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DEPARTMENT OF ENGLISH



**Building Home-School Communication Using Technology as a Tool to  
Enhance Parent Involvement in Primary Schools**

The case of : SHOUSHA EL- BOUTI primary school

-Laghouat-

A dissertation submitted in partial fulfillment for the requirements of the degree of  
Masters in Civilization, Literature, and Language Teaching

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**2016/2017**



# Master Dissertation: Declaration Of Authorship

We, *Ms. MARFOUA Imane and Ms. MEBARKI Khedidja*

declare that this dissertaion and the work presented in it are our own and has been generated by us as the result of our own original research.

**Building Home-School Communication Using Technology as a Tool to Enhance Parent Involvement in Primary Schools .The case of : SCHOUSHA EL- BOUTI** primary school.

we confirm that:

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Date: 17/05/2017



## ***DEDICATION I***

**In the name of Allah, Most Gracious, Most Merciful  
All the praise is due to Allah alone, the sustainers of all the worlds**

**This dissertation is dedicated to my parents, Mebarki Ali and Abdelali Fatiha for their endless love, support and encouragement. You have successfully made me the person I am becoming. You will always be remembered.**

To my sisters and brother: Souhila, Noussiba and Redouane who have always loved me unconditionally.

This work is also dedicated to my dear grandmothers, uncles, aunts especially my dearest aunt Kheira, and all my cousins ,I am truly thankful for having you in my life. I also dedicate this dissertation to all my friends, who have been a constant source of support and encouragement during the challenges of university and life.

Khedidja

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## ***DEDICATION I***

**This dissertation is dedicated to my parents, Marfoua Houcine and Benlaib Wahiba for their endless love, support and encouragement. You have successfully made me the person I am becoming. You will always be remembered.**

To my sister and brothers: Souad, Abdelmadjid, Mehdi and his wife Nihad.who have always loved me unconditionally.

This work is also dedicated to all my friends, who have been a constant source of support and encouragement during the challenges of university and life. To my dearest grandmother Baya and my uncles, aunts, and cousins. I am truly thankful for having you in my life.

Imane

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## **ABSTRACT**

Research has documented numerous benefits of parent involvement in children's education. Moreover; their involvement is an important factor for improving academic performance. Thus, Communication between the school and parents constitutes one of the basic types of this engagement, and essential for building trusting relationships that enhance it. Schools attempt to find ways to communicate effectively with parents and some are recently using technology to facilitate this communication. More specifically, Parental involvement in the primary phase is necessary for children to develop successfully. This phase is considered the base of the next educational levels where children need their parents' support. This study examines how to build home-school partnerships, and how technology such as e-mail and school /classroom websites may be used to bridge the home-school gap in order to enhance parental involvement in today's primary schools taking SHOUSHA EL-BOUTI primary school as a sample. The research work falls into three chapters. Chapter one includes a theoretical framework about what parental involvement is, its models, procedures and barriers. After that, a full explanation has been given to the area of Technology and its usage. Chapter two is devoted for the description of the methods and procedures used during the research the third chapter seeks to analyze the results to both qualitatively and quantitatively, attempting to answer the questions put forward in the investigation. Data were collected from, an interview with teachers, and questionnaire for parents. Findings of the study showed that although a substantial number of parents do have internet access through home or places of work, yet the use of electronic communication technologies for both parents and teachers is still limited in SHOUSHA EL-BOUTI primary school. Thus, Ministry of education, as well as, schools should be seeking ways to maximize emerging technological tools to promote better communication between teachers and parents.

**Key terms: Home-school partnership / Family engagement/Family Involvement / Technology/ Two-way communication/ ICT (Information communication technologies).**

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## **Definition of Key Terms:**

The following terms were defined to better inform the reader of their intended purpose and meaning within the study.

**Family engagement/Family Involvement:** Although inconsistently defined in the literature, this study will use these terms to mean any activity that families engage in, or see that their children engage in, to promote development and learning. This activity may take place at school, at home, or in the community. Family engagement and family involvement will be used interchangeably throughout this research, although, family engagement is currently the preferred phrase, family involvement is used in this research because of its familiarity to the field of education.

**Home-school partnership:** This phrase is used to define the relationship between a teacher and the families of the students enrolled in his/her classroom in a given year.

**Communication:** Interactions about school programs and student progress to mean all channels of communication that connect schools, families, students, and the community .

**Internet:** A catch-all word used to describe the massive world-wide network of computers comprised of thousands of smaller regional networks scattered throughout the globe and designed to request and send information.

**Technology:** For the scope of this paper, technology refers to any electronic means used for communicating student performance and school opportunities to district patrons.

**Barriers:** A factor that tends to prevent or restrict the free movement of information between individuals or populations.

**E-mail:** Composing, sending, retrieving and forwarding written messages sent via a computer.

# General Introduction

## General Introduction

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Parental involvement has been a topic of interest among educators, researchers and policymakers for decades. Yet, the current body of literature on parental involvement remains elusive and does not permit the parents to discuss openly their opinions and willingness to get involved in the education of their offspring which can be very beneficial for both parts parents and children.

Ergo, instructors and school's personnel should dedicate their efforts in order to create and maintain positive relationships with the parents regardless of their educational level, ethnicity and socioeconomic background. Hence, the goal of family involvement with education is not merely to get families engaged, but rather to connect important contexts for strengthening children's learning and development. Understanding the unique aspects of home-student-classroom contexts and implementing processes important to establishing positive connections between parents and teachers to enhance children's learning is the specific focus of this study.

It has been shown that parents' involvement in their children's schooling enhances outcomes in areas such as learning, attendance, behavior, and graduation scores. In general, any parent involvement brings improvements in student outcomes, but parent involvement with their children's learning at home is most helpful in increasing their academic performances. Consequently, increased and meaningful correspondence between home and school strengthens parent involvement and is vital for both parents and teachers to communicate effectively with one another, since each one of them have half of the fragment from the of children's development mechanism. Thus, the learning process will be more successful when the latter is shared especially with the introduction of technology and communicative tools that make communication between them more extensive and effective.

Support for the learning requires communication between school and youngsters' families. This study examines and analyses school-home communication, with a particular emphasis on how that communication can be backed by emerging digital technologies. The utilization of technology through the use of the Internet and email for school to home communications is growing rapidly as an additional method of two-way communication between home and school. The purpose of this study is to evaluate the role of the recent

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technologies in order to ascertain whether they can facilitate a better parent-teacher communication.

Parental involvement has been shown to be an essential variable that positively influences children's education. Due to this recent trend, it has become fundamental to understand what is meant by parent involvement and in what ways it has an influence on children's education. While educators have begun to acknowledge home as a forming platform for later learning, finding ways to fully appreciate the resources available to support children's development has been more difficult. Schools often criticize families when children experience difficulties, especially in primary school, and claim that families bear a greater responsibility for their failure than do schools, but parents often claim that they did not find the appropriate ways to get involved in a meaningful communication with the school staff.

Nevertheless, it is important to make parents involved in their children's learning process, what is unknown is the level of involvement that would be positive to reach students' great success. Thus; schools' personnel and teachers need to know more about the effective procedures to enhance school-family partnerships through the use of technology and communicative tools to reach the intended outcomes. Hence, this study will investigate how parents and teachers can build home-school communication using technology in order to enhance parents' involvement in their children's academic performance. Particularly, during the primary school levels.

With respect to research conducted in the field of parental involvement, few have addressed the use and impact that electronic tools can have on involving parents in their child school work, therefore, the current research is important and will make a significant contribution to educational leadership because it will address how emerging technology can play role in increasing parental involvement in primary grades, this research tries to investigate the level of this involvement that would be positive to reach the intended outcomes by analyzing barriers facing parents and teachers, accordingly, the aim of our investigation is to identify the causes of the problems the parents and teachers were encountering, and, eventually, come up with suggestions that would help towards an improvement of the children outcomes , besides the importance of parental involvement in educational process. The researchers will try to investigate the following research questions:

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- What are the procedures which are needed to build successful home-school partnerships between teachers and parents of primary schools' students?
- How do teachers describe the relationship between parental involvement and students' achievement?
- What will be different when more parents are involved in their children's learning process?
- What are the barriers and enablers that reduce communication for both parents and teachers?
- What are used as technological tools to enhance school-home communication parents' involvement, and students' achievement?

To investigate these questions, the researchers put forward the following hypothesis:

- It's hypothesized that if parents and school work together then children are likely to experience better academic performance and success in school.
- Procedures:
  - ✓ Building partnership upon mutual respect.
  - ✓ Providing rich environment when parents and teacher can work easily and effectively.
  - ✓ Devoting time and commitment from both sides.
  - ✓ Devoting two-ways communication.
  - ✓ Using technology as a tool to enhance home-school partnership.
- Teacher play a vital role in connecting parents, they can shape their involvement to reach the intended outcomes, and can observe the progress of each student.
- When parents are involved many changes can occur in students' academic performance and social behaviors, higher grade, test scores, better attendance, and complete home works.
- Barriers: parents can be a key component of their child's education but:
  - ✓ Parents 'educational level and socio-economic status can affect positively or negatively.
  - ✓ Status of the family.
  - ✓ Working parents.

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- ✓ Illiterate parents.
- ✓ Inability to use the means of technology to communicate with teachers.
- Potential teachers' Barriers to Parental Involvement:
  - ✓ Lack of teacher time.
  - ✓ Fear of criticism.
  - ✓ Teacher attitudes.
  - ✓ Anxiety.
  - ✓ Inability to use means of technology to communicate with parents.
- The potential technological tools that are used to communicate, as well as, enhance parental involvement are: e-mail, school web sites, classroom web sites, creating group page of each classroom on Facebook by the teacher, so they can link parents to their children's classrooms.

The present research aims to investigate how technology can be used in order to build and develop home- school partnership and to improve communication between parents and teachers. Thus, to achieve these objectives we used questionnaire that was given to the parents and interview that was conducted with SHOUSHA EL-BOUTI primary school's teachers in order to arrive at a detailed analysis of the effectiveness of using technology to strengthen parental involvement. Finally, the combination of both quantitative and qualitative analysis is used to analyse the data collected.

