less than 35 years (1)	40	27.8
35 to 45 years (2)	90	62.5
45 to 55 years (3)	13	9.0
Total	143	99.3
Missing	1	0.7
Total	144	100.0

Table 3: Mother Age.

Table 3: shows that the number of mothers' age with less than 35 years is 40 (27.8%), the number of mothers' age with 35 to 45 years is 90 (62.5%), and the number of mothers' age with 45 to 55 years is 13 (9%).

Graph 2: shows that the number of mothers' age is normally distributed with Mean = 1.81 and Standard Deviation =0.88. (N= 143, M= 1.81, SD = 0.581).



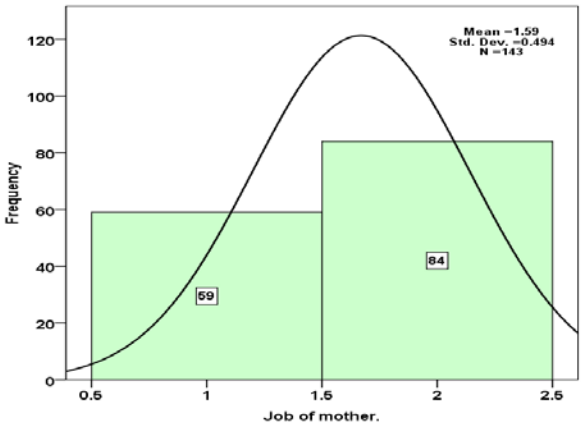
Graph 3: Age of father.

Age of father	Frequency	Per cent
35 to 45 years (2)	125	86.8
45 to 55 years (3)	18	12.5
Total	143	99.3
Missing	1	0.7
Total	144	100.0

Table 4: Age of father.

Table 4: shows that the number of fathers' age with less than 35 years is 0 (0%), the number of fathers' age with 35 to 45 years is 125 (86.8%), and the number of fathers' age with 45 to 55 years is 18 (12.5%).

Graph 3: shows that the number of mothers' age is normally distributed with Mean = 2.13 and Standard Deviation =0.333. (N= 143, M= 2.13, SD = 0.333).

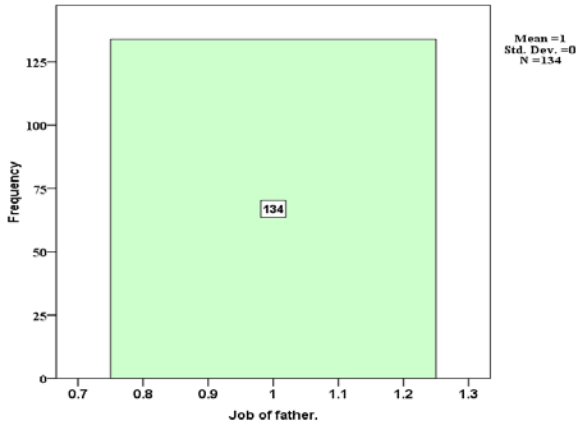


Graph 4: Job of mother.

Job of mother.	Frequency	Per cent
She works (1)	59	41.0
She does not work (2)	84	58.3
Total	143	99.3
Missing	1	0.7
Total	144	100.0

Table 5: Job of mother.

Table 5: shows that the number of working mothers is 59 (41%), and the number of non-working mothers is 84 (58.3%).

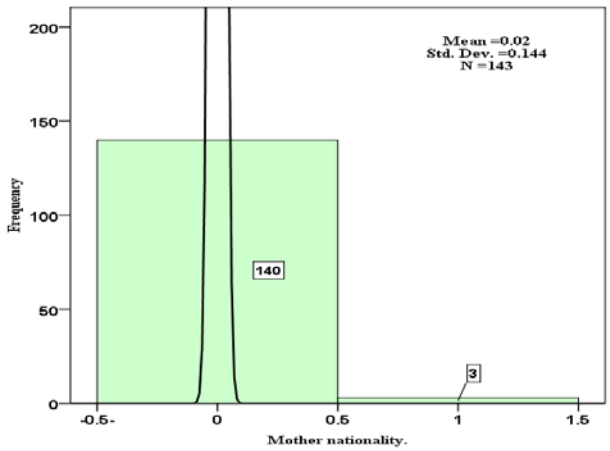


Graph 5: Job of father.

Job of father.	Frequency	Per cent
He works	134	93.1
Missing	10	6.9
Total	144	100.0

Table 6: Job of father.

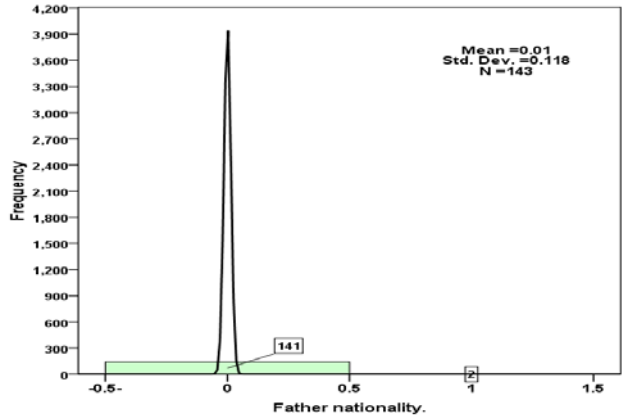
Table 6: shows that the number of non-working fathers is 0 (0%), and the number of working fathers is 134 (93.1%).



Graph 6: Mother nationality.

Mother nationality.	Frequency	Per cent
Emirati (0)	140	97.2
Other (1)	3	2.1
Total	143	99.3
Missing	1	0.7
Total	144	100.0

Table 7: Mother nationality.

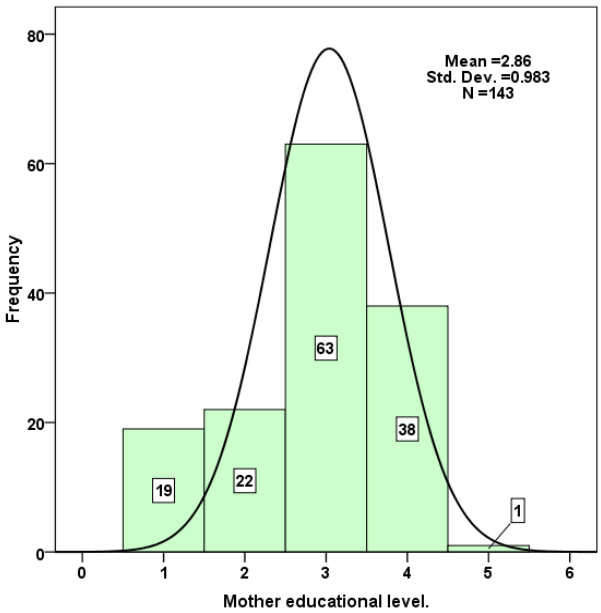


Graph 7: Father nationality.

Father nationality.	Frequency	Per cent
Emirati (0)	141	97.9
Other (1)	2	1.4
Total	143	99.3
Missing	1	0.7
Total	144	100.0

Table 8: Father nationality.

Tables 7 and 8: show that the nationality of mothers is 97% Emirati (140), mothers of other nationalities are 2.1% (3), the nationality of fathers is 97.9% Emirati (141), and fathers of other nationalities are 1.4% (2).



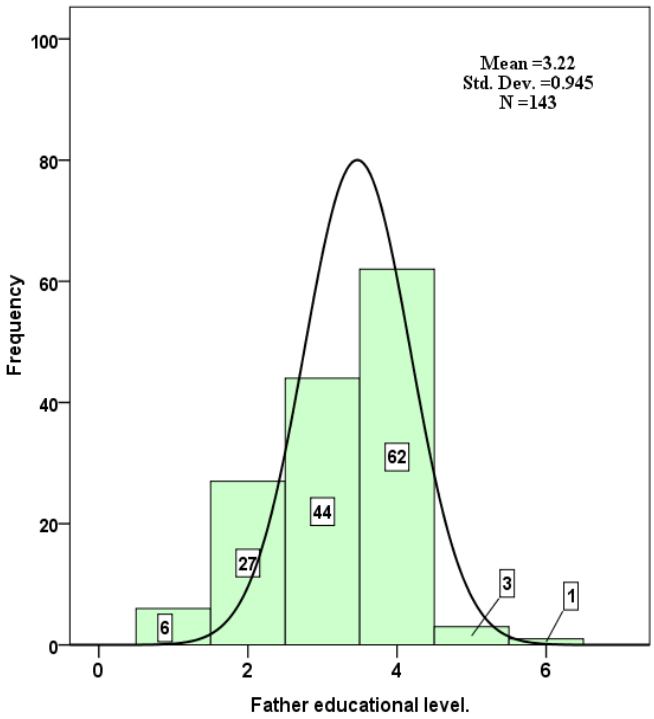
Graph 8: Mother educational level.

Mother educational level.	Frequency	Per cent
Some education – less than grade 12 (1)	19	13.2
High school (2)	22	15.3
Diploma – two years after grade 12 (3)	63	43.8
University graduate (4)	38	26.4
Master's degree holder (5)	1	0.7
Total	143	99.3
Missing	1	0.7
Total	144	100.0

Table 9: Mother educational level.

Table 9: shows that the number of mothers' educational level with "some education – less than grade 12" is 19 (13.2%), the number of mothers' educational level with " High school " is 22 (15.3%), the number of mothers' educational level with " Diploma – two years after grade 12" is 63 (43.8%), the number of mothers' educational level with " University graduate " is 38 (26.4%) and the number of mothers' educational level with " Master's degree holder " is 1 (0.7%).

Graph 8: shows that the number of mothers' educational level is normally distributed with Mean = 2.86 and Standard Deviation =0.983. (N= 143, M= 2.86, SD = 0.983).



