

UNIVERSITATEA DE VEST DIN TIMISOARA
FACULTATEA DE SOCIOLOGIE

Article

Parental involvement

PhD Student: Ayeda Amasha Abu Jabal

(Amasha, A, Aj)

I.D: 080972748

January 2016

Parental involvement

1: Abstract

Primary goals of education are: to assist in forming a complete and good personality and bring parents to the curriculum taught in kindergarten . A healthy lifestyle of partnership and mutual responsibility for the benefit of their children.[10].It is very clear to any interested student to work for the good of parental involvement with their children in an educational institution, and to share the parents' social-ethical processes of taught subjects, classroom and school.[11].

Contents

- 1: Abstract.
- 2: The definition of parental involvement.
- 3: Sharing properties.
- 4: The importance of sharing what is happening in the kindergarten: to parents, teacher & child.
 - 4.1: To the parent.
 - 4.2: To the teacher.
 - 4.3: To the child.

Key words

- | | |
|-----------------|------------------|
| 1: Involvement. | 2: Parent. |
| 3: School. | 4: Kindergarten. |
| 5: Property. | 6: teacher. |
| 7: Child. | 8: Student. |

2: The definition of parental involvement:

The term "parental involvement" is the general name for many diverse acts committed by parents with their children and / or other significant people related to their children's lives, in the context of parental involvement in their child's education, refers to actions taken by parents with their children or with school staff / garden to improve academic achievement of their children. This is one aspect of the complex partnership that exists between the family, the institution and the community to learn, [1].

There are several settings to the concept of co-parents, such as contacts, a cooperation between the school and the parents. this concept can be defined as a complicated behaviour relationship between parents and the school, and continuing to the best interests of both parties to be able to recognize and enhance the capabilities of their children[2].

Concepts of "parental involvement" and "sharing parents' different settings: "involvement" and "sharing" are concepts that define the relationship with the school, and 'cooperating' concept expresses the responsibility they agreed aspects planned school and the parents.....

(According to Friedman and Fisher, 2009), parental involvement is the actions that concern the shape and arrangement of the parents to the school and the feel with the staff, [6], parental involvement is defined as an innovation structures: social, community and scholar structures.[9].

There are many studies that show a strong relationship and proven between parental involvement and academic achievement. [13]&[15].

Studies in different countries put a positive relationship between parental involvement in the education system and the achievement of children and their behaviour. [4].

Chapter encapsulating the National Program of Education, compiled by the National Task Force for the Advancement of Education in Israel, headed by Shlomo Dovrat (2005), stated: "Participation parents educational practice is based on the

understanding that real partnership and sequence quality between the educational institution and the house will allow the fulfilment of the main goal of the Education and parents - children's success in school and prepare for life as citizens and as human beings".[3].

Currently, parental involvement in the schools here are a fact and it stems from the assumption that education takes place not only in schools and that the right of parents, by law, to influence their children's education. [8].

3: Sharing properties:

Parents in the educational system sharing different patterns, "Friedman" Parental involvement characterized according to their activity level, passive involvement, providing resources and services, actively involved in the educational process and involvement in decision-making and policymaking,[5].

Shapira & Shavit (1995) Distinguished between three levels of cooperation:

- Parental Involvement that parents assist to the school.
- Even further parental involvement as decision-makers.
- Low parental involvement through which parents receive information and provide assistance to the school.[14].

4: The importance of sharing what is happening in the kindergarten: to parents, teacher & child:[12].

There is no doubt that true cooperation between teachers and parents is a desirable goal that leads (as many studies show), to the success of children in school and improve their social relations, in our time such cooperation is not only desirable, but also necessary to achieve educational goals, existential just like regular operation of school system, basic obedience and maintaining physical and mental well-being of children in school, [7],so it must be noted that when parents are involved in what is

going on in the kindergarten/school, the cultural triangle (child, parent and teacher) gets accomplished, and there is a benefit and of great importance to all the sides: child, parent and teacher.[12].

4.1: To parents:

- 1: The need to foster social ties - to meet other parents, to expand their social circle.
- 2: The need for self-expression –in meetings and joint activities they express in, directly or indirectly, in the perception regarding children's education.
- 3: Joint activities allow thorough familiarity with the nursery school, which educated son including curricula and its enhancements.
4. This way, parents are increasingly aware of what is going on in kindergarten. The parents win enrichment and to deepen the fields of education and learn to appreciate the education system.
- 5: Increased collaboration between parents and educators - sharing creates trust, builds bridges instead of walls, reduces alienation, anxiety and stress and creates confidence.
- 6: Revealing activities to parents allows the duration of the work and the empowerment within the framework of the family.
- 7: This exposure allows parents to gain skills for working with the children and bring them closer to the world of the child.
- 8: Allow parents to extend their knowledge.
9. To rich the parent-child experiences in various fields.