Accordingly, the research work falls into three chapters. Chapter one includes a theoretical overview about what parental involvement is, its models, procedures and barriers. Furthermore, both Epstein's framework and Hoover-Dempsey and Sandler's model have been also emphasized. After that, a full explanation has been given to the area of technology and its usage.

Chapter two is devoted for the description of the methods and procedures used in this investigation. To do so, two sources of evidence are used. In the first step, SHOUSHA EL-BOUTI primary school's parents are required to answer a questionnaire to reveal their opinions about the value of parental involvement for them, and the effectiveness of emerging technology to help their children to succeed in their education. Then, in order to get an educational point of view, a interview has been conducted with teachers of SHOUSHA EL-BOUTI primary school. The aim of this questionnaire is to provide the research with more ideas about parents' opinion on how their child(ren)'s

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school has met them and how they feel about their involvement at the school. As well as, the use of technology as a mean of communication, in addition to the teachers' interview which aims at showing their opinions about how their students' parents are involved in their children's educational process, and investigates about whether the school is using technology as a tool to communicate with parents or not.

The third chapter seeks to analyse the results to both qualitatively and quantitatively, attempting to answer the questions put forward in the investigation. Then giving a summary of the main findings to confirm or disconfirm the hypothesis put forward.

In the light of newly developing wave of using technology in educational process, the objectives set for this study are to investigate the importance of parental involvement in their children's education through the emergence of technology as tool to improve their children's education including increased attendance, increased test scores, and better behavior, however, both parts, parents and teachers, face logistical barriers to reach the intended outcomes, yet with commitment, seriousness, experience, training, and acceptance from parents as well as teachers, they can easily find the appropriate strategies and procedures to guarantee constant communication.

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**1-1 Introduction:**

Today's children are fundamental to society because they are our future; they hold the key to change, therefore, it is society's duty to provide them with a complete education that teaches them how to work together successfully, to be critical thinkers, active members of the society they belong to, and how to be catalysts of change. This education starts with what children learn from their parents and from what they learn in the first few years of their lives. This initial education impacts the rest of their lives, and inherently society's future. Therefore, it has been noted in the literature and generally accepted that parents who are involved with their children's education tend to have children who do better in school and parents who take an active part in their children's education usually have children who are self-confident, socially adjusted, and tend to excel academically. "When schools work together with families to support learning, children tend to succeed not just in school, but throughout life." (Henderson and Berla, 1994). This chapter focuses on a review of current literature available on parents involvement in order to provide in- depth research on the historical perspectives relating to parent involvement, these perspectives will be used as foundation for educators and parent to build a successful home -school partnership which is mainly based on communication. Also this chapter provides detailed description of the potential features of parental involvement for school and families, the barriers to parental involvement, and the role of present or available technology that offers opportunities to build or enhance home -school partnership.

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**1-2 Parental Involvement:****Theoretical Framework:**

Educators, policymakers, and researchers have long focus on parental involvement as a complement to the fundamental value of strong teaching and curricula to student success (Hoover-Dempsey, Walter and Sandler, 2005). Research on the effects of parental involvement has revealed a reliable, positive relationship between parents' involvement in their children's education and student result (Sheldon, 2009). Whether or not parental involvement can help to improve the student outcomes is no more in question and there are a variety of ways that parents can get engaged in their children education (Sheldon, 2009). The theoretical frameworks of this study are Epstein's school-family-community partnership model (2001) and Hoover-Dempsey and Sandler's theoretical model of the parent involvement process (1995, 2005), both models emphasize why parents become involved in their child's education, types of parent involvement, and how parent involvement influences student outcomes.

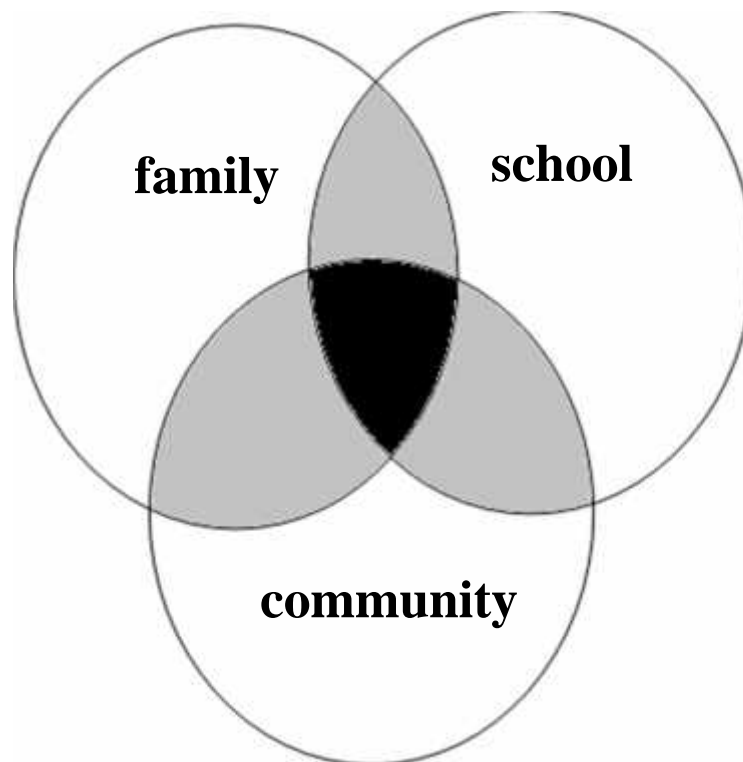
The literature review of parental involvement revealed that parents' engagement in school contributes to higher students' achievement and positive attitudes from students to reach the intended success in school. Parental involvement is defined as an implicit assumption in the existing research is that parent, students, and teachers hold similar conception that parental involvement is primarily to school-home communication. As (Desforges, 2003:9) states:

*Parental involvement in the form of at -home. Good parenting has significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of impact is evident across all classes.*

Families play a pivotal role in their children's cognitive, social, and emotional development from birth through adolescence, their involvement is "one of the strongest predictors of children's success". (Weiss et al, 2009:34), however in many schools the most that is being asked of parent is to be aware of what is going on in school, attend school

events, or make sure their child completes his/her school work while these activities yield benefits, research indicates that parents using technology or other communicative tools in their home-learning activities with their children will make the greatest contribution to education.

The most widely accepted definition from Epstein (1995) defined parental involvement as “. . . communication between school personnel and parents about their children”. According to the researches of Epstein (1995, 1997, 2001), children learn and develop through three overlapping spheres of influence: family, school, community. Students who have support from their family at home or at school activities show better performance at school, while students that are lacking support are struggling. Epstein (2001) presented an effective form of involvement; Epstein’s model emphasizes the cooperation of school and families as well as communication and collaboration between the two. Through his model, Epstein discuss how children learn through three spheres of influence, these spheres of influence must form partnership to best meet the needs of child. (See Figure1.1)

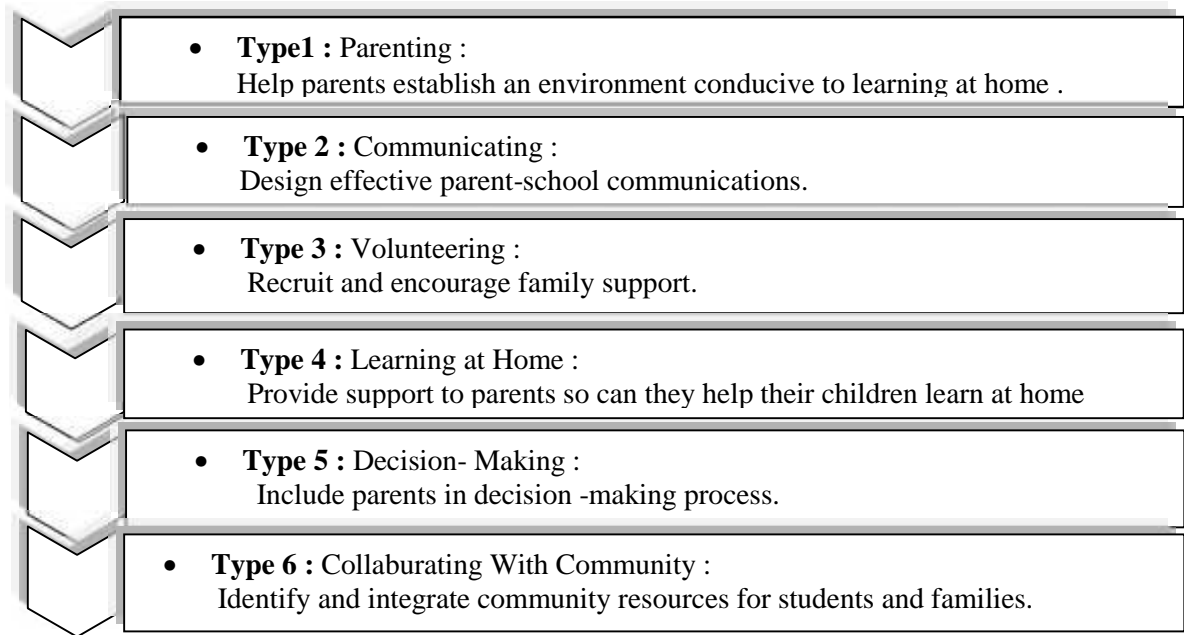


**Figure 1.1** Overlapping Spheres of Influence (2001)

Epstein defined six type of involvement based on relationship between three spheres of influence: parenting, communicating, volunteering, learning at home, decisions making, collaborating with community. These six types are widely used by schools to help parents participate in ways that meet students' needs and family schedules.

1. **Parenting:** parents are responsible for their children's nuration, health, and well-being. School can assist here by providing parents with needed information of child's growth.
2. **Communicating:** put responsibility on parents, teachers, and school for communicating back and forth between school and home. Parents should use these resources to keep track of their children's progress (Epetein,2002).
3. **Volunteering:** is the third type of family involvement that helps with student success in school. Some families are able to provide time to the school by volunteering in classrooms, while others are able to participate in their children's performances and extracurricular activities.
4. **Parent learning at home:** is the forth type. In this instance, parents provide a quiet and structured environment at home for home works accomplishment and studying. The school provides parents with opportunities to learn how to assist their child with homework and studies habits (Epstein et al.,2002).
5. **Decision making:** through this type, parents are supported by teachers to help them to make decisions about the school by participating in parents' association's events, school site council, and other committees.
6. **Collaboration with community:** is the sixth type, here parents work with each other to ensure the success of all children in their neighborhoods, and the school helps building connections and relationships between the parents and community (Epstein, 2002).