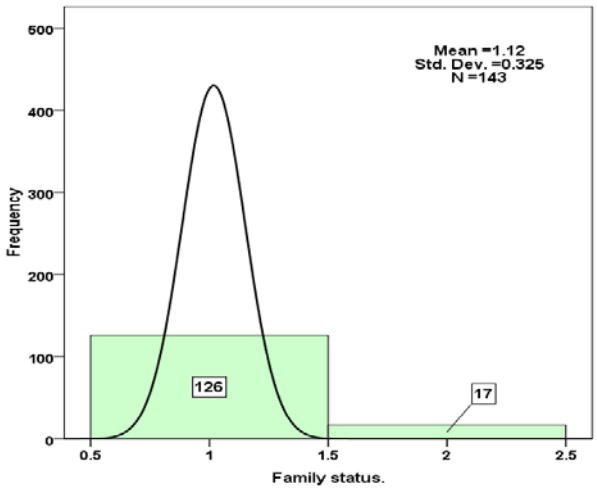
Graph 9: Father educational level.

Father educational level.	Frequency	Per cent
Some education – less than grade 12 (1)	6	4.2
High school (2)	27	18.8
Diploma – two years after grade 12 (3)	44	30.6
University graduate (4)	62	43.1
Master's degree holder (5)	3	2.1
Doctorate degree holder (6)	1	0.7
Total	143	99.3
Missing	1	0.7
Total	144	100.0

Table 10: Father educational level.

Table 10: shows that the number of fathers' educational level with "some education – less than grade 12" is 6 (4.2%), the number of fathers' educational level with " High school " is 27 (18.8%), the number of fathers' educational level with " Diploma – two years after grade 12" is 44 (30.6%), the number of fathers' educational level with " University graduate " is 62 (43.1%), the number of fathers' educational level with " Master's degree holder " is 3(2.1%) and the number of fathers' educational level with " Doctorate degree holder " is 1 (0.7%).

Graph 9: shows that the number of fathers' educational level is normally distributed with Mean = 3.22 and Standard Deviation =0.945. (N= 143, M= 3.22, SD = 0.945).

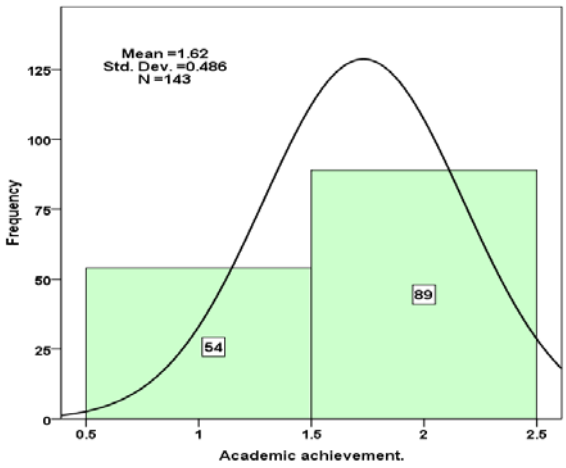


Graph 10: Family status.

Family status.	Frequency	Per cent
The child lives with both parents (1)	126	87.5
The child lives with one of the parents because of divorce. (2)	17	11.8
Total	143	99.3
Missing	1	0.7
Total	144	100.0

Table 11: Family status.

Table 11: shows that the number of children lives with both parents is 126 (87.5%) and the number of children lives with one of the parents because of divorce is 17 (11.8%).



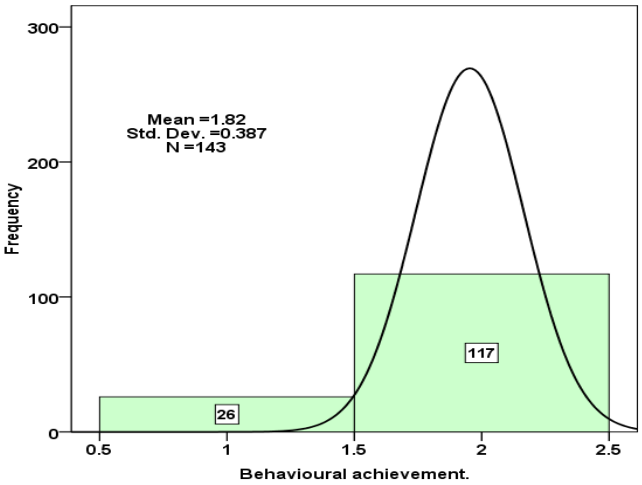
Graph 11: Academic achievement.

Academic achievement.	Frequency	Per cent
To some extent (1)	54	37.5
Definitely (2)	89	61.8
Total	143	99.3
Missing	1	0.7
Total	144	100.0

Table 12: Academic achievement.

Table 12: shows that the number of parents has “To some extent” benefited from the school-parent communication program in raising their child’s academic level is 54 (37.5%), the number of parents has “Definitely” benefited from the school-parent communication program in raising their child’s academic level is 89 (61.8%), and the number of parents has “No benefit at all” from the school-parent communication program in raising their child’s academic level is 0 (0%).

Graph 11: shows that the number of parents has benefited from the school-parent communication program in raising their child's academic level is normally distributed with Mean = 1.62 and Standard Deviation =0.486. (N= 143, M= 1.62, SD = 0.486).

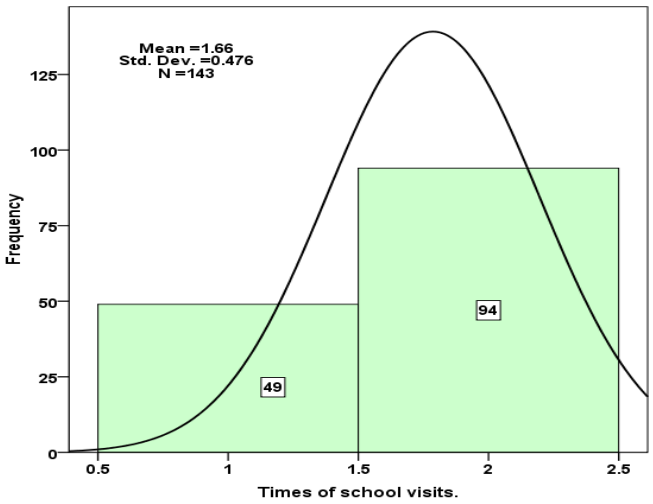


Graph 12: Behavioral achievement.

Behavioural achievement	Frequency	Per cent
To some extent (1)	26	18.1
Definitely (2)	117	81.3
Total	143	99.3
Missing	1	0.7
Total	144	100.0

Table 13: Behavioral achievement.

Table 13: shows that the number of parents has "To some extent" benefited from the school-parent communication program to improve some of the negative attitudes of your child is 26 (18.1%), the number of parents has "Definitely" benefited from the school-parent communication program to improve some of the negative attitudes of your child is 117 (81.3%), and the number of parents has "no benefit at all" from the school-parent communication program to improve some of the negative attitudes of your child is 0 (0%).



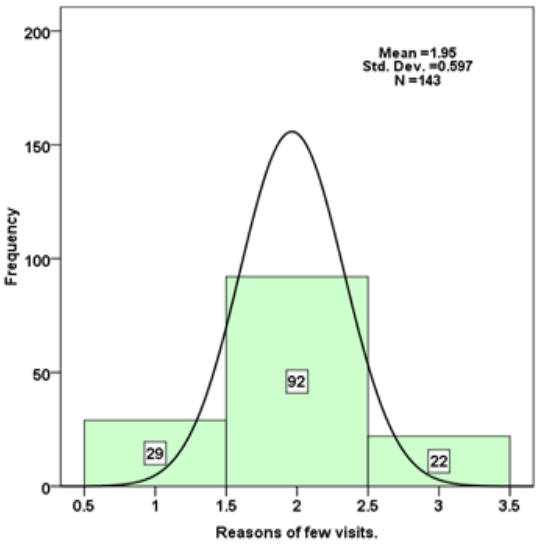
Graph 13: Times of school visit.

Times of school visit.	Frequency	Per cent
Very few visits (1)	49	34.0
Some irregular visits (2)	94	65.3
Total	143	99.3
Missing	1	.7
Total	144	100.0

Table 14: Times of school visit.

Table 14: shows that the number of “Very few” school visits during the school-parent communication program is 49 (34%), and the number of “Some irregular” school visits during the school-parent communication program is 94 (65.3%).

Graph 13: shows that the number of school visits during the school-parent communication program is normally distributed with Mean = 1.66 and Standard Deviation =0.476. (N= 143, M= 1.66, SD = 0.476).



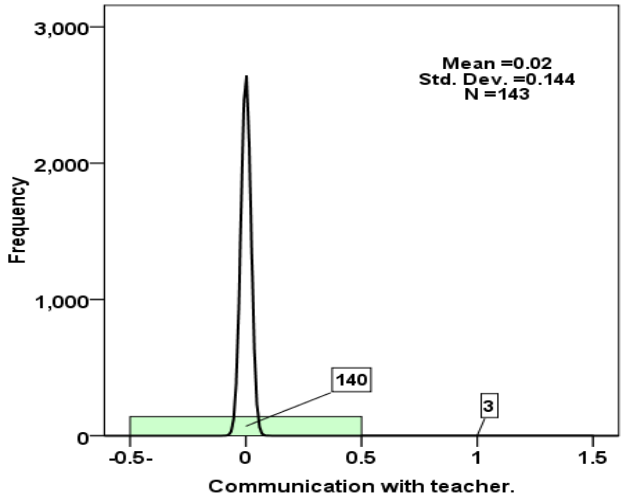
Graph 14: Reasons of few visits.

Reasons of few visits.	Frequency	Per cent
Visit timing is not suitable for me (0).	29	20.1
I pay the school a visit only if the reason is good enough (1).	92	63.9
I do not see the benefit of the school-parent communication program.(2	22	15.3
Total	143	99.3
Missing	1	.7
Total	144	100.0

Table 15: Reasons of few visits.