4.2: To the teacher:

- 1: The teacher learns to recognize aspects and features of the children, which are not reflected in the kindergarten, but in connection with the parents, she deepens her understanding of the child through the knowledge of the parents themselves out of their reports and in their relationships with the children, their problem sat home, so it's

developing more appropriate strategies to address child..

2: The teacher felt that there is reciprocity in giving and receiving and Encouragement.

3: The teacher wins self-enrichment.

4: The self-image of the teacher in her own eyes and in the eyes of all parents as a result of the support, from the acceptance, from the sharing with them the sense of security it creates.

5: The teacher helps to create a sense of mutual trust between the parents, it brings confidence to change fundamental attitudes in the parent role in his attitude to kindergarten and the role of the educator.

6: She makes the customer parent from the education system into partner system.

7: It makes the parents an integral part of the educational activity in the kindergarten-kindergarten opening to the bedroom provides an opportunity to donate and about the positive impact of the parents of kindergarten, including the professional capabilities are in the hands of the parents.

8: This is one of the ways to market the kindergarten and to cost of the prestige in the eyes of the parents.

9: One of the ways to combat the parents to the programs are taught in the kindergarten.

10: The teacher develops effective cooperation, beneficial and effective between parents and children in all the relations as of study (and in particular science and technology)..

11: The teacher helps to create a sense of mutual responsibility and commitment in relation to the educational processes that take place for the sake of the child, thus expanding the circle of her work.

12: A common pride in the achievements of the child and his successes.

13: The collaboration creates a relaxed environment, open, warm, family, receives and allows the existence of the phrase "fun to come to kindergarten".

4.3: To the child:

Teacher-Parents This is a circuit where the child is the centre. Good relationship between parent and educator, including joint activities, are crucial factors in a child's world.

1: Expansion of academic achievements and the intellectual skills.

2: Improvement in self-image and increase the motivation.

3: Improving study habits, reducing discipline problems.

4: Enriching the world and expand their horizons.

5: The partnership and the involvement of parents and trust, they give the system as a result of this ,increase and strengthen the confidence of the child in kindergarten

It is important to emphasize that in the era of the 2000 sin the advanced world of high-tech and modern Technology are as of science, math, computer, take up much momentum the education system. Therefore, it is important that parents are exposed to activities that children in these are as in the education system, and also understand that walking in giant steps with the progress..

Bibliography

- 1: Bauch, P.A. (2001). **School-community partnership in rural schools: Leadership, renewal and sense of place.** *Peabody Journal of Education*, 76, 204 – 221. (Hebrew).
- 2: Director-General. (2011). **The participation of parents in the educational and social process** .published by: *the university of Jordan*. Retrieved from www.moe.gov.jo/DepartmentSectionDetails.aspx.(Arabic).
- 3:Dovrat, S. (2005).**National education program. National Task Force Report Advancement of Education in Israel.** *Jerusalem: Ministry of Education, Culture and Sport*.(Hebrew).
- 4: Fisher, Y.(2010). **There is another way: the success stories of the involvement of parents in school.** *TelAviv: Mofet Institute*. (Hebrew).
- 5: Friedman, Y. Fisher, y, (2002), **Solidarity Notes, parents involvement, organizing the Education Administration.** *Eionim*, 26, 7-34.
- 6: Fisher,Y., &Friedman, Y., 2009, **The parents and the school: interaction and involvement,** *TelAviv: Mofet Institute*, p(11-40). (Hebrew)
- 7: Haj- Yehia, J &Kfir, D. (2009). **Parental Involvement in Special Education,** . *Hedhachinoch. Vol 8.P.74-76.* (Hebrew).
- 8: Kaplan-Toran, N. (2007). **Parents, students and the educational adviser.** *Society Culture and Education. Vol 38*.(Hebrew).
- 9: McGrat. W. H. (2007). **Ambivalent partners: Power, trust, and partnership in relationships between mothers and teachers in a full-time child care center.** *Teachers College Record*.(English).
- 10: Ministry of education, (2007). Retrieved from:<http://www.academy.ac.il>. 2014
- 11: Ministry of education, (2012). Retrieved from:<http://www./michlalot.biu.ac.il>. 2014

- 12: Noy, B. & others. (1992). **Parent as a partner and as a customer in kindergarten, the importance of sharing the parents in what going on in kindergarten**, Retrieved from: *Mofetnet.macam.ac.il*, 2013.
- 13: Pomerantz, E.M., Moorman, E.A. & Litwack, S.D. (2007). **How, when, and why of parents' involvement in children's academic lives: More is not always better**. *Review of Educational Research*, 77, 373 – 410.(English).
- 14: Shapira, R., & Shavit, R.,(Editors) 1995.**The school and its communities**. *Tel-Aviv, Ramot*. Pp 45-67. (Hebrew).
- 15: Webster-Stratton, C., Reid, M.J., & Stoolmiller, M. (2008). **Preventing conduct problems and improving school readiness: Evaluation of Incredible Year teacher and child training programs in high-risk schools**. *Journal of Child Psychology and Psychiatry*. 49, 471 – 488.