Epstein, through his model, emphasized that all of these six type of involvement need to be included to have successful partnership, Epstein 's framework offered key areas where parents involvement has the greatest impact on student .According to Epstein, for a school to satisfy just one of these six type would result in an incomplete family engagement approach,therefore,schools that seek to increase student's achievement should work to create a balanced family engagement approach where all six type are represented.(see Figure2.2).



**Figure 1.2.** Epstein's framework of six types of parental involvement. Adapted from Epstein et al. (2009).

Another effective model of parental involvement, developed Hoover-Dempsey and Sandler (1995, 1997), focused on understanding *why* parents become involved and *how* their subsequent involvement influenced the educational outcomes of children. As the researchers further developed and adapted the model in subsequent work (Hoover-Dempsey et al., 2005), it has evolved to show parental involvement as a process that moves through various levels. This model addresses three important questions: **(1)** why do/do not families become more involved? **(2)** What do families do when they are involved? **(3)** How does family involvement make a positive difference in student's outcome? It is structured into five levels which are based on two belief systems: role construction and sense of self-efficiency. Role construction is based on how children develop, what parents should do to rear their children effectively, and what parents should do at home to help child succeed in school. Whiles sense of self-efficiency is the belief in one's abilities to act in way that will produce desired outcomes (Bandura, 1977).

Beginning with motivations for why parents become involved (Level 1), the model explores three main sources of motivating factors: personal motivators, contextual motivators, and school/program responsiveness to family life contexts (Hoover-Dempsey and Whitaker, 2010). Thus, when parents believe their role is to help their child succeed in school and that their efforts will have a positive impact, they are more likely to persist in parental engagement in spite of various challenges and obstacles (Hoover-Dempsey et al., 2005). The model developed by Hoover-Dempsey and Sandler (1995, 1997) also gives

credence to the variety of ways that parents may become actively involved in their child's education (Level 1.5); incorporating more salient forms of involvement, such as clear communication of parental expectations and aspirations, which has been shown to provide the greatest effects on student achievement. In addition to these salient forms, the model also incorporates more traditional forms of parental involvement (such as volunteering at school), as well as involvement activities at home, and family-school communication (Hoover-Dempsey and Sandler, 1995, 1997; Hoover-Dempsey et al., 2005). Levels 2-5 highlight the benefits of parental involvement as it pertains to the educational outcomes of children once parents have decided to become involved in whatever form(s) chosen by the parent (Hoover-Dempsey and Sandler, 1995, 1997).

The model suggests that parents influence the educational outcomes of their children through four major mechanisms: encouragement, modeling, reinforcement, and instruction (Level 2); highlighting the variety of ways that parents support their children's learning. The following level (Level 3) incorporates the students' perception of parental involvement; suggesting that students may perceive their parents as more responsive to their interests and understanding during involvement activities, thereby influencing the students' attentiveness to the tasks and the overall learning from involvement. Therefore, parental involvement, and students' perceptions of involvement, support positive proximal learning outcomes (Level 4) such as: academic self-efficacy, intrinsic motivation, self-regulation, and social self-efficacy for relating to teachers; when used by students during school learning tasks these learning outcomes promote academic achievement (Hoover-Dempsey and Whitaker, 2010) (Level 5)(Figure 1.3).

**Level 5**

Student Achievement (Varied Summary Measures)
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**Level 4**

Student Proximal Attributes Conducive to Achievement, e.g.:			
Academic Self-Efficacy	Intrinsic Motivation to Learn	Self-Regulatory Strategy Knowledge & Use	Social Self-Efficacy for Relating to Teachers

**Level 3**

(Mediated by) Student Perception of Learning Mechanisms Engaged by Parents			
Encouragement	Modeling	Reinforcement	Instruction

**Level 2**

Learning Mechanisms Engaged by Parents during Involvement Activities, e.g.:			
Encouragement	Modeling	Reinforcement	Instruction

Parent Involvement Forms, e.g.:			
Values, Goals, Expectations, Aspirations	Involvement Activities at Home	Parent/Teacher/School Communications	Involvement Activities at School

**Level 1**

Personal Motivators		Parents' Perception of Contextual Invitations to Involvement			School/Program Responsiveness to Family Life Context Variables		
Parental Role Construction for Involvement	Parental Efficacy for Helping the Student Succeed	General Invitations from School/Program	Specific Invitations from Teacher	Specific Invitations from Student	Parental Knowledge and Skills	Parental Time and Energy	Family Culture

**Figure 1. 3:** Hoover-Dempsey & Sandler Model of the Parental Involvement Process(2005)

To conclude with, both role construction and sense of self-efficiency are considered as essential motivations of parental involvement. These motivations vary according to parent's socioeconomic circumstances, student school level, and type of student's educational program. Thus, underscoring the power of both constructs as motivators of parental involvement in children education that will result in academic success.

### **1-3Barriers to parental involvement:**

Despite the wide spread acknowledgment that confirms the myriad of parental involvement 's benefits such as more regular school attendance ,better social skills, improved behavior ,better adaptation to school, and a greater sense of personal competence and efficacy for learning ;however, parents still face barriers that prevent them from being involved with their child's school ,because there clear gaps between the rhetoric on parental involvement found in the literature and typical parental involvement practices found in school ,there are many reasons for the gaps between what is said and what is done in the name of parental involvement ,these can be conceptualized as barriers to parental involvement.

Hornby and Lafaele (2011) adapted Epstein's framework of three overlapping spheres of influence, family, school, community, to categorize barriers to parental involvement into four types: broader societal factors, school-families' factors, parents-teachers factors, individual parents and family factors, as well as an additional focus on child factors. These four areas are clearly elaborated in (Figure1.4). This section will discuss these four categories and other barriers that both parents and teachers faced when they are trying to increase parental involvement, and these barriers can affect parents differently according to their personal and cultural background.

<p><b>Individual parents and family structure</b></p> <ul style="list-style-type: none"> <li>. Parents’ beliefs about PI</li> <li>. Perceptions of invitations for PI</li> <li>. Current life context</li> <li>. Class, ethnicity, and gender</li> </ul>	<p><b>Child factors</b></p> <ul style="list-style-type: none"> <li>. Age</li> <li>. Learning difficulties and disabilities</li> <li>. Gifts and talents</li> <li>. Behavioral problems</li> </ul>
<p><b>Parent-teacher factors</b></p> <ul style="list-style-type: none"> <li>. Differing goals and agendas</li> <li>. Differing attitudes</li> <li>. Differing language used</li> <li>.</li> </ul>	<p><b>Societal factors</b></p> <ul style="list-style-type: none"> <li>. Historical and democratic</li> <li>. Political</li> <li>. Economic</li> </ul>

**Figure1. 4.** Model of factors acting as barriers to Parental involvement(2011)

First, parent and family factors consist of parents’ belief about parent involvement, perception of invitation for parental involvement and current life contexts (Hornby and Lafaele, 2011). The way parents view their role in their child’s education is important to understand, because as Marian Wright Edelman states: “parent have become so convinced that educators know what is best for their children that they forget that they themselves are really the experts”. Hornby and Lafaele (2011) found that parents believe that their only role was to bring their child to school; they were not willing to be involved. Also, the way a parent viewed his/her child’s intelligence in terms of a fixed or growth mindset is determined by parental involvement therefore they may be reluctant to be involved with their child’s education.

Another type of individual/family factors that could be a barrier to parental involvement was family’s life context: single parents, young parents, parents of large families, parents out of work and struggling with poverty, families where both parents work, parents working in multiple or shifted jobs, and parents with poor physical/mental health. These several aspects of parent’s life contexts can affect parental involvement. For instance, parents’ educational level will affect them on whether they have sufficient skills and knowledge to be engaged (Green et al., 2007), because parents with low educational level may see themselves in some way inferior to teachers who they know are better qualified than them and therefore be reluctant to work closely with teachers.

Family structure is one of major barriers to parental involvement such solo parents or those with young or large families who have many difficulties to be involved due to their huge responsibilities, another factor is work situation, when parents are unemployed money can a big issue that can prevent them from providing affordable condition for children. There appear to be many benefits of parents staying involved with their children's education, but parents living in poverty are less likely to participate with school events or their children's education than those living out of poverty (Van Velsor and Orozco, 2007). Some parents may willingly not participate, or have no wish to be involved, while others may want to be involved, but unable.

Along with many possible factors that contribute to parent involvement, challenges exist as well, parents with job face another issue, when both parents work there will be no time. (Chen, 2008) found the greatest barrier to parental involvement was time constraints. Lack of time on the part of parents and school personnel is the main reason given for lack of parental participation. Chen summarized this situation by stating, "Effective solutions to enhanced parent involvement require freeing up time of parents and teachers or finding ways to work around their schedules" (2008:9). Finally, parents 'overall psychological, physical, or mental conditions can prohibit parents from becoming involved. In an effort to overcome the barriers preventing parental involvement, schools need to provide a welcoming climate where the school staff is respectful and responsive to parents (Wherry, 2009). It is critical that administrators and teachers encourage respectful two-way communication between the school and home (Wherry, 2009). Bouie, an educational consultant stated, "The answer is to stop treating parents like 'clients' and start treating them like 'partners' in helping children learn" (as cited in Wherry, 2009: 7).

According to Hornby and Lafaele (2011), child factors that proved to be a barrier to parental involvement are: age ; learning difficulties, disabilities, gifts ,and talents; and behavior problems .Child's age is a barrier to parental involvement because as a child gets older, parental involvement decreases (Hornby and Lafaele.Ibid), tendency for parental involvement is greater for parents of younger children ,as those children are more positive about their parents going into school, whereas, older children are less keen about school involvement due to their adolescent desire to independence .Hornby and Lafaele also reported that another barrier to parental involvement could occur if there is a disagreement between school and parent about a student's learning difficulties or disabilities ,if a parent sees his/her child as gifted child while school does not share the same opinion , this may

cause conflict and reduce involvement as parents lose faith in the school system .Finally, child's behavior can be a barrier to parental involvement .Hornby and Lafaele (Ibid) found that ,usually, as negative behavior increases, the less involved the parents are with schools, because of fear of getting more bad news about their misbehaved children, and these child factors are almost inevitable and present a formidable barrier to meaningful involvement .