Table 15: shows that the number of very few school visits because of “Visit timing is not suitable for me” is 29 (20.1%), the number of very few school visits because of “I pay the school a visit only if the reason is good enough” is 92 (63.9%), and the number of very few school visits because of “I do not see the benefit of the school-parent communication program” is 22 (15.3%).

Graph 14: shows that the number of reasons for very few school visits during the school-parent communication program is normally distributed with Mean = 1.95 and Standard Deviation =0.597. (N= 143, M= 1.95, SD = 0.597).



Graph 15: Communication with teacher.

Communication with teacher.	Frequency	Per cent
No (0)	140	97.2
Yes (1)	3	2.1
Total	143	99.3
Missing	1	.7
Total	144	100.0

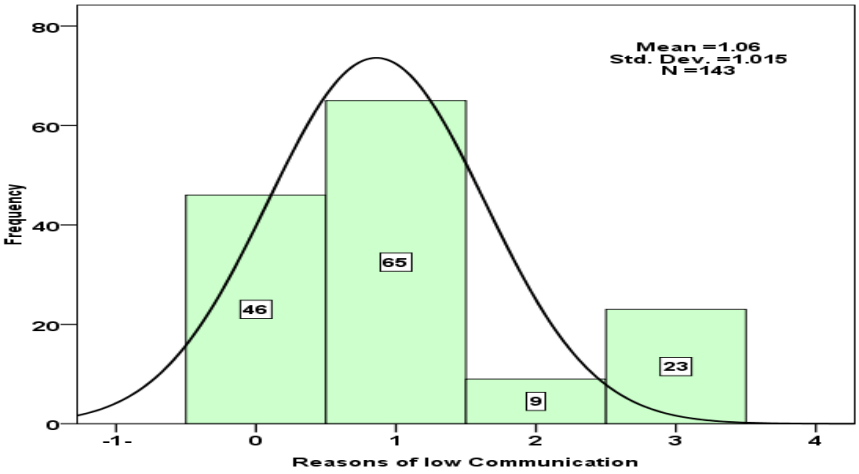
Table 16: Communication with teacher.

Table 16: shows that the number of parents that face no difficulty while communicating with teachers is 140 (97.2%), and the number of parents that face any difficulty while communicating with teachers is 3 (2.1%).

Graph 15: shows that the number of parents that face any difficulty while communicating with teachers is normally distributed with Mean = 0.02 and Standard Deviation =0.144 (N= 143, M= 0.02, SD = 0.144).

Reasons of low Communication	Frequency	Per cent
Other reasons (0)	46	31.9
Not able to understand English language. (1)	65	45.1
The negative attitude of teachers. (2)	9	6.3
I do not see any results from communicating with teachers. (3)	23	16.0
Total	143	99.3
Missing	1	0.7
Total	144	100.0

Table 17: Reasons of low Communication

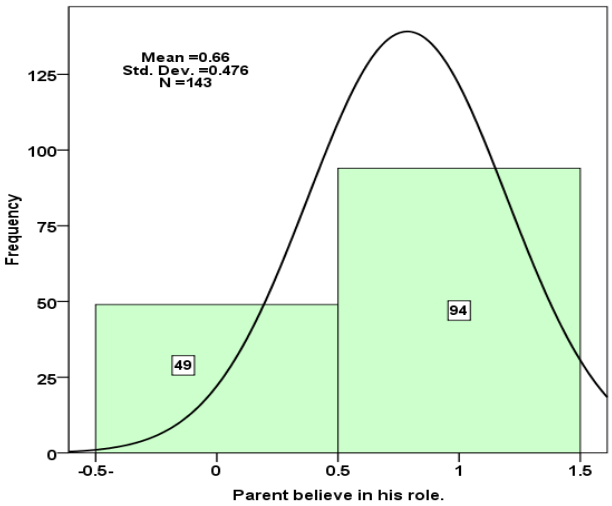


Graph 16: Reasons of low Communication.

Table 17: shows that the number of parents that face difficulty while communicating with teachers because of “Other reasons” is 46 (31.9%), the number of parents that face difficulty while communicating with teachers because of “Inability to understand English language” is 65 (45.1%), the number of parents that face difficulty while communicating with teachers because of “The negative attitude of teachers” is 9 (6.3%), and the number of parents that face difficulty while communicating with teachers because of “They do not see any results from communicating with teachers” is 23 (16%).

Graph 16: shows that the number of parents that face difficulty while communicating with teachers for different reasons is normally distributed with Mean = 1.06 and Standard Deviation =1.015 (N= 143, M= 1.06, SD = 1.015).

Other reasons mentioned by the participants are; lack of time, they have their own private teacher at home, and some of cultural reasons as women cannot communicate with men even for school purposes.



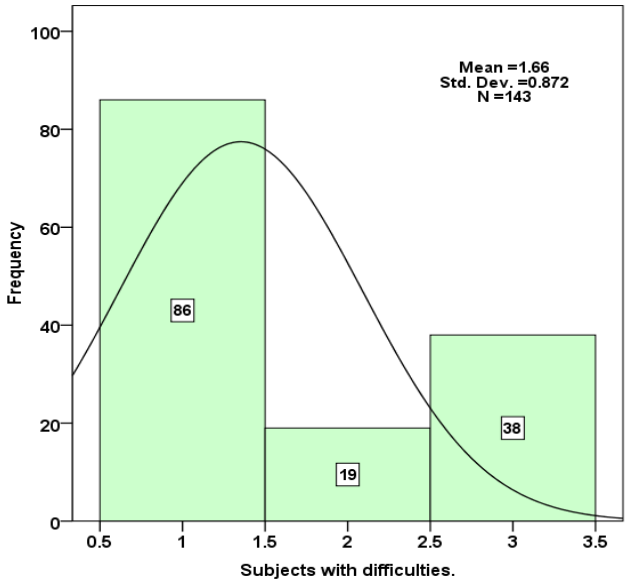
Graph 17: Parent believes in his role.

Parent believe in his role.	Frequency	Per cent
No (0)	49	34.0
Yes (1)	94	65.3
Total	143	99.3
Missing	1	0.7
Total	144	100.0

Table 18: Parent believes in his role.

Table 18: shows that the number of parents who do not believe that the parent's role in the education process is almost as important as the role of the school is 49 (34%), and the number of parents who believe that the parent's role in the education process is almost as important as the role of the school is 94 (65.3%).

Graph 17: shows that the number of parents' belief that the parent's role in the education process is almost as important as the role of the school is normally distributed with Mean = 0.66 and Standard Deviation =0.476 (N= 143, M= 0.66, SD = 0.476).

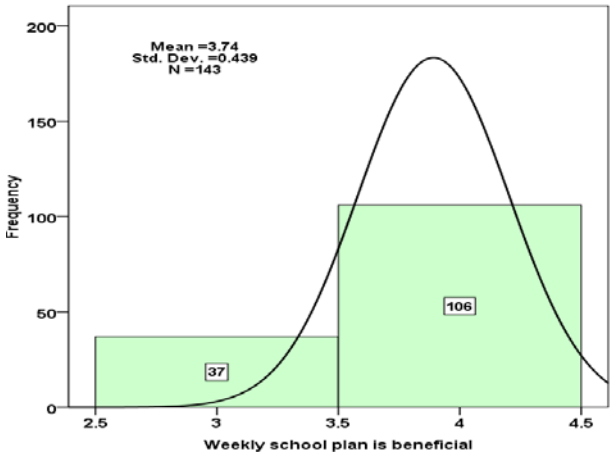


Graph 18: Subjects with difficulties.

Subjects with difficulties.	Frequency	Per cent
English	86	59.7
Math	19	13.2
Science	38	26.4
Total	143	99.3
Missing	1	0.7
Total	144	100.0

Table 19: Subjects with difficulties.

Table 18: shows that the number of parents who reported “English” as the difficult subject to follow up at home is 86 (59.7%), the number of parents who reported “Math” as the difficult subject to follow up at home is 19 (13.2%), and the number of parents who reported “Science” as the difficult subject to follow up at home is 38 (26.4%).



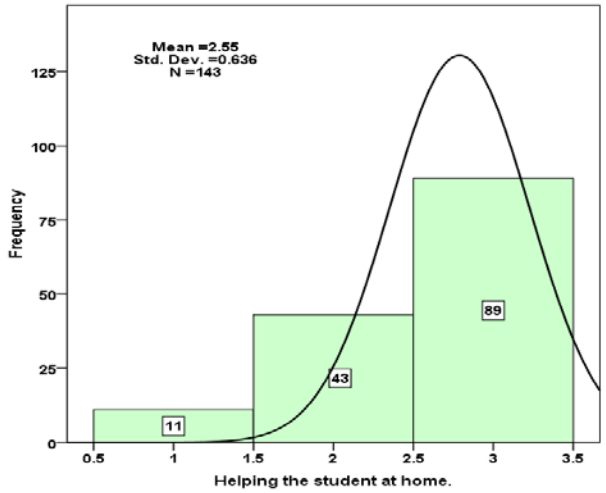
Graph 19: Weekly school plan is beneficial

Weekly school plan is beneficial	Frequency	Per cent
Agree (3)	37	25.7
Strongly agree (4)	106	73.6
Total	143	99.3
Missing	1	0.7
Total	144	100.0

Table 20: Weekly school plan is beneficial

Table 20: shows that the number of parents who do “Agree” that the weekly plan has a great role in school-parent communication program is 37 (25.7%), and the number of parents who “Strongly agree” that the weekly plan has a great role in school-parent communication program is 106 (73.6%).

Graph 19: shows that the number of parents' beliefs about "The weekly plan has a great role in school-parent communication program" is normally distributed with Mean = 3.74 and Standard Deviation =0.439 (N= 143, M= 3.74, SD = 0.439).