According to Hornby and Lafaele (Ibid), barriers that were associated with parent/teacher factors have to do with: goals, agenda, and attitudes about involvement. different understanding of goals can lead to “frustration as each party seeks to maximize its own agenda ,independent of ,and often in opposition to that of the others”(Hornby and Lafaele,Ibid :45).For example ,a teacher's focus for parental involvement might be helping with homework, providing a quality home environment ,and attending school events ;while a parents' goal for parental involvement might be to improve their child's performance in school ,and to learn more about school life(Hornby and Lafaele.Ibid.Tadesse ,2014)

Parents and teachers' attitudes can create barriers to parental involvement when their assumptions about each other do not align, according to Hornby and Lafaele ,teachers may assume parents do not care about their child's education and parents may assume the teacher is only seeking a superficial relationship ,this mistrust builds barriers to parental involvement .Also parent perception of invitation to be involved with their children's school can determine whether the parents will participate or not ,with this information in mind ,it was apparent that without clear ,open, and honest communication, parents and teachers create their own negative perception of each other .In addition teachers' lack of training can be a barrier to parental involvement ,because without proper training ,teacher does not know how to guide and communicate with parents is a way that was conducive to parental involvement .

Societal factors were the last category listed by Hornby and Lafaele (Ibid). These factors include: changing family structures because of parent working more hours and traveling for their occupations, increased divorces that result in more singles parents families and more families where both parents work full time. All these factors could result in less time for parents to be involved. These families may face economic disadvantages that affect the ability to buy books, clothes, or to do extracurricular activities.(Waldfoegel et al., 2010) reported that family stability is crucial because it facilitates the establishment of connection with families, so that the teacher and school can offer support in areas of need.

Parents fail to get involved in their children's education for many reasons, in addition to those that are mentioned above: time constraints, socioeconomic status, marital status and cultural differences (Epstein, 2009), parents' educational level and school climate contribute to low parental involvement. The responsibility for bridging those barriers rests on school; school must create community of inclusion where parents feel welcomed, including those with whom it may be more difficult to establish relationship (Epstein and Jansorn, 2004).

Communication is essential for creating understanding among parents and schools on child's progress and expectations (Epstein, 2009) so, improving communication would enhance relationship and this result in increased parental involvement. Research agree that technology can effectively increase communication, close communication gap, and potentially increase parental involvement. Surpassing the commonly cited barriers of parental involvement such as time, school can use technology, yet schools do not always take advantage of available technology (Rogers and Wright, 2007). Despite the positive benefits of using technology, many obstacles come across preventing parents from using technology: low incomes, less access to communicative technology (computers, systems).

To conclude with, while many parents make good effort to attend school functions and support the educators who work with their children, some parents perceive barriers to participation in school related activities. Literature indicated financial and work related restraints, an atmosphere that is not always welcoming, judgmental attitudes, inconvenient scheduling, and lack of resources in time and money. Parents who are involved in their children's education tend to have higher expectations, encourage children to participate in activities, and notice higher performance in academics in the school setting. Educators who are aware of the perceived barriers can do much to help parents who are not involved with the school. Barriers to parental involvement can come from the family as well as the school.

#### **1-4 The Procedures Which Are Needed to Build a Successful Home-School Partnership:**

Researchers have begun to focus on how parental involvement affects students, why parents do and do not get involved in their children's education, and what role school and teachers play in creating worthwhile parental involvement. Research pointed that lack of

parental involvement is due to lack of helpful information that can be provided by school to reach out all parents .If school communicates with parents regularly and consistently using various means and strategies, the gap between them will be reduced, and students' achievement will be increased if families show high level of interest to be involved in their children's educational process.

Teachers-parents' successful partnership should be based on mutuality and respect to support their joint ventures, because both have common need for joining in partnership which is: the need to foster positive growth in children and in themselves. It is their challenge to create a sense of mutuality so that their efforts are meaningful to all those involved. Teachers often report a desire to incorporate and involve parents in the school, because for parents, being involved is an important investigation in their child's future. When parents show a positive attitude toward school, the child will usually have positive feeling too. There are many key procedures which are needed to be established in order to build and promote partnership among teachers and parents.(Lawrence-Lightfoot,2004).

First of all, the main element for successful partnership is the supporting of school's close links with parents ,these links must be based on mutual respect and activeness from both side ,therefore, schools need to listen to parent's concerns, be open with them, and work with them at resolving differences and difficulties ,because in some circumstances parents find themselves intimidated or embarrassed when they visit schools, these feelings are due to lack of confidence ,negative experience of their own schooling, and due to teachers' perception as their "superiors" .In response, the school gives out the telephone number or any means that can parents contact them to make the school's visiting more comfortable ,because the building of trust and close relationship between school and home led to effective communication ,and this allow for both parties to communicate as well as positive messages, and this ultimately led to clear improvements on the attendance and behavior of students.

Two-way, timely communication is thus another key procedures of successful home-school partnerships, the two way communication is considered much more interactive and perceived as a partnership between school and families, through this communication they can maintain the gathering information about students in organized and systematic way ,recently, through the invention of new technology that make this two-way communication

much more easier for schools to reach out parents using consistent use of mass communication : newsletter ,e-mail...etc.

School's challenges nowadays is to keep parents consistently involved and to know how best to encourage them to participate in. This shows another procedure for successful partnership which is devoting time and commitment from both partners to build channels of communication that tend to work most effectively than before. Successful partnerships are those that involve the sustained mutual collaboration, support, and participation of school staffs and families at home and at school in activities and efforts that can directly and positively affect the success of children's learning and progress in school. Schools that have developed successful partnerships with parents view student achievement as a shared responsibility, and all stakeholders including parents, administrators, teachers, and community leaders play important roles in supporting children's learning(Rogers,Wright,2007).

Devoting time from all parties is needed for children's successful learning process. Despite their busy schedules, even the busiest parents can stay involved with their child's education through different strategies such as helping with homework, researchers suggest that the best way to stay involved in child's education is through the monitoring of homework .When teachers, parents, and students work together to determine the usefulness of homework ,the student will experience higher level of achievement .In addition to homework ,talking with child about school days ,participating in extra-curricular activities, and joining parent-teacher association or organizations. These different strategies provide numerous opportunities for parents to be involved.

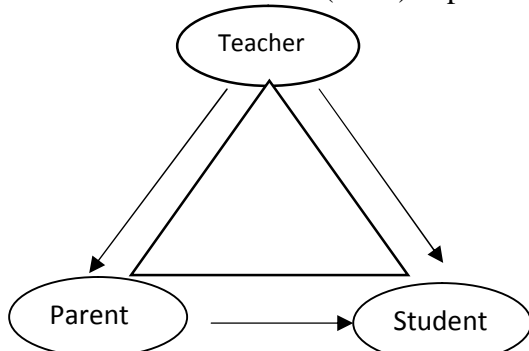
School's personnel and teachers on the other side need to devote time and commitment to bridge the gap, because getting parents involved as partner in educational process is valuable technique, but it is being used by very few educators. Teachers need to seek support from parents, both from the school and the surrounding community ; these partners need to be allies through organizing meeting, involving parents in decision making because parents' most important requirements are ongoing and regular feedbacks about their children's performance and behavior throughout the school years because if teachers create a culture in which parental involvement is part of the curricular , they create an environment in which parents feel welcome, free to ask questions, and make suggestions.(Ballen,1994).

As researchers pointed that communication between home and school is good for children's success, keeping families up-to date about upcoming events is important, when schools and families work together, they bound communication among them. Technology is one of effective tools that offers great potential for connecting home and school, several tips and technique which are available on the internet to bring parents more closer to classroom such as technology platforms which are specifically designed for school and home setting like : e-mail, facebook, web sites.

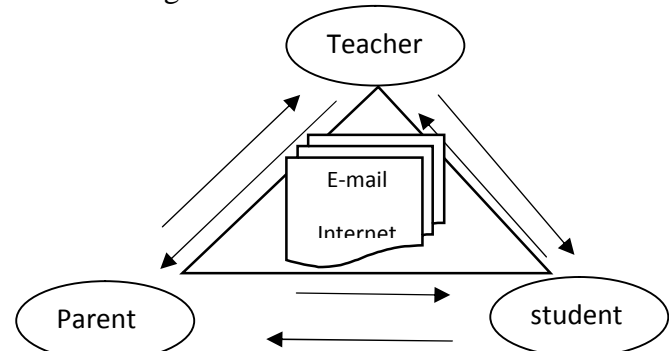
Most types of proactive involvement can be fostered through the use of technology, one of the most proactive type of involvement is communicating with teachers, this type for instance, can be accomplished through the use of e-mail, website, Facebook, these technologies can be used to inform, to update information about classroom, provide a convenient mean for communication, and supporting more flexible working arrangement for staff. Embracing these newly emerging because newer technologies can further improve parent-school communications. Using tools such as videoconferencing, online chats, e-mails, and phone conferencing to enhance communications between school and parents can result in good benefits for children because parents can always stay updated on their children's education activities and this also serve to improve student behavior.

Joyce Epstein's model for parent involvement is among the most used for defining parent involvement practices and linking them with related outcomes (Epstein, 1995). The Epstein model lists the commonalities of successful programs as "three overlapping spheres of influence" (Constantino, 2003:23) between individual students, school, family, and community. The six types of parent involvement defined by Epstein include: general parenting practices; communication as a regular, two-way, and meaningful communication between school and home; volunteering; in home learning; involvement in school decision-making and advocacy; and collaborating with community. The second standard includes schools and parents sharing information about student progress, school information including general information about the happenings at the school. Parent conferences and the use of web-sites and e-mail to communicate would enter into this category. The theoretical basis of this research utilizes the three areas of influence most commonly associated with parent involvement: schools (teachers) students, and parents (families).