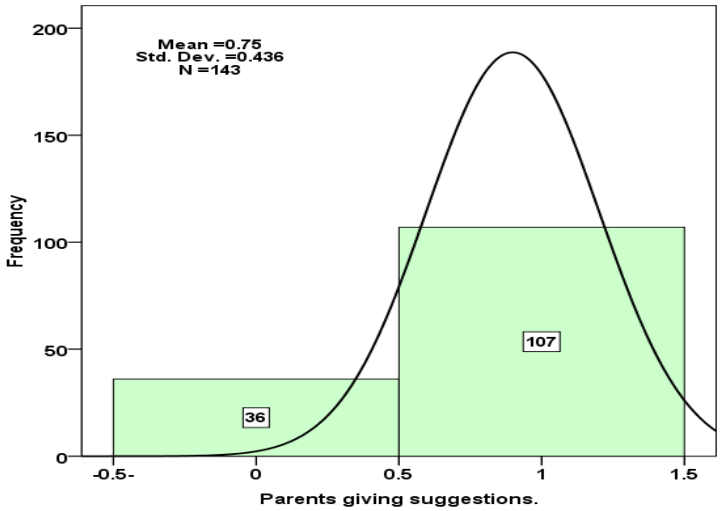


Graph 20: Helping the student at home.

Helping the student at home.	Frequency	Per cent
Does not receive any help (1)	11	7.6
Gets help from private teacher (2)	43	29.9
Gets help from home (3)	89	61.8
Total	143	99.3
Missing	1	0.7
Total	144	100.0

Table 21: Helping the student at home.

Table 21: shows that the number of parents reported the " Techniques applied at home to follow up with their children is 11(7.6%) with "Does not receive any help", 43 (29.9%) with "Gets help from private teacher ", and 89 (61.8%) with "Gets help from home".



Graph 21: Parents giving suggestions.

Parents giving suggestions	Frequency	Per cent
He suggests (0)	36	25.0
He does not suggest (1)	107	74.3
Total	143	99.3
Missing	1	0.7
Total	144	100.0

Table 22: Parents giving suggestions.

Table 22: shows that the number of parents provide suggestions to enhance active role in school-parent communication program is 36 (25%), and the number of parents do not provide suggestions to enhance active role in school-parent communication program is 107 (74.3%).

The second questionnaire

The second questionnaire has six categories of parental involvement that are; assisting parents in child-rearing skills, school-parent communication, involving parents in school volunteer opportunities, involving parents in home-based learning, involving parents in school decision-making, and involving parents in school-community collaborations. A statistical analysis will be conducted on this questionnaire to make correlations between parental involvement categories and the academic achievement throughout SPSS program. Tables of correlations will be introduced to give an ultimate understanding for the nature of the impact of parental involvement on the academic achievement of the students to fulfil the research questions; " Do the parents 'involvement in an elementary school in UAE has positive impact on students' academic achievement?, Do the parents cover a considerable number of the suggested activities for school and home parental involvement according to six categories of Epstein's typology for parent's involvement after adapting school-parents interaction program?"

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.936	0.939	24

Parenting Category		Achieved
Q4: I frequently explain difficult ideas to my child when he doesn't understand.	Pearson Correlation	0.374**
	Sig. (2-tailed)	0.000
Q14: There are many children's books in our house.	Pearson Correlation	0.497**
	Sig. (2-tailed)	0.000
Q16: My child misses school several days each semester.	Pearson Correlation	0.576**
	Sig. (2-tailed)	0.000
Q19: Reading books is a regular activity in our home.	Pearson Correlation	0.639**
	Sig. (2-tailed)	0.000

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

The Sig. 2 - tailed level is .000 which shows that there is significance between (I frequently explain difficult ideas to my child when he doesn't understand) and number of grades achieved is a positive 37.4%.

The Sig. 2 - tailed level is .000 which shows that there is significance between (There are many children's books in our house.) and number of grades achieved is a positive 49.7%.

The Sig. 2 - tailed level is .000 which shows that there is significance between (I frequently explain difficult ideas to my child when he doesn't understand) and number of grades achieved is a positive 57.6%.

The Sig. 2 - tailed level is .000 which shows that there is significance between (I frequently explain difficult ideas to my child when he doesn't understand) and number of grades achieved is a positive 63.9%.

Communicating Category		Achieved
Q3: If my child misbehaved at school, I would know about it soon afterward.	Pearson Correlation	0.223**
	Sig. (2-tailed)	0.008
Q6: Talking with my child's principal makes me uncomfortable.	Pearson Correlation	0.158
	Sig. (2-tailed)	0.060
Q7: I always know how well my child is doing in school.	Pearson Correlation	0.263**
	Sig. (2-tailed)	0.002
Q17: Talking with my child's current teacher makes me somewhat uncomfortable	Pearson Correlation	0.490**
	Sig. (2-tailed)	0.000

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

The Sig. 2 - tailed level is 0.008 which shows that there is significance between (If my child misbehaved at school, I would know about it soon afterward) and number of grades achieved is a positive 22.3%.

The Sig. 2 - tailed level is 0.060 which shows that there is no significance between (Talking with my child's principal makes me uncomfortable) and number of grades achieved.

The Sig. 2 - tailed level is .000 which shows that there is significance between (I always know how well my child is doing in school) and number of grades achieved is a positive 22.3%.

The Sig. 2 - tailed level is .008 which shows that there is significance between (Talking with my child's current teacher makes me somewhat uncomfortable) and number of grades achieved is a positive 49.0%.

Volunteering Category		Achieved
Q1: I feel very comfortable visiting my child's school	Pearson Correlation	0.165*
	Sig. (2-tailed)	0.050
Q12: I have visited my child's classroom several times in the past year.	Pearson Correlation	0.421**
	Sig. (2-tailed)	0.000
Q15: In the past 12 months I have attended activities at my child's school several times (e.g. fun nights, performances, awards nights).	Pearson Correlation	0.515**
	Sig. (2-tailed)	0.000
Q23: In the past 12 months I volunteered at my child's school at least 3 times.	Pearson Correlation	0.603**
	Sig. (2-tailed)	0.000

*. Correlation is significant at the 0.05 level (2-tailed).

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

The Sig. 2 - tailed level is .050 which shows that there is significance between (: I feel very comfortable visiting my child's school) and number of grades achieved is a positive 16.5%.

The Sig. 2 - tailed level is .000 which shows that there is significance between (I have visited my child's classroom several times in the past year) and number of grades achieved is a positive 42.1%.

The Sig. 2 - tailed level is .000 which shows that there is significance between (:In the past 12 months I have attended activities at my child's school several times (e.g. fun nights, performances, awards nights) and number of grades achieved is a positive 51.5%.

The Sig. 2 - tailed level is .000 which shows that there is significance between (In the past 12 months I volunteered at my child's school at least 3 times) and number of grades achieved is a positive 60.3%.

Learning at home.		Achieved
Q2: My child's schoolwork is always displayed in our home (e.g. hang papers on the refrigerator).	Pearson Correlation	0.598**
	Sig. (2-tailed)	0.000
Q5: Every time my child does something well at school I compliment him.	Pearson Correlation	0.120
	Sig. (2-tailed)	0.153
Q9: I read to my child every day.	Pearson Correlation	0.577**
	Sig. (2-tailed)	0.000
Q18: I don't understand the assignments my child brings home.	Pearson Correlation	0.366**
	Sig. (2-tailed)	.000

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

The Sig. 2 - tailed level is .000 which shows that there is significance between (My child's schoolwork is always displayed in our home e.g. hang papers on the refrigerator) and number of grades achieved is a positive 59.8%.

The Sig. 2 - tailed level is .153 which shows that there is no significance between (Every time my child does something well at school I compliment him) and number of grades achieved.

The Sig. 2 - tailed level is .000 which shows that there is significance between (I read to my child every day) and number of grades achieved is a positive 57.7%.

The Sig. 2 - tailed level is .000 which shows that there is significance between (I feel very comfortable visiting my child's school) and number of grades achieved is a positive 36.6%.

Decision making		Achieved
Q8: I am confused about my legal rights as a parent of a student.	Pearson Correlation	.181*
	Sig. (2-tailed)	.031
Q13: I have made suggestions to my child's teachers about how to help my child learn.	Pearson Correlation	.463**
	Sig. (2-tailed)	.000
Q21: I know the laws governing schools well.	Pearson Correlation	.575**
	Sig. (2-tailed)	.000
Q22: In the past 12 months I attended several school board meetings.	Pearson Correlation	.682**
	Sig. (2-tailed)	.000

*. Correlation is significant at the 0.05 level (2-tailed).

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

The Sig. 2 - tailed level is 0.031 which shows that there is significance between (I am confused about my legal rights as a parent of a student) and number of grades achieved is a positive 18.1%.

The Sig. 2 - tailed level is .000 which shows that there is no significance between (I have made suggestions to my child's teachers about how to help my child learn) and number of grades achieved is a positive 46.3%.

The Sig. 2 - tailed level is .000 which shows that there is significance between (I know the laws governing schools well) and number of grades achieved is a positive 57.5%.

The Sig. 2 - tailed level is .000 which shows that there is significance between (In the past 12 months I attended several school board meetings.) and number of grades achieved is a positive 68.2%.

Collaborative category		Achieved
Q10: I talk with other parents frequently about educational issues.	Pearson Correlation	.503**
	Sig. (2-tailed)	.000
Q11: My child attends community programs (e.g. community theatre) regularly.	Pearson Correlation	.307**
	Sig. (2-tailed)	.000
Q20: If my child was having trouble in school I would not know how to get extra help for him.	Pearson Correlation	.305**
	Sig. (2-tailed)	.000
Q24: I know about many programs for youth in my community.	Pearson Correlation	.556**
	Sig. (2-tailed)	.000

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

The Sig. 2 ‑ tailed level is .000 which shows that there is significance between (I talk with other parents frequently about educational issues) and number of grades achieved is a positive 50.3%.