The conceptual framework on which this study was designed was built on the school-to-home and home to school communication model, which facilitates other types of involvement and improvement for students, parents, and schools. It is a composite model developed from several studies in the literature that emphasize the importance of communication Lunts (2003) depicted this as a triangle or Common Education Model



**Figure 1.5** Lunts' Common Education



**Figure 1.6** Common Education Model with

Model (2003) .

E-mail and websites(2003)

This model suggests interaction and communication between the three normally would flow as depicted by the arrows in (Figure1.5). (Lunts, 2003). The researcher examined the results of adding additional components such as e-mail and school and teacher web-sites, to the model, providing additional opportunities for parent involvement and increased communication between the three principal entities: schools (teachers), students, and parent (families) as shown in (Figure1. 6).

Researchers pointed that technology is an additional strategy that can be used to improve parental involvement which can be an effective tool to communicate with families. Although families have changed in recent years, technology has changed even more quickly Mitchell et al. (2009) explored ten strategies through literature that schools should implement to develop communication with parents Their strategies included developing and maintaining a website for both the school and for each classroom. Through the classroom website that was described, various activities could be posted that would promote family engagement. Mitchell et al.(Ibid) suggested that email communication should be utilized and provisions should be made to instruct parents in how to utilize this technology as well as making the technology available to parents, also Mitchell et al (Ibid) suggested other strategies such as providing at-home educational activities, posting photo stories on the class Web site, creating a family response link or form on the web page to elicit comments, questions, and feedback, establish and moderate a family support discussion forum, communicate logistical information through group e-mails, ensure

families' access to technology, provide opportunities for families to increase their technology skills ,and set aside time for technology-based communication by providing the needed training for teachers .

Taken as a whole, while communication is vital to the success of engaging families, educators should also understand the needs and perspective of the students and their families. It may be necessary for school teams to provide training for parents to help them understand the most effective ways to support their children's education. Equally important are the needs of each school as well as the unique needs of families when planning for communication and effective strategies for engaging parents. As access to technology continues to expand, it will be imperative that teachers and administrators stay current with the tools that families are using to communicate. Keeping parents involved in their children's education is just as much a responsibility of the school as it is of the parents.

#### **1.4 Teachers' Role as a Source of Reference for Parental Involvement:**

Teachers strive to establish partnerships with parents to support student learning. Strong communication is fundamental to this partnership and to building a sense of community between home and school. In these changing times, teachers must continue to develop and expand their skills in order to maximize effective communication with parents. In today's society, schools and parents are responding to increased expectations, economic pressures, and time constraints. In these changing times, effective partnerships between teachers and parents become even more essential to meet the needs of the children they share. Indeed, Epstein (1995) describes communicating with parents as one of six major types of parent involvement practices critical to establishing strong working relationships between teachers and parents.

Unfortunately, many teachers are not specifically trained in the skills they need to communicate effectively with parents (Hradecky, 1994; Lawrence Lightfoot,2004). Because school communication practices are so fundamental to involving families in the education process, Caspe (2003) suggests that teacher's preparation and professional development programs should actively promote the development of communication skills for teachers. Parental involvement is a key aspect of a child's educational development, because it contributes to student achievement regardless of the child's grade level, parental socioeconomic status, or parental education level. Teachers are a factor in the success of parental involvement and the subsequent positive student outcomes that follow.

Various researches show the importance of teachers building a relationship with parents to foster parental involvement and boost student achievement. Teachers have a role in promoting parental involvement programs in schools. Considering this, teachers may be seen as automatic contributors to parental involvement programs. However, if teachers contribute effectively to the building of home-school relationships and parental involvement, their role in the process should be clearer to increase the understanding of the support needed to successfully carry out this task.

Teachers who seek effectiveness of learning process feel that it is important for parents to be involved in their child’s education. All teachers will encourage parents to contact them if there is a question, concern, or comment regarding their child. Elementary school teachers will encourage parents to volunteer in their classroom and will keep parents informed about their child’s progress and the happenings in the classroom. To sum up, school and home partnerships provide benefits for students, parents, teachers, and schools, from improved academic performance to empowerment of parents, and better attendance and behavior (Epstein et al., 2009), therefore ,all parties need to be involved regularly and consistently in order to reach the intended benefits. (Figure1.7) will explain in detail the roles of teachers.

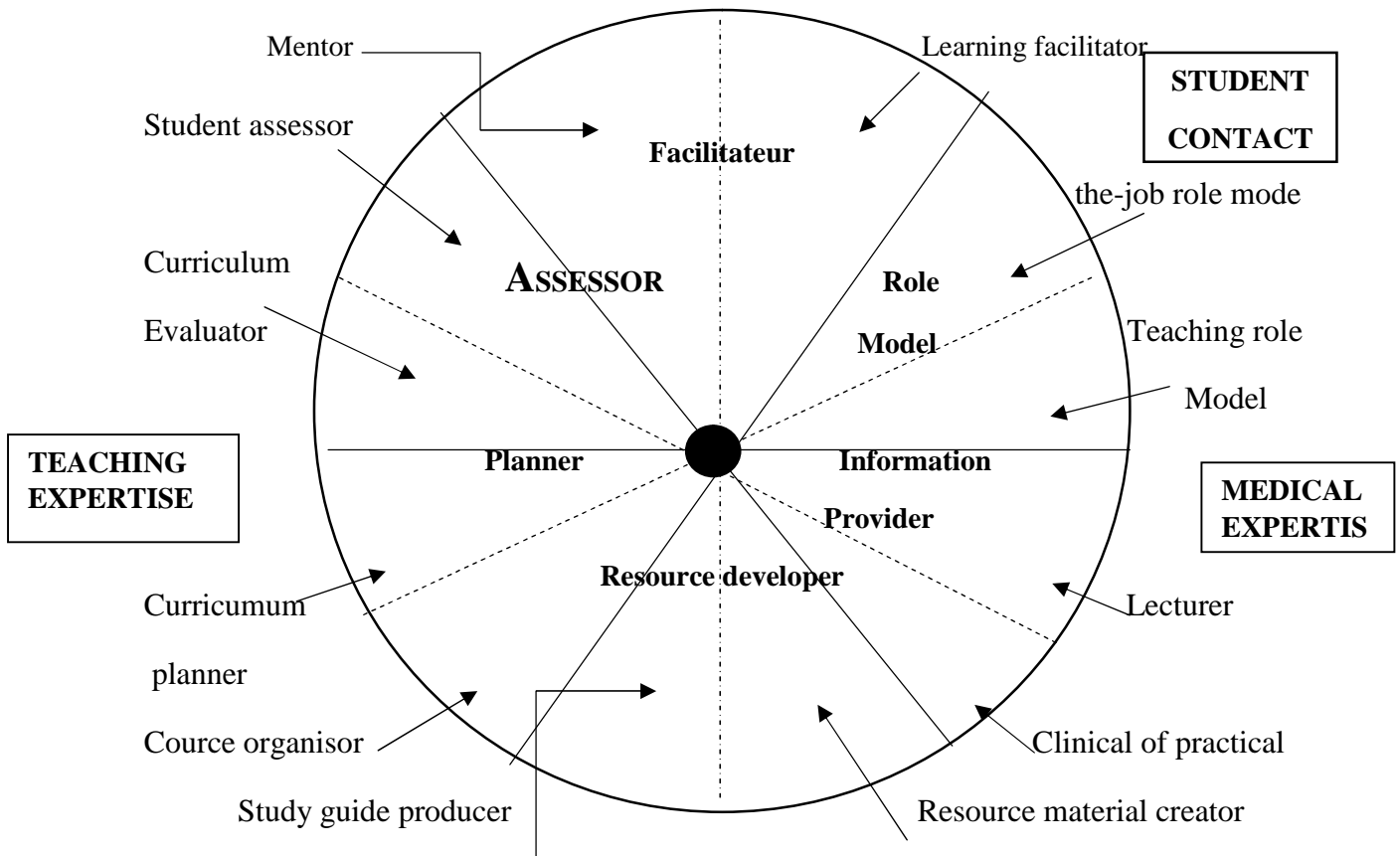


Figure1.7: The role of teacher(2009)

## **1.6 Technology as a Tool to Enhance Home-School Communication, Parental Involvement, and Students' Achievement:**

Teachers had traditionally made use of a class news letters or individual notes to meet communication needs with parents. Problems arose from these methods when notes were lost, or newsletters were undelivered. Telephone calls home might have solved some of the problems, but with increasing numbers of parents working a variety of hours, it was sometimes difficult to reach them in this manner. For this reason, some educators looked to modern technology for timely and efficient way of maintaining home-to-school connection. Employing a variety of techniques for communicating with parents about children's progress is a must (Epstein,1995).(Epstein et al.,2009) stated communication is essential for creating understanding among parents and school on children's progress and expectations. Improving communication methods between school and home would enhance the relationship and result in increased parental involvement.

In the Information Age, Internet technology represents an opportunity for increasing communication between families and schools."Technology is only a tool –but a very powerful tool with a variety of solutions to a variety of problems. That is its strength" (Blanchard, 1998).Blanchard(Ibid) also suggested at least four ways of how technology can serve the family-school connection : (a) communication and information ,(b) learning and instruction,(c)interest and motivation, and (d)resources and costs for parents, technology expends opportunities to communicate with schools and become more knowledgeable about the education their children are getting .It can also increase parental motivation to become more engaged in students.

The increasing use of computer and Internet technology, specifically e-mail use and school and teacher websites, has potential for increasing two-way communication between school and homes (Kervin, 2005).Internet-based communication methods,including e-mail, websites, and newer social networking technologies such as blogs, present new opportunities for family–school communication.These technologies may reduce scheduling barriers that pose challenges to traditional forms of family–school communication, can convey information to multiple families at once, and can efficiently share and archive information about student progress, school policies and assignments, tips for family involvement, and other topics (Abdal-Haqq, 2002). Technology tools can also enable

geographically distant parents to remain a part of his/her child's academic lives; important in these days when many parents travel extensively as part of their profession.

### **1.6.1 E-mail as a Tool for Home-School Communication:**

Electronic mail, or e-mail, offers a communication device that allows educators and teachers to send important messages to families via the internet, that could be responded to when convenient, and after some time for parents to think about the information contained within the post. E-mail offers parents a two-way form of communication that allows them to ask questions, disclose school-related concerns, offer assistance to the teacher when areas of personal expertise related to classroom (Adkins et al. ,2004). Another advantage to this form of communication rested with the fact that both parties were able to reflect on response options as they communicated in their own time. Considering the many barriers that sometimes prevented parents involvement e-mail has the potential to overcome communication-related obstacles and create an additional avenue for with families socio-economic differences , and disabilities (Duffy,2008).

For e-mail to be a viable communication option, however, parents must have access to an Internet connected computer and the knowledge-based skills necessary to use the technology. As society moves further into the digital age, the problem is expected to decrease. Students today, also known as digital natives, are more likely to use modern technology than their parents who are sometimes referred to digital immigrants (Taylor, 2007) E-mail has the potential to overcome many previous communication obstacles such as time schedules (Duffy, 2008) Even though e-mail is practical and an effective way for communicating with parents, not all teachers are willing to use e-mail. Freeman (2001) stated primary school teachers are less likely to use e-mail as a communication method, primary school teachers prefer to use mostly phone and written notes as a communication method. Middle school teachers used the phone to communicate with parents more than elementary school teachers did.

Not every parent has access to e-mail or has training in the technology (Penuel et al. 2002). Families from different demographic and economic background have different access to e-mail. Economically disadvantaged parents are less likely to have training on e-mail technology and are less comfortable using it (Penuel, et al., Ibid). According to Weiss et al. (2003), economically disadvantaged parents often use Internet-based communication technology from work or home to communicate with teachers because they

cannot afford to miss a day of work to go talk to the teacher in person, therefore, they turn to e-mail as an alternative.

Other potential difficulties for using e-mail as a primary way for parent-school communication include lack of centralized e-mail directories for teachers and parents (Lunts, 2003) and unlikely expectations about response (Abdal-Haqq, 2002). Teachers and parents may expect immediate response when that may not always be possible (Abdal-Haqq 2002). E-mail also lacks the nonverbal and visual cues that face-to-face communication has, creating chances for misunderstandings (Lunts, 2003).

### **1.6.2 School Web Site as a Tool for Home-to-School Communication:**

School websites are another technology used by schools for keeping parents informed. School websites, teacher or classroom websites, and district websites are some of the modalities used, often all three (parent, teacher, student) are linked (Lunts,2003). Websites are effective in informing parents about what is happening in school. When parents receive information about school events, they are more likely to get involved (Epstein, 2001; Patrikakou et al., 2005).

Schools have to work harder to incorporate as much information on the school web site as parents may need. Ultimately, a school web site should link families to their children's classroom. Teachers who use a classroom web site can inform parents about the curricula and course objectives. A classroom web page also can also show the projects completed by students, provide the information about the schoolwork assigned, and suggest tips for parents about how they can help their children to complete homework. Websites have some limitations. Websites are one-way communication, allowing parents to get information but they cannot respond to it.

### **1-7 Conclusion:**

This chapter has given an overview about parental involvement, its types according to Epstein's frame work of six types of involvement, also in this chapter, Hoover-Dempsey and Sandler provided some reasons why parents choose to become involved in their child's education, they said that a parent will become involved if they feel it is their parental duty, if they have a sense of "personal efficacy for helping their children succeed in school" (2005), and if their children or their children's teachers invite them to become involved.

As is evidenced throughout this entire chapter, parental involvement is essential for child's educational success. Parental involvement takes all three parties - parents, teachers, and students - to cooperate and work together. There definitely needs to be partnership between home and school. Parental involvement is an essential factor in the development of the foundation in children's education. In spite of this, many parents do not appear to be involved in their children's education due to many reasons: time, costs ...etc. This lack of involvement may have a negative impact on student performance in and out of the classroom and ultimately affects their continuing educational development and success. Teachers need to play a major role in connecting to the larger school community. This study will gather information about effective parental involvement strategies and then use this information to develop an action plan to utilize these strategies in classrooms, homes, and schools.

In the literature review section of this research, there is a list of barriers to parental involvement in education. These were lack of time, lack of child care, inflexible work schedules, lack of income and transportation to participate in school programs and events, parental shame of their own educational level, insufficient information on home-school collaboration, fear they are not educated enough to be helpful in the classroom or to their own children. The barriers to effective parental involvement, discussed in this chapter, provide an explanation for the existence of the gap between rhetoric and reality with regard to parental involvement. Collecting the various factors together in the model presented by Hornby and Lafaele (Ibid) has made it clear that parental involvement is shaped and limited by a divergent range of barriers related to parents and families, children, parent-teacher differences and societal issues.

Researchers agree that creating meaningful, trusting relationships with parents to help them help their child to achieve academic success is crucial. Thus, with today's faster growing technology and spread of improved communicative tools can strength these relationships. Technology is an effective tool to promote parent involvement, as it enables both parents and teachers to be linked more than it has before. So using the Internet and email for increased parental involvement and the relationship it could have on increasing student achievement. Electronic communications such as email, web pages, and social media has the potential to reach many parents quickly and allow the option of two-way communication to be enhanced. In order to reach the aims of this study, the researchers follow a scientific method and procedures which will be explained in the next chapter.

# Chapter Two : Research Methodology

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**2.1 Introduction:**

The purpose of the present research is to show how to build a successful home-school communication using technology to enhance parental involvement in primary schools. Thus, to achieve this objective, this chapter provides a full description of the research questions and hypotheses and the people involved. In order to answer the research questions and confirm the hypotheses an overview of the various methods used for gathering data to conduct this research has been given. Moreover, it justifies the choice of using a combination of both qualitative and quantitative analysis.

**2.2 SHOUSHA EL-BOUTI Primary School:**

This primary school is located in the district of 741 housing in the Northern Oases in Laghouat city. This school opened on 05/10/1998. The school space is 1500 m<sup>2</sup>. The school was named by the governor of the province of Laghouat, on the name of the principal of the primary school who died when he was doing his job as a principal.

The school contains fourteen teachers, twelve are teachers of the Arabic language while only two teachers who teach the French language. In addition, there are 399 pupils, each classroom comprises around 30 pupils. The school has twelve classrooms, administration, meeting rooms, restaurant, ICT classroom for both teachers and pupils.

SHOUSHA EL-BOUTI school belongs to the educational district number ten and it is ranked second primary school among ten schools in this educational district and 9th in Laghouat. Moreover; the school has rewards, achievements, and certificates which they won through their participation in the local competitions. Concerning parental involvement, this school has a slogan posted in the administration it is written that 'Engagement of all parents with SHOUSHA EL-BOUTI primary school is based on mutual respect, and through full partnership we can increase the achievement and success of every child'.

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**2.3 Research Questions and Hypotheses:**

While educators have begun to acknowledge home as forming platform for later learning ,finding ways to fully appreciate the resources available to support children’s development has been more difficult. Schools often blame families when children experience difficulties , especially, in the primary school phase .They claim that families bear a greater responsibilities for failure then do schools .Families , therefore , report a desire to be involved in their children’s education to reduce these difficulties , however, parents often claim that they are not feel welcomed in their children’s learning process , but what is unknown is the level of involvement that would be positive to reach students’ great success . So, schools and schools’ principals, as well as, teachers need to know more about the effective procedures to enhance school family partnerships through the use of technology and communicative tools to reach the intended outcomes. For this challenging situation, the researchers have formulated the following questions taking the teachers and some of the students’ parents in SHOUSHA EL- BOUTI primary school as a sample of this research:

The following main research questions guided the analyses:

- 1) What are the procedures which are needed to build successful home-school partnerships between teachers and parents of primary schools’ students?
- 2) How do teachers describe the relationship between parental involvement and students’ achievement?
- 3) What will be different when more parents are involved in their child(ren)’s learning process?
- 4) What are the barriers and enablers that reduce communication for both parents and teachers?
- 5) What are the electronic technologies that are used to enhance school-to-home communication, parental involvement, and students’ achievement?

From the above questions, the following hypotheses have been stated:

- It's hypothesized that if parents and school work together then children are likely to experience better academic performance and success in school.
  - ✓ Procedures: building partnership upon mutual respect.

- 
- ✓ Providing rich environment when parents and teacher can work easily and effectively
  - ✓ -Devoting time and commitment from both sides
  - ✓ Devoting two -ways communication
  - ✓ Using technology as a tool to enhance home-school partnership
  - Teacher may play a vital role in connecting parents, they can shape their involvement to reach the intended outcomes, and can observe the progress of each student.
  - When parents are involved many changes can occur in students' academic performance and social behaviors, higher grade, test scores, better attendance, and complete home works.
  - Barriers: parents can be a key component of their child's education:
    - ✓ Parents 'educational level and socio-economic status can affect positively or negatively .
    - ✓ Statut of the family.
    - ✓ Working parents.
    - ✓ Illiterate parents.
    - ✓ Inability to use the means of technology to communicate with teachers
  - Potential teachers' barriers to parental involvement:
    - ✓ Lack of teacher time.
    - ✓ Fear of criticism.
    - ✓ Teacher attitudes.
    - ✓ Anxiety.
    - ✓ Inability to use the means of technology to communicate with parents
  - The potential technological tools that are used to communicate, as well as; enhance parental involvement are: e-mail, school web sites, classroom web sites, creating grope page of each classroom on Facebook by the teacher thus, can link parents to their children's classrooms .

The hypotheses presented above are the focus of this research which will be studied through the following research plan.

**2.4 Research Design:**

A research design is a systematic plan to study a scientific problem, in order to obtain results and answers to the problems guiding the research. Burns & Grove (2001:223) state that:

*Designing a study helps researchers to plan and implement the study in a way that will help them obtain the intended results, thus increasing the chances of obtaining information that could be associated with the real situation.*

For example, the objectives behind this investigation are to seek a successful home-school communication using technology as a tool to enhance parental involvement in primary schools. Different methods can be used when conducting a research such as questionnaires, interviews, case studies, tests, and authentic data collection. Furthermore, To get a clear results, a descriptive case study would be the appropriate method which was selected for this research in order to expose the procedures which are needed to build a successful home-school partnerships. This method is also considered to be useful for recognizing the use of technology as a tool to enhance parental involvement.