The Sig. 2 ‑ tailed level is .000 which shows that there is significance between (My child attends community programs (e.g. community theatre) regularly) and number of grades achieved is a positive 30.7%.

The Sig. 2 ‑ tailed level is .000 which shows that there is significance between (If my child was having trouble in school I would not know how to get extra help for him) and number of grades achieved is a positive 30.5%.

The Sig. 2 ‑ tailed level is .000 which shows that there is significance between (I know about many programs for youth in my community) and number of grades achieved is a positive 55.6%.

B. Qualitative analysis

The second methodological approach in this research study was the qualitative method which will be represented by a summary for five interviews conducted by the researcher to report the replies of five participants whose are parents and working in the education field as well. Two of the participants are school principals, two are teachers and the last one is a social worker, they all work in different schools in ADEC.

The summary of the interviews will represent an opportunity for the reader to learn the answers of each participant to the interview questions of this study, not purely through the researcher's words, but through the words of the participants themselves.

The first interview question of this research study states as follows: “Is there a partnership plan intended by the school to educate and benefit from parents? The Participants responded that there is no partnership plan designed by the school to educate parents and benefit from their academic and financial abilities. On the other hand, two of the respondents showed that there is a school strategic plan, in spite of the fact that this partnership plan is not applied. In other words, one of the participants said that there is no such a plan, while two of them said that their schools have a partnership plan within the strategic plan, but not taken into account.

The second interview question of this research study is “Does the school hold a general meeting for parents in order to clear up its vision and mission?” Four out of five interviewees concluded that in the first annual meeting, some topics are discussed such as forming and electing PTA members as the main objective of the meeting. During the election process some students' needs are shared with parents. But, general meetings are not held to clarify the school mission and vision. The fifth respondent, on the other hand, indicated that schools view vision and mission is a new culture and to some schools; both terms are not yet comprehended.

Responding to the third question; “Does the school be responsible for providing parents with workshops to help them in home schooling and come to be aware of their children's performance?” Only one of the participants expressed that very few schools be responsible for giving parents such workshops and those are the modern schools. However, four out of five interviewers pointed out that schools do not offer workshops to increase parental involvement’ role at home.

Regarding to the fourth question; “Does the school offer opportunity to parents and local community members for volunteer work?” three of the respondents strongly believed that volunteer work does not be existent throughout their schools. Two of the respondents, however, thought that there are some individual efforts by parents every now and then.

When asked the study participants the fifth question; “Does the school have any mechanism for listening to your suggestions?” The first respondent replied: "… listening…, no one wants to listen, the principal does not want to see parents complaining, or suggesting". The second respondent said: "…provided that there is a problem, parents are usually too busy… when we come to school we should receive more welcoming ". The third response was: "…the

principal is hiding behind his door and we are asking why the school does not have effective partnership plan". The fourth reaction was as follows: "there are no such mechanisms and the school administration does not get involved in the first place".

The final response to the fifth question was: "it is the first time I know that parents can provide their suggestions… we used to try our best to satisfy the school, really…is there a such mechanism or you are joking".

On the subject of the sixth question: "Does the school have homework mechanisms such as telephone hotline, or web sites?" The interviews revealed that such an idea of telephone hotline does not exist at all, they never heard about this mechanism in UAE before. On the other hand the interviewees indicated that some schools have web sites, which allow parents to be acquainted with their kids' progress.

The final interview question was: "Do teachers respect the uniqueness of students and their families (Diversity)?" The comments of the participants varied. Two of them believed that the idea of diversity is not taken into consideration. Three of them, on the other hand, believed that schools consider individual differences among students. The teachers determine students' academic levels in order to place them in suitable classrooms. The same three respondents indicated that diversity is not taken into account when it comes to parents.

Summary

Pearson correlation for the Iikert scales and EMSA data both rejected the null hypothesis of H0: There would be no significant correlation between academic achievement and parental involvement in their children education, thus accepting the alternate hypothesis of H 1: There would be a type of significant correlation between academic achievement and parental involvement in their children education.

Chapter 5

Discussion, Conclusion and Recommendations

Introduction

This chapter contains a discussion of the results of the two questionnaires and the interview as well, and the conclusions of the study. The chapter concludes with selected recommendations for further research.

Discussion

In this part the researcher will discuss the findings of both surveys and the interview to find out relationships and contradictions between all of them which will lead to the conclusion and recommendations.

"Parenting Category"

In the second questionnaire the first category of parental involvement is "parenting" there are three questions' responses recorded moderate relationship with academic achievement; Q14, Q16, and Q19 with values of $r(143) = 0.497$, $p<0.01$, $r(143) = 0.576$, $p<0.01$, and $r(143) = 0.639$, $P<0.01$ respectively, which show positive correlation with achievement, and indicate that parents have achieved considerable number of activities in this category successfully.

On the other hand the weakness in this category is represented through the responding to statement of Q4" I frequently explain difficult ideas to my child when he doesn't understand" with value of $r(143) = 0.374$, $p<0.05$ which shows that the parents have difficulties to help their children in explaining difficult ideas. These results have some evidences from the responses of first questionnaire. Evidence one from the statement of Q8, and Q9 "Mothers and fathers' education level" where the majority of mothers (73.3%) are with "two years after grade 12" educational level, and lower and the majority of fathers (53.6%) are with "two years after grade 12" educational level, and lower" educational level.

Second evidence from Q20 "What technique do you apply at home to follow up with your child studies?" which represents that (61.8%) of students get help from home where majority of mothers have low educational level and in Q18 "Which subjects are difficult for parents to follow up with student at home?" (59.7%) of them reported English as the most difficult subject to follow up at home while Math and Science subjects are taught in English as well.

There is evidence from the interviews, in Q3; "Does the school be responsible for providing parents with workshops to help them in home schooling and come to be aware of their children's performance?" Only one of the participants expressed that very few schools be responsible for giving parents such workshops and those are the modern schools. However, four out of five interviewers pointed out that schools do not offer workshops to increase parental involvement' role at home.

The previous evidences indicate the necessity to such workshops.

“Communicating Category”

In communicating category, only Q17 shows that responses have moderate relationship in the parental involvement activity of “communicating with teachers” and academic achievement, $r(143) = 0.490$, $p < 0.01$, while Q3, Q7 show that responses have low relationship in the parental involvement activity of “communicating with school” and academic achievement, $r(143) = 0.223$, $p < 0.01$, and $r(143) = 0.263$, $p < 0.01$, respectively. Surprisingly Q6 shows that responses have no correlation in the parental involvement activity of “communicating with the principal” and academic achievement.

There are a quite few number of evidences that provide clear and strong vision. Evidence one; in communicating with teachers in the first questionnaire Q15 shows that (97.2%) of participants have no difficulties in communicating with teachers which matches the correlation in the second questionnaire Q17.

Evidence two; the absence of correlation in Q6 in the second questionnaire “Talking with my child’s principal makes me uncomfortable”, will be very clear if compared with the responds of interviewees in Q5 When asked the study participants the fifth question; “Does the school have any mechanism for listening to your suggestions?” The first respondent replied: "… listening…, no one wants to listen, the principal does not want to see parents complaining, or suggesting". The second respondent said: "…provided that there is a problem, parents are usually too busy… when we come to school we should receive more welcoming ". The third response was: "…the principal is hiding behind his door and we are asking why the school does not have effective partnership plan". The fourth reaction was as follows: "there are no such mechanisms and the school administration does not get involved in the first place". The final response to the fifth question was: "it is the first time I know that parents can provide their suggestions… we used to try our best to satisfy the school, really…is there a such mechanism or you are joking”.

Evidence three; the low correlation in Q3, and Q7 in the second questionnaire “If my child misbehaved at school, I would know about it soon afterward”, “I always know how well my child is doing in school” respectively, could be related to the response of the fourth interviewee in the previous mentioned part of the interview responses to Q5.

A clear image was drown about the weaknesses in the activities that related to communicating category, especially that of communicating with the school principal.

“Volunteering Category”

In the third category “volunteering” there are three questions’ responses recorded moderate relationship with academic achievement; Q12, Q15, and Q23 with values of $r(143) = 0.421$, $p < 0.01$, $r(143) = 0.515$, $p < 0.01$, and $r(143) = 0.603$, $p < 0.01$ respectively, which show positive correlation between volunteering activities (such as; visiting their child’ classroom, attending activities in their child school, and volunteering at their child school) and academic

achievement, the result points out that parents have accomplished considerable number of activities in this category successfully.

There is a matches between results of the second survey Q12 “I have visited my child’s classroom several times in the past year” which shows moderate relationship, and results from first survey Q13 “How often did you visit school during the school-parent communication program?” which shows that (65.3%) of participants have “some irregular visits” to their children school.

There is a contradiction between the results of the second survey Q23” In the past 12 months I volunteered at my child’s school at least 3 times” which shows positive correlation while responses from interview Q3 “Does the school offer opportunity to parents and local community members for volunteer work?” three of the respondents strongly believed that volunteer work does not exist in the school. Two of the respondents, however, thought that there are some individual efforts by parents every now and then. And also Q21 from the first survey supports the above interview responses, the results from Q21 “Do you have any suggestions to further enhance your active role in school-parent communication program?” the results shows that (74%) of participants do not offer any suggestions.

On the other hand the weakness in this category is represented through the responding to statement of Q1” I feel very comfortable visiting my child’s school” with value of $r(143) = 0.165$, $p<0.05$ which shows that the parents have problems to visit their children school comfortably.

Evidence for this part; the low correlation in Q1, in the second questionnaire could be related to the response of the second respondent who said: "…provided that there is a problem, parents are usually too busy… when we come to school we should receive more welcoming ", and from the third response "…the principal is hiding behind his door and we are asking why the school does not have effective partnership plan" from the interview responses to Q5.