**2.5 Procedures:**

The researchers made a study of two months (February and March) in order to evaluate parent involvement in SHOUSHA EL BOUTI primary school. First, we began by visiting the school to gather information about the relationship between home-school, parent involvement, and the use of electronic communication technologies .In addition the personal welcomed and agreed to make our study there, as a second step ,we gave the questionnaire to the administration and whenever parents would come to visit or ask about their child(ren) the principal would give them the questionnaire .Thus , we can easily notice and evaluate the involvement of parents during these two months .In the final step , the researchers made an interview with all the teachers working there . As a source of reference for parental involvement and subsequently impact students' achievement.

**2.6 Case Study:**

Case study method enables a researcher to closely examine the data within a specific context. Yin (1984:23) defines the case study research method.

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*Case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used.*

According to Yin's (1984) definition the case study is a unique<sup>1</sup> way of observing any natural phenomenon which exists in a set of data. In other words, case studies is the best method to be used when the main aim of the research is to portray the phenomenon in its real context within a particular population. In addition, the researcher's main task is to report and explain things as they occur by the participants involved.

The present case serves as a preliminary to a more investigation with the teachers and students' parents of SHOUSHA EL-BOUTI school where the researchers can not control their behaviors but just describes data in their real states. In addition, the case study method may also be used for exploratory, descriptive or explanatory goals. Yin (1994) distinguishes their types of case study and defines them as follow:

Exploratory case study explores any phenomenon in the data which serves as a point of interest to the researcher. The researcher may ask general questions that may lead to new and further examination of the phenomenon observed. While, Descriptive case study describes the natural phenomena which occur within the data in question. For example, the target of the researcher is to describe the data as they occur. Whereas, Explanatory case study examines the data strictly at a surface as well as deep level in order to clarify the phenomenon in the data. For example, the researcher may ask the reason as to why a learner need to acquire a particular skill in learning a language and on the basis of this information the researcher may then build a theory and set to test this theory.

However, the current study is a mixture of a descriptive as well as an explanatory case study. First, the researchers attempt to describe the home-school communication through measures which are needed to build a successful partnership. Then, they deal with the potential barriers and obstacles which teachers and parents may face. As it has been stated before, the actual case study has been selected for the reason to allow the researchers understand how technology may be used as a tool to enhance and facilitate parental involvement. To achieve this aim they may use several sources of data which will be discussed later. As said by Stenhouse (1988:49) the case study method involves "the

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<sup>1</sup>By unique it is meant that only a very small geographical area or number of subjects of interest are examined in detail.

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collection and recording of data about the case or cases and the preparation of the report or a presentation of the case”. George and Bennett (2004) Hence, it is important to note that no method is ideal; each method has its own strengths and weaknesses that could have an effect on the research. Another essential element in the case study research is the nature of the population under investigation and the setting where the research takes place. These two elements will be tackled in the next title.

## **2.7 Participants and Setting:**

Considering the above, the researchers are responsible of including the unit of analysis of their research in a case study, which means the sample population from which the data are collected from a particular setting, and then analysed to answer the research questions.

### **2.7.1. Participants:**

After selecting the suitable method of the research, and to have an effective data collection, it is necessary to think about the participants as a scientific technique. According to Busha and Harter (1980: 56) “the concept of population to be surveyed is fundamental to research and refers to the group of persons or objects from which the research plans to draw inferences”. Moreover; results gathered from the study are not always generalized to the whole population; they sometimes stand for the category studied only. For the main objective of the present research which is recognizing the procedures which are needed to build a successful home-school communication using technology as a tool to ameliorate, facilitate and enhance parental involvement. The choice of the participants has been intentionally chosen taking into account a number of criteria that relate to the study’s goal and objectives.

Thus, a variety of teachers and some students’ parents from SHOUSHA EL-BOUTI primary school have been chosen as a source of information. Furthermore, participants working in the domain are considered to be as a very useful resource of information since they have experience in this domain. In addition to that, domain experts are considered as the most reliable source of the target domain by giving the insiders’ view (Gilbert, 2005). This category of participants has been purposefully chosen, to seek and enrich the research with an experienced view that can be taken from the actual world where the subjects under study are facing the need of

communication between home and school to increase the achievement and success of every child. Moreover, The teachers and the students’ parents’ views are somehow helpful in talking about how to build a successful home-school communication through the use of technology and whether this tool enhance and facilitate parental involvement or not.

**2.7.2. Research Setting:**

The research setting is the place where the researcher has gathered information for his/her research. Pope and Mays (1995) state that qualitative researchers investigate things in their natural settings in an attempt to find out the meanings seen by those who are being researched (subjects).In fact , any researcher will be able to build up his/her theories and conduct his/her research , when he is aware of the setting where the procedures will take a place.Accordingly,the place involved in this research is SHOUSHA EL-BOUTI primary school

**2.8 Instrumentation:**

According to Yin (1994), there are six possible sources of evidence for case studies: documents, archival records, interviews, direct observation, participant-observation, and physical artifacts. In (1994: 80) provides full details about the strength and weaknesses of each method in the following table:

Source of Evidence	Strengths	Weaknesses
Documentation	stable - repeated review unobtrusive - exist prior to case study exact - names etc. broad coverage - extended time span	Retrievability-difficult biased selectivity reporting bias - reflects author bias access - may be blocked
Archival Records	Same as above precise and quantitative	Same as above privacy might inhibit access
Direct Observation	targeted - focuses on case study topic insightful - provides perceived causal inferences	bias due to poor questions response bias incomplete recollection reflexivity - interviewee expresses

		what interviewer wants to hear
Participant Observation	reality - covers events in real time contextual - covers event context	time-consuming selectivity - might miss facts reflexivity - observer's presence might cause change cost - observers need time
Physical Artifacts	insightful into cultural features insightful into technical operations	Selectivity availability

**Table 2.1 Strengths and Weaknesses of Case Study Sources of Evidence. (Adopted from Yin, 1994:89)**

For the current study, two common instruments were selected which are questionnaire and interview. First, in order to show the measures that are needed to build communication between home and school, and the use of technology as a tool to enhance parental involvement, and then confirm the hypotheses, an interview has been addressed to the teachers of SHOUSHA EL-BOUTI and a questionnaire has been addressed to some students' parents as a sample. Concerning these instruments, they have been chosen to involve the teachers and parents in the research.

### 2.8.1 Questionnaire:

The aim of any research instrument is to obtain knowledge required for the study from the individuals under investigation; this is why, the researcher has to select the more appropriate instruments that serve to the objectives of the research questions.

The questionnaire is a set of questions prepared to the respondents to answer them. It is one of the common data collection instruments applied in social research sciences, the purpose from using questionnaires is to collect reliable and valid information relatively in a short time and exertions it is not only easy to administer but it is also helpful especially

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when the data collected could not be observed (introspection), data which reveal the respondents' insider view of the investigated problem (Bartels, 2005). The questionnaire may include three types of questions: closed-ended, open-ended, or a combination of both.

Closed-ended vs open-ended:

Close-ended questions: limit the respondent to the set of alternatives being offered, open-ended questions: allow the respondent to express an opinion without being influenced by the researcher.

The researchers have chosen the questionnaire as a tool to conduct this research and, in order to know some parents 'opinion on how their child(ren)'s school has met them and how they feel about their involvement at the school. As well as; the use of technology as a mean of communication. Hence, the researchers tend to use a series of questions. These questions are a combination between open-ended and close ended questions which are addressed to parent (see appendix 01)

### **2.8.2 Interview:**

Another instrument is used as method of data collection which is the interview. Interviews consist of collecting data by asking questions. In addition, Data can be collected by listening to individuals, recording, filming their responses, or a combination of methods.

There are four types of interview (Patricia, M. Hudelson ,1994):

- 1) **Structured interview:** in structured interviews the questions as well as their order is already scheduled. Your additional intervention consists of giving more explanation to clarify your question (if needed), and to ask your respondent to provide more explanation if the answer they provide is vague (probing).
- 2) **Semi-structured interview:** include a number of planned questions, but the interviewer has more freedom to modify the wording and order of questions
- 3) **In-depth interview:** is less formal and the least structured, in which the wording and questions are not predetermined. This type of interview is more appropriate to collect complex information with a higher proportion of opinion-based information.

- 
- 4) Focus group is a structured discussion with the purpose of stimulating conversation around a specific topic. Focus group discussion is led by a facilitator who poses questions and the participants give their thoughts and opinions.

The researchers have chosen the interview as a second tool to the study using the Structured interview as a type. In order to know the opinion of SHOUSHA EL- BOUTI school teachers as source of reference for parental involvement and subsequently impact students' achievement, on how their students' parents are involved in their children's educational process, and investigates about whether the school is using technology as a tool to communicate with parents or not. Hence, the researchers tend to use a series of about eighteen questions. (See appendix 02)

## **2.9 Data Analysis:**

In any research design, after collecting data the following step is analyzing the findings. To do so, two methods are commonly used for analyzing the data, namely qualitative analysis and quantitative analysis or a combination between them. Accordingly, Muijs (2004:10) states that "qualitative and quantitative research can be usefully combined in mixed methods designs, which often produce a lot of information". Comply with the statement, the researchers consider that a combination of the qualitative and the quantitative methods would help the interpretation of relationships between variables and provide more generalizability to the findings. but since these two methods are contrasted, sometimes do not seem to be a good choice to mix them especially in educational research according to Smith and Heshusius' (1986) view.

### **2.9.1 Qualitative Analysis:**

Qualitative Analysis emphasis on observation and interpretation. In this method data are collected within the context of their natural occurrence. Qualitative research can be used to analyze of data which is not numeric and where there is no need to quantify the data collected from the research. Benolie (1985) describes the qualitative approach as a mode of systematic inquiry concerned with understanding human beings and the nature of their transactions with themselves and with their understandings. The various advantages of the qualitative research offer a deep understanding about the attitudes, and behaviors of some parents ,as well as ,their involvement at Shousha el-Bouti school .In addition to their opinion on using technology as a tool to enhance and facilitate their involvement in order

to build a successful home school partnerships .Through the analysis of the results, the researcher is able to describe the use of technology in this school and the results of the research enable the researchers to build a clear vision about the measures which are really needed to build a successful communication between home and school .In the present research, the teachers' interview will be analysed qualitatively whereas the students' parents' questionnaire will be analysed both quantitatively and qualitatively.