“Learning At Home Category”

In the fourth category “learning at home” there are two questions’ responses recorded moderate relationship with academic achievement; Q2, and Q9, with values of $r(143) = 0.598$, $p<0.01$, and $r(143) = 0.577$, $p<0.01$, respectively, which show positive correlation between learning at home activities (such as; displaying the child work at home, and reading for the child every day) and academic achievement, the result points out that parents have accomplished have of activities of this successfully.

At the same fourth category “learning at home” there is one question’s responses noted low relationship with academic achievement; Q18, with value of $r(143) = 0.366$, $p<0.01$, which show low positive correlation between learning at home activity of “understanding the assignment which the child bring to his parent” and academic achievement.

The evidences for the results of low positive correlation which showed by responds of second survey Q18 “I don’t understand the assignments my child brings home” will be related to the

responses form Q6 in the interview “Does the school have homework mechanisms such as telephone hotline, or web sites?" The interviews revealed that such an idea of telephone hotline does not exist at all, they never heard about this mechanism in UAE before. On the other hand the interviewees indicated that some schools have web sites, which allow parents to be acquainted with their kids' progress. Moreover the results from the first survey Q20 “helping students at home” which revealed that (61.8%) of students receive help from home. Although Q9 “Mothers and fathers’ education level” revealed that the majority of mothers (73.3%) are with “two years after grade 12” educational level, and lower and the majority of fathers (53.6%) are with “two years after grade 12” educational level, and lower” educational level.

Evidence which related to the low relationship between learning at home and academic achievement is from the responses of the interview Q6 “Does the school be responsible for providing parents with workshops to help them in home schooling and come to be aware of their children's performance?” Only one of the participants expressed that very few schools be responsible for giving parents such workshops and those are the modern schools. However, four out of five interviewers pointed out that schools do not offer workshops to increase parental involvement’ role at home.

While no correlation found between Q5 “learning at home” activity of “complimenting the child when do something well” and the academic achievement.

“Decision Making Category”

In the fifth category “decision making” there are three questions’ responses verified moderate relationship with academic achievement; Q13, Q21, and Q22 with values of $r(143) = 0.463$, $p<0.01$, $r(143) = 0.575$, $p<0.01$, and $r(143) = 0.682$, $p<0.01$ respectively, which show positive correlation between decision making activities (such as; make suggestions to their child’ teacher, knowing well the laws governing their child school, and attending several school board meetings) and academic achievement, the result points out that parents have accomplished considerable number of activities in this category successfully.

There is a great contradiction between the findings and results from second survey Q22 “In the past 12 months I attended several school board meetings” which reported the highest value of significant correlation in the second survey and the responses of the interview Q2 “Does the school hold a general meeting for parents in order to clear up its vision and mission?” Four out of five interviewees concluded that in the first annual meeting, some …parents. But, general meetings are not held to clarify the school mission and vision. The fifth respondent, on the other hand, indicated that schools view vision and mission is a new culture and to some schools; both terms are not yet comprehended.

On the other hand the weakness in this category is represented through the responds to statement of Q8” I am confused about my legal rights as a parent of a student” with value of $r(143) = 0.181$, $p<0.05$ which shows that the parents have complications to understand school parental legal rights.

Evidence that matches the weaknesses showed in Q8 second survey could be detected from responses of interviewees in Q5 “Does the school have any mechanism for listening to your suggestions?” The first respondent replied: "… listening…, no one wants to listen, the principal does not want to see parents complaining, or suggesting". The second respondent said: "…provided that there is a problem, parents are usually too busy… when we come to school we should receive more welcoming ". The third response was: "…the principal is hiding behind his door and we are asking why the school does not have effective partnership plan". The fourth reaction was as follows: "there are no such mechanisms and the school administration does not get involved in the first place".

“Collaborative Category”

In the sixth category “collaborative” there are two questions’ responses noted moderate relationship with academic achievement; Q10, and Q24, with values of $r(143) = 0.503$, $p<0.01$, and $r(143) = 0.556$, $p<0.01$, respectively, which show positive correlation between collaborative activities (such as; talking with other parents frequently about educational issue, and knowing many community programs of youth) and academic achievement, the result points out that parents have accomplished have of activities of this successfully.

The other two questions’ responses verified low relationship with academic achievement; Q11, and Q20, with values of $r(143) = 0.307$, $p<0.01$, and $r(143) = 0.305$, $p<0.01$, respectively, which show positive low correlation between collaborative activities (such as; the attendance of community programs for their children, and getting extra help to their children when they have school troubles) and academic achievement, the result points out that parents are not skilful for these two activities.

Evidence for the lack of the previous mentioned activity in Q11could be strongly related through the responses of the interview fourth question; “Does the school offer opportunity to parents and local community members for volunteer work?” three of the respondents strongly believed that volunteer work does not be existent throughout their schools. Two of the respondents, however, thought that there are some individual efforts by parents every now and then.

Evidence for the deficiency of the activity in Q20 could be also related through the response of the interview Q5“Does the school have any mechanism for listening to your suggestions?” the fourth reaction was as follows: "there are no such mechanisms and the school administration does not get involved in the first place".

Conclusion and Summary

The study in hand represents the parental role which could be beneficial for enhancing the schooling of their students. This study offers an illustrated image for the parental involvement as new cultural concept in UAE schools. A statistical analysis applied on the survey which based on Epstein model of involvement used as guidance to measure and classify the strength and weaknesses of all activities that are practiced by parents with the number of grades

achieved by their children to find out the type of relationship between the parental participation and the educational achievement of the students, taking into consideration the data from the first survey introduced to parents and the five interviews with parents. The study found that there is a positive correlation effect between academic achievement and parental involvement. On the other hand the participants' responds showed that the school current program for "parents-school interaction" has many defects which need to be reformed to bring more attention to parents' involvement topic and to be able to attract them for more involvement.

These results were reliable with earlier research which displayed the need to count on parents in the learning vision of their children, and their participation takes positive sound effects on their children's learning. For example, (Sheldon and Van Voorhis, 2004) argued that the school has to seek the support from the community members to grow excellence programs for parents, school, and community. So that volunteers representatives on school decision-making groups have to be increased, and the school should encourage these activities to get more benefits on students' attainment.

On the other hand the participants' responds showed that the school current program for "parents-school interaction" has many defects which need to be reformed to bring more attention to parents' involvement topic and to be able to attract them for more involvement.

Further Research

If this study were to be replicated, some changes could yield a higher level of correlation. A larger sample of students, parents, teachers, and administrators would offer greater insight and a higher level of data accuracy. Parents could be asked to complete the surveys when attending required meetings at school rather than sending the questionnaires home to be completed. This would provide a larger group from which to draw the sample. Students could be randomly selected from a primary grade and an intermediate grade. This would probable demonstration the degree of difference of involvement at numerous grade levels. One more reworking that could advance the study would be to track an explicit group of children whose parents are energetically intricate in the daily operations of the school with a group of children whose parents are never seen at school. It is predicted that all adjustments would produce similar results.

As indicated in the limitations, the study was based on employment at one school with a limited number of subjects and students. Similar findings would succeed in most schools in the country, as the literature on parent involvement clearly shows. The study was important because it applied current research to statistical tests on local students. The results obviously display the way by which schools must travel to increase student achievement throughout effective parental involvement.

Recommendations

- Regarding to the weakness of participants to help their children in explaining difficult ideas the researcher recommended arranging afternoon workshops for parents by the school. Using e-learning method to provide models of lessons suggested by parents and answers for all questions the parents will ask, to overcome the problem of workshops timing which could contradict parents' free time, so they can watch these model lessons as many times as thy wish and at the time they select.

- Communication between the principal and the parents recorded as surprising finding, so the researcher recommended highly training programs for all school staff to provide them with enough experience in modern techniques in dealing with parents and communicating with them, moreover how to encourage parents and students to join local community programs around their school.

- ADEC should recruit time on media to spread the parental role in children education life, all their legal rights and responsibilities as well, and the benefits they could gain from the proper involving, to encourage parents to take the first step in this new cultural concept in the UAE. On the other hand, ADEC also should seek help from international experts in this field to visit schools and spend quite enough time with their staff to help them design the suitable partnership program to increase parental involvement.

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Appendices

Appendix 1.Tables' Table:

Appendix 2. Graphs' Table:

Appendix 3: Parent Questionnaire 1

Abu Dhabi Education Council

Al Bawadi Model School

School – Family Communication Center

Parent Questionnaire 1

1. Name: …….. (Optional)
2. Mother's age group
    a. Less than 35 years
    b. 35 to 45 years
    c. 45 to 55 years
    d. More than 55 years

3. Father's age group
    a. Less than 35 years
    b. 35 to 45 years
    c. 45 to 55 years
    d. More than 55 years

4. Mother's occupation: …….
5. Mother's nationality: ……..
6. Father's occupation: …….
7. Father's nationality: ……..

8. Mother's education level:
    a. Some education – less than grade 12
    b. High school
    c. Diploma – two years after grade 12
    d. University graduate
    e. Master's degree holder
    f. Doctorate degree holder

9. Father's education level:
    a. Some education – less than grade 12
    b. High school
    c. Diploma – two years after grade 12
    d. University graduate
    e. Master's degree holder
    f. Doctorate degree holder

10. Family status
    a. The child lives with both parents
    b. The child lives with one of the parents because of divorce.
    c. The child lives with mother because father is deceased.
    d. The child lives with father because mother is deceased.
    e. Other.

11. Student's education level
    a. The student is in grade ……
    b. Number of brothers in education …….
    c. Number of sisters in education …….

12. Do you think that you have benefited from the school-parent communication program in raising your child's academic level?
    a. Definitely
    b. To some extent
    c. There was no benefit at all

13. Do you think that you have benefited from the school-parent communication program to improve some of the negative attitudes of your child?
    a. Definitely
    b. To some extent
    c. There was no benefit at all

14. How often did you visit school during the school-parent communication program?
    a. Very few visits
    b. Some irregular visits
    c. Regular visits

15. If you did not visit regularly, what is the main reason for the limited number of communication visits to school?
    a. Visit timing is not suitable for me
    b. I pay the school a visit only if the reason is good enough
    c. I do not see the benefit of the school-parent communication program.

16. Do you face any difficulty as a parent while communicating with teachers?
    a. Yes
    b. No

17. Which of the following difficulties do you face while communicating with teachers:
    a. Not able to understand English language
    b. The negative attitude of teachers
    c. I do not see any results from communicating with teachers
    d. Other reason(s)

1.
2.

18. Do you think that the parent's role in the education process is almost as important as the role of the school?
    a. Yes
    b. No

19. Which subjects are difficult for parents to follow up with student at home? (circle as many as apply)
    a. English language
    b. Science
    c. Arabic language
    d. Math.

20. 'The weekly plan has a great role in school-parent communication program" How far do you agree with this statement?
    a. Strongly agree
    b. Agree
    c. Disagree
    d. Strongly disagree

21. What technique do you apply at home to follow up with your child studies?
    a. Does not receive any help.
    b. Gets help from private teacher.
    c. Gets help from home.

22. Do you have any suggestions to further enhance your active role in school-parent communication program?
    a. No
    b. Yes

    If "Yes", I suggest…….

    ……

    ……...……

Appendix 4: Parents Survey 2

Parents Survey 2

Parent Name: _____ Date: _____

Below are several statements followed by answers. Please read them and circle the answer that best describes how much you agree with the statement. It is most helpful if you try to answer honestly and accurately. This information helps us plan how to make the program as helpful to parents as possible.

		Strongly Agree	Agree	Partially Agree Partially Disagree	Disagree	Strongly Disagree
1	I feel very comfortable visiting my child's school	1	2	3	4	5
2	My child's schoolwork is always displayed in our home (e.g. hang papers on the refrigerator).	1	2	3	4	5
3	If my child misbehaved at school, I would know about it soon afterward.	1	2	3	4	5
4	I frequently explain difficult ideas to my child when he doesn't understand.	1	2	3	4	5
5	Every time my child does something well at school I compliment him.	1	2	3	4	5
6	Talking with my child's principal makes me **un**comfortable.	1	2	3	4	5
7	I always know how well my child is doing in school.	1	2	3	4	5
8	I am **confused** about my legal rights as a parent of a student.	1	2	3	4	5
9	I read to my child every day.	1	2	3	4	5
10	I talk with other parents frequently about educational issues.	1	2	3	4	5
11	My child attends community programs (e.g. YMCA, park/rec, community theatre) regularly.	1	2	3	4	5
12	I have visited my child's classroom several times in the past year.	1	2	3	4	5
13	I have made suggestions to my child's teachers about how to help my child learn.	1	2	3	4	5
14	There are many children's books in our house.	1	2	3	4	5
15	In the past 12 months I have attended activities at my child's school several times (e.g. fun nights, performances, awards nights).	1	2	3	4	5
16	My child misses school several days each semester.	1	2	3	4	5
17	Talking with my child's current teacher makes me somewhat **un**comfortable	1	2	3	4	5
18	I don't understand the assignments my child brings home.	1	2	3	4	5
19	Reading books is a regular activity in our home.	1	2	3	4	5
20	If my child was having trouble in school I would not know how to get extra help for him.	1	2	3	4	5
21	I know the laws governing schools well.	1	2	3	4	5
22	In the past 12 months I attended several school board meetings.	1	2	3	4	5
23	In the past 12 months I volunteered at my child's school at least 3 times.	1	2	3	4	5
24	I know about many programs for youth in my community.	1	2	3	4	5

Parent And School Survey (PASS), adapted by Ringenberg M. et al.(2005).

Appendix 5: Interview Questions

Interview Questions

1. Is there a partnership plan intended by the school to educate and benefit from parents?
2. Does the school hold a general meeting for parents in order to clear up its vision and mission?
3. Does the school be responsible for providing parents with workshops to help them in home schooling and come to be aware of their children's performance?
4. Does the school offer opportunity to parents and local community members for volunteer work?
5. Does the school have any mechanism for listening to your suggestions?
6. Does the school have homework mechanisms such as telephone hotline, or web sites?
7. Do teachers respect the uniqueness of students and their families (Diversity)?

Appendix 6: Parents Survey 2 (Arabic)

استبيان أولياء الأمور

الأسم:..... الصف: /

في الجدول *التالي بعض الجمل التي نرجو منك قراءتها بدقة*، ثم*ضع دائره حول الرقم الذي يعبر عن رأيك* في كل جملة. هذه المعلومات ستلعب دورا هاما في الوصول الى أنسب طرق للتواصل بينك وبين المدرسة .

		أوافق بشدة	أوافق	الى حد ما	لا أوافق	لا أوافق بشدة
1	أحس براحة شديدة عند زيارة مدرسة ابني.	1	2	3	4	5
2	الأعمال المدرسية (مثل الواجبات) دائما موضع اهتمام الأسرة.	1	2	3	4	5
3	في حالة سوء سلوك ابني فان المدرسة تبلغني ذلك بسرعة.	1	2	3	4	5
4	دائما أشرح و أوضح لابني الموضوعات التي لا يفهمها في المدرسة.	1	2	3	4	5
5	أقوم دائما بمكافأة ابني عندما يعمل عملا جيدا داخل المدرسة.	1	2	3	4	5
6	عندما أتحدث مع مدير المدرسة لا أشعر بالراحة.	1	2	3	4	5
7	أنا على علم بما يفعله ابني داخل المدرسة.	1	2	3	4	5
8	أنا لا أعرف كل حقوقي كولي أمر.	1	2	3	4	5
9	القراءة هي نشاط يومي أقوم به مع ابني.	1	2	3	4	5
10	أنا بصفة متكررة أتحدث مع أولياء الأمور الآخرين عن موضوعات التعليم.	1	2	3	4	5
11	يشارك ابني في بعض البرامج و الانشطة المجتمعية(مثل جمغيات خيرية).	1	2	3	4	5
12	لقد زرت الصف الموجود به ابني عدة مرات العام الماضي.	1	2	3	4	5
13	لقد اقترحت على مدرس ابني بعض الطرق لمساعدة ابني على التعلم.	1	2	3	4	5
14	هناك العديد من كتب الأطفال داخل المنزل.	1	2	3	4	5
15	في العام الماضي حضرت عدة انشطة مدرسية داخل المدرسة.	1	2	3	4	5
16	يتغيب ابني عدة أيام كل فصل دراسي اثناء العام الدراسي.	1	2	3	4	5
17	التحدث مع مدرس ابني لا يشعرني بالراحة.	1	2	3	4	5
18	انا لا افهم الغرض من الواجبات التي يحضرها ابني معه من المدرسة.	1	2	3	4	5
19	القراءة هي نشاط يومي لمعظم أفراد الأسرة.	1	2	3	4	5
20	عندما يواجه ابني أي صعوبات في المدرسة فانني أعلم ذلك بسرعه لمساعدة ابني.	1	2	3	4	5
21	أنا على دراية كاملة بقوانين المدرسة.	1	2	3	4	5
22	في العام الماضي حضرت جميع اجتماعات أولياء الأمور التي دعت اليها المدرسة.	1	2	3	4	5
23	في العام الماضي تطوعت في عدة أنشطة مدرسية داخل المدرسة.	1	2	3	4	5
24	أنا أعرف ماهي البرامج الشبابية الموجودة في المجتمع.	1	2	3	4	5

Appendix 7: Ethical Form.

APPENDIX II

Guidelines for Ethics in Educational Research

Basic Principles

Three *basic ethical principles* underlie the Faculty of Education Guidelines for Ethics in Educational Research:

- **respect for persons**, that is, that persons should be treated as autonomous individuals, and that persons with diminished autonomy are entitled to protection;
- **beneficence**, that is, that there is an over-riding obligation to maximise possible benefits and minimise possible harms. Harm, in this context, includes psychological or emotional distress, discomfort and economic or social disadvantages. Researchers exercise beneficence in assessing the risks of harm and potential benefits to participants, in being sensitive to the rights and interests of people involved in their research, and in reflecting on the social and cultural implications of their work; and
- **justice**, that is, that the question of who ought to receive the benefits of research and bear its burdens should be explicitly addressed.

These principles apply to all forms of educational research, including research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behaviour.

Considerations in Data Collection

Researchers should take special care to avoid research activity in which the information collected is recorded in such a manner that:

- participants can be identified, directly or through identifiers linked to the subjects;
- any disclosure of the participants' responses outside the research could reasonably place the participants at risk of professional liability or be damaging to the participants' financial standing, employability or reputation; and
- the research deals with sensitive aspects of the participants' own behaviour, such as sexual preference, illegal conduct, use of alcohol, drug use, or includes information about health status.

APPENDIX II

Educational researchers should:

- ensure confidentiality;
- not use data of a confidential nature for their own personal advantage or that of a third party;
- obtain the free and informed consent of human subjects.

Informed Consent

The principle of obtaining informed consent from the participants in research is considered to be one of the most important ethical issues in research involving human participants. In almost all cases participants should be provided with a written summary of the research procedure, its benefits, harms and risks, and that they be able to retain this information. What is provided to potential participants should be brief and clearly written, and written from their point of view. When consent is obtained from research participants, it should be voluntary, competent; informed; and understood.

The decision of a person to consent to participating in a research project should always be based upon their knowledge of the research proposal and the requirements for their participation (as participants) in the project. Aspects of informed consent are:

- consent to participate in the research is given freely and without coercion;
- subjects have the capacity to understand the research project;
- the information sheets given to research subjects are understandable and have taken consideration of the anticipated level of competence of potential research subjects;
- inclusion of a clear explanation of the likely risks to the research subject arising from participation in the research project;
- the information sheet includes a clear explanation of the likely benefits of the research project itself;
- proper communication by the investigator of the risks and benefits of the research project to potential subjects;
- confirmation that the consent of the research subject is not influenced by financial inducement, improper pressure or any form of misrepresentation and that the research subject is competent to consent. It is the responsibility of the researcher to place the issue of payment within the context of the particular research project and determine as best she or he can at what point the incentive becomes an inducement that puts undue pressure on participants to take part;
- assurance that a research subject may withdraw at any time from the research without loss of benefit or penalty; and

- the need to exercise special care in cases where the subjects are unable to consent for themselves (for example, in the case of intellectually impaired students).

Responsibilities to Participants

Research involving treatment and control groups should be evaluated in terms of the benefit of the research and the individuals' overriding right to know and to have access to the best educational practice available in all circumstances. The methods should not result in harm to the participant. In assessing covert or deceptive research, the following two guidelines should be observed:

- participants should not be subject to any procedure which is reasonably likely to cause physical harm, psychological harm (which is distinguished from temporary embarrassment, mild alarm, etc), or enduring educational disadvantage ;
- participants should be fully informed at the conclusion of the study as to its nature and the disposition of results;
- the full benefits of the intervention should be made available to all participants as part of the outcome of the comparison of programs.

APPENDIX II

Ethics Form

To be completed by the student and submitted to the Ethics Research Committee

NAME OF RESEARCHER: Ayman Mokhtar Zaher Eldeeb

CONTACT TELEPHONE NUMBER: 0503234858

EMAIL ADDRESS: aymaneldib88@yahoo.com

DATE:1/12/2011

PROJECT TITLE: parental involvement and its impact on academic achievement in science, grade 4 in an ADEC school inUAE.

BRIEF OUTLINE OF PROJECT (100-250 words; this may be attached separately. You may prefer to use the abstract from the original bid):

The research was aimed to find out the type of parental involvement in an ADEC school in UAE, and its impact on the students' academic achievement. The theoretical framework is based on the theoretical framework of Epstein's six categories of parental involvement.
The research also was aimed to find out the impact of -some variables such as the parental educational level, statues, communication with school, and other variables- on the students' academic achievement.
The survey was conducted on the parents of grade four students in Al Bawadi School in Abu Dhabi, and the research reported the academic achievement in science through the students' performance in an international exam called EMSA, by comparing the students' grades in Sep.2010 and Mar.2011.

APPENDIX II

MAIN ETHICAL CONSIDERATION(S) OF THE PROJECT (e.g. working with vulnerable adults; children with disabilities; photographs of participants; material that could give offence etc):

There is a litter from the school principal to permit me to distribute the parental survey, and also to use the EMSA students' grades in my research, because this work can be beneficial for the school as well.

DURATION OF PROPOSED PROJECT (please provide dates as month/year):
April 2012.

DATE YOU WISH TO START DATA COLLECTION:
Data of the students' grades was already collected after the end of the last year academic examinations. But the parental survey was collected two weeks ago, because I have got the approval on the survey from my supervisor by the end of Oct.2011.

Please provide details on the following aspects of the research:

1. What are your intended methods of recruitment, data collection and analysis?

Please outline (100-250 words) the methods of data collection with each group of research participants.

. A survey will conduct on parents to collect demographic data, and to report parental opinions about the way of helping their kids, to investigate the degree of parental involvement.
The research reported the students 'results from an international examination system EMSA which was applied on the student in September 2010, and in March 2011, to investigate the impact of parents on the students' achievement within six months in the same academic year2010/2011.

2. How will you make sure that all participants understand the process in which they are to be engaged and that they provide their voluntary and informed consent? If the study involves working with children or other vulnerable groups, how have you considered their rights and protection?
   All participants have been informed by the school about this study and they all agreed to participate to play their role in helping the school for improving parents' school interaction program.

APPENDIX II

3. How will you make sure that participants clearly understand their right to withdraw from the study?

The school guarantees the study because it is under its supervision.

4. Please describe how will you ensure the confidentiality and anonymity of participants. Where this is not guaranteed, please justify your approach.

I will not publish participants' personal data in my research and I will remove any personal data about parents from my computer.

5. Describe any possible detrimental effects of the study and your strategies for dealing with them.

There is no detrimental effects could be detected in a such study, because it is all about data that is already can be protected by the school.

6. How will you ensure the safe and appropriate storage and handling of data?

   All data will be confidential, and the school can keep them all for planning use.because they belong to them.

7. If during the course of the research you are made aware of harmful or illegal behaviour, how do you intend to handle disclosure or nondisclosure of such information (you may wish to refer to the BERA Revised Ethical Guidelines for Educational Research, 2004; paragraphs 27 & 28, p.8 for more information about this issue)?
   All data collected from participants in this study are not about sensitive aspects, and all participants are from an urban area where most of them are relatives.

8. If the research design demands some degree of subterfuge or undisclosed research activity, how have you justified this?
   I think any degree of subterfuge in research activity is a virus, it will contaminate the rest of the research, and so the research must be kept away.

9. How do you intend to disseminate your research findings to participants?

   All the finding will be introduced to the participants in the annual parents meeting in Jan.2012.

APPENDIX II

Declaration by the researcher

I have read the University's Code of Conduct for Research and the information contained herein is, to the best of my knowledge and belief, accurate.

I am satisfied that I have attempted to identify all risks related to the research that may arise in conducting this research and acknowledge my obligations as researcher and the rights of participants. I am satisfied that members of staff (including myself) working on the project have the appropriate qualifications, experience and facilities to conduct the research set out in the attached document and that I, as researcher take full responsibility for the ethical conduct of the research in accordance with the Faculty of Education Ethical Guidelines, and any other condition laid down by the BUiD Ethics Committee.

Print name: Ayman Mokhtar Zaher Eldeeb

Signature: ayman eldeeb

Date:01/12/11

Declaration by the Chair of the School of Education Ethics Committee (only to be completed if making a formal submission for approval)

The Committee confirms that this project fits within the University's Code of Conduct for Research and I approve the proposal on behalf of BUiD's Ethics Committee.

Print name:
(Chair of the Ethics Committee)

Signature:
Date:

Appendix 8: Principal Approval.

مجلس أبو ظبي للتعليم
مدرسة البوادي النموذجية

مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First التعليم أولاً

طلب الموافقة على استخدام المدرسة كنموذج بحثي لرسالة ماجستير

السيد المحترم \ مدير مدرسة البوادي النموذجية

تحية طيبة " وبعد

أرجو من سيادتكم التكرم بالموافقة على الاستفادة من المدرسة كنموذج بحثي لرسالة الماجستير الخاصة بي لتقديمها من أجل الحصول على درجة الماجستير في الإدارة و السياسة الدولية بكلية التربية بالجامعة البريطانية بدبي. حيث أن موضوع البحث هو:

أثر تفعيل دور ولي الأمر على التحصيل الدراسي للتلاميذ وهو ما لاحظته في إدارتكم الحكيمة والناجحة. حيث أن البحث سوف يقوم بعمل استبيانات و مقابلات لأولياء الأمور و بتحليل ومقارنة نتائج اختبارات EMSA كدليل على الأثر الايجابي لزيادة تفعيل دور ولي الأمر على التحصيل الدراسي للتلاميذ. و أتوجه اليكم بالتقدير و العرفان على جهودكم الحثيثة في اشراك المعلمين في كل ما يعود على العملية التعليمية بالنفع و الوصول للاهداف المرجوة منها. واني اشكر لكم حسن تعاونكم معي من اجل تطوير ذاتي بما يحقق النفع والفائدة للعملية التعليمية تماشيا مع سياسة مجلس أبو ظبي للتعليم الرامية للتطوير والإصلاح لكافة جوانب العملية التعليمية. ولسيادتكم جزيل الشكر والتقدير.

مقدمه لسيادتكم

المعلم \ أيمن مختار زاهر الديب

معلم علوم بالمدرسة

رأي مدير المدرسة: مدير المدرسة أ \ مسلم عوض الكثيري

مجلس أبو ظبي للتعليم
مدرسة البوادي للتعليم الأساسي / ١
AL BAWADI SCHOOL / CYCLE 1
Abu Dhabi Education Council

Appendix 9: EMSA Report 1

Diagnostic Test
Grade 6 2010 September

00135860 | Name

AL BAWADI MODEL | School

Subject results

Achievement Scale	Score	Band	Subject
524 498 469 447 — A B C D E			Arabic Reading
559 524 487 464 — A B C D E			English Reading
537 511 481 459 — A B C D E			Mathematics
557 529 487 461 — A B C D E	492	C	Science

مجلس أبوظبي للتعليم
Abu Dhabi Education Council

PEARSON

522 - 20523818

Appendix 10: EMSA Report 2.

القياس الخارجي لتحصيل الطلاب
March 2011 6 الصف

الاسم	اديب محمد امين عبدالله احمد عبدالله الحمادي - 135826
المدرسة	مدرسة البوادي النموذجية

نتائج المادة

موضوع	درجة	نتيجة	مقياس الإنجاز
القراءة العربية	ب	498	524 أ / 498 ب / 469 ج / 447 د / ة
التعبير الكتابي اللغة العربية	ب	530	542 أ / 515 ب / 482 ج / 465 د / ة
Arabic (combined)	ب	514	533 أ / 506 ب / 475 ج / 456 د / ة
القراءة الإنجليزية	أ	593	559 أ / 524 ب / 487 ج / 464 د / ة
التعبير الكتابي اللغة الإنجليزية	ب	537	559 أ / 537 ب / 503 ج / 487 د / ة
English (combined)	أ	565	559 أ / 530 ب / 495 ج / 475 د / ة
الرياضيات	أ	559	537 أ / 511 ب / 481 ج / 459 د / ة
العلوم	أ	574	557 أ / 529 ب / 487 ج / 461 د / ة

مجلس أبوظبي للتعليم
Abu Dhabi Education Council

PEARSON

522 - 20598083