### 2.9.2 Quantitative Analysis:

Quantitative research can be used to analyse of data which is numerical. Moreover, this method is an inquiry which is concerned with the objective study of a theory, quantified with numbers and analysed using statistical techniques. The quantitative method is an objective, formal, systematic process which makes use of numerical data to measure or quantify phenomena and turn out results. It describes tests and examines cause and effect relationships (Burns et al., 2001). In other words, Quantitative research deals in numbers, logic, and an objective stance. It focuses on numeric and unchanging data and detailed, convergent reasoning rather than divergent reasoning.

The main objective of the quantitative analysis is to conclude whether the findings of the investigated phenomena can be generalized or not. This method is also useful particularly when there is a large sample population; it facilitates the analysis of the results with the help of computer assisted programmes that may easily convert data into numerical indices. In the present research, the quantitative data was coded and analysed manually and then presented in tables and graphs.

To give a clear image about what have been previously said the research design will be illustrated in the following table:

<b>THE RESEARCH DESIGN</b>		
<i>Instruments</i>	<i>Data</i>	<i>Data analysis</i>
students' parents questionnaire Teachers' interview	-The students' parents' answers. Teachers' answers	-Qualitative & Quantitative - Qualitative

**Table 2.2 Research Design.**

**2.10 Conclusion :**

In this chapter, the researchers have described in details the research design and methodology used to accomplish the study objectives; including the data collection techniques. First, the research questions and hypotheses which are presented have been studied through the case study method. This latter is also identified for its application as a research strategy. Secondly, detailed description has been given about the population of the study and the setting, data collection instruments, as well as the main procedures the researchers have passed through. Finally, the chapter will end by presenting the methods used for data analysis in this study. To achieve the underlying objectives analysis and discussion will be provided in the next chapter.

# Chapter Three : Findings and Discussion

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**3.1 Introduction:**

After presenting review of Literature and methodology in the preceding chapters, it is high time to measure our hypotheses on the basis of practical study. With the intention of investigating the procedures which are needed to build a successful home-school communication and enhancing parental involvement in primary schools through the use of technology as a tool. The present chapter will give full details by presenting and analysing the data gathered through the research instruments used.

First, the researchers introduce the population of the study. Secondly, the data collected from the investigation should be analysed as follow: the parents' questionnaires will be analysed both quantitatively and qualitatively. This gives the parents the opportunity to reveal their problems, views and expectations to the researcher. Finally, to give the research value through an educational and specialist point of view, the last analysis will be devoted for the interview with SHOUSHOU EL-BOUTI teachers.

Finally, the information gained through the questionnaire and the interview will be analysed and discussed with the aim to develop a set of goals and objectives in order to successfully build a communication between home and school, as well as, enhancing and facilitating parental involvement in their child(ren)'s education.

**3.2 Data Analysis :**

So as to answer the research questions, results of the data collected from instruments used in the present research methodology should be analysed by the researchers. Firstly, dealing with the analysis of the parents' questionnaire, and then a focus has been paid to the analysis of the Teachers' interview .

**3.2. 1 Analysis of Parents' Questionnaire:**

The parents' Questionnaire generate a considerable information that would help the researchers to appoint the procedures which are needed to build successful communication between home and school using technology as a bridge to facilitate and enhance the partnerships especially, parental involvement in the primary schools. The number of persons who have participated in the Questionnaire was thirty. Questions from 1 to 7 part one : are about bio data,(who is/are filling this questionnaire mother, father or both , their educational level ,their child(ren) who study in this school, the grade level of their

child(ren) , working time out side home for both parents, and the martial status) . The answers will be illustrated in the following table:

**PART ONE:**

<i>-Who is filling out this questionnaire :</i>	Mother			Father		
	<b>19</b>			<b>11</b>		
<i>-The educational level :</i>	middle school	some secondary school	finished secondary school	University		
				Licence	Master	Doctorat
	<b>5</b>	<b>2</b>	<b>6</b>	<b>9</b>	<b>3</b>	<b>5</b>
<i>-How many child(ren)do you have in this school ?</i>	<b>15</b>		<b>11</b>		<b>4</b>	
	<b>One child</b>		<b>2 childern</b>		<b>3 children</b>	
<i>-the grade level(s) of your child(ren)</i>	<b>10</b>	<b>9</b>	<b>4</b>	<b>4</b>	<b>3</b>	
	<b>5th</b>	<b>1st</b>	<b>2<sup>nd</sup></b>	<b>3rd</b>	<b>4th</b>	
<i>-Working time out side home</i>			<b>13</b>	<b>8</b>	<b>6</b>	<b>3</b>
	<b>Father</b>	<b>9 hours a day</b>	<b>8hours a day</b>	<b>7 hours a day</b>	<b>Working out side</b>	
	<b>Mother</b>	<b>10</b>	<b>7</b>	<b>13</b>		
		<b>8 hours a day</b>	<b>7 hours a day</b>	<b>Housewife</b>		
<i>-themartial status :</i>	Married		Divorced		Widowed	
	<b>20</b>		<b>7</b>		<b>3</b>	

**Table3.1 Bio Data of SOUSHA EBOUTI Parents**

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The answers from the table could be summarized as follow:

**Question 1: Who is Filling Out this Questionnaire ?**

As clarified in the table above, the majority of questionnaires were answered by mothers .which means that mothers are more involved than fathers, and this does not mean that fathers are not interested and aware about their children 's education .

**Question 2: Educational Level :**

Through the answers most of parents have a good educational level some of them finished secondary school and others who have higher levels. This means that they can help their children at home .However ,the minority who stopped in the middle school and some secondary school create an obstacle for both their children and the teacher. This does not mean that they are illiterate, yet, today school programmes are difficult for them.

**Question 3:How Many Child(ren)Do You Have in this school ?**

Most of parents have only one child in this school, which may be a good factor. This means that parents who have two or three children in the primary school may face a problem of time to work with all of them at home.

**Question 4 : The Grade Level of Their Child(ren):**

As clarified in the table above, most of parents their children are in the 1st and the 5th grade levels .This means that the involvement increased in these two levels because in the 1st level children are still young to leave them alone .So they still need their parents' help ,while , those who are in the 5th grade level the involvement of their parents are needed because they are final classes students and they will have examination by the end of the year to graduate from primary to middle school .

**Questions 5 and 6 : Working Time Out Side Home:**

The researchers noticed through the answers that the majority of parents are workers so, this means that the time is a barrier for parents to be involved in their children's school. In addition, most of parents are working from 9 to 7 hours a day. Thus, they do not have enough time to visit or contact their children's school. Moreover, there are three parents who work outsides, they will face a problem of time to visit the school .

**Questions 7 : The Martial Status:**

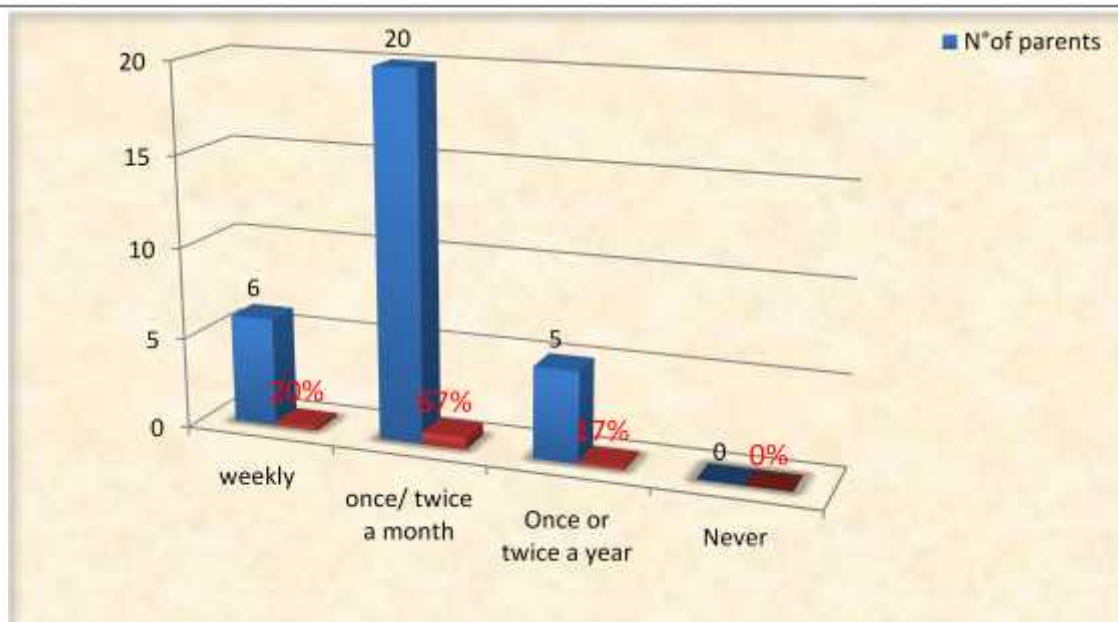
The question aims to reveal information about the parents' marital status. Their answers are as follow: 20 of them are married which means that they can co-operate in helping their child(ren) at home. Whereas, 7 of them are divorced and 3 who are widowed. This may be another barrier for parental involvement. Thus, only one of the parents will take the responsibilities, in addition, she/he cannot do everything alone.

**PART TWO :****Question 1 : Visiting the School:**

In this question the researcher wants to know how many times parents visit their children's school .The result of these answers will be illustrated in the following table

<b>Time</b>	<b>N° of parents</b>	<b>Percentage</b>
Weekly	<b>6</b>	<b>20 %</b>
Once or twice a month	<b>20</b>	<b>67%</b>
Once or twice a year	<b>5</b>	<b>17%</b>
Never	<b>0</b>	<b>0 %</b>

**Table 3.2. Visiting the School**



**Figure 3.1. Visiting the School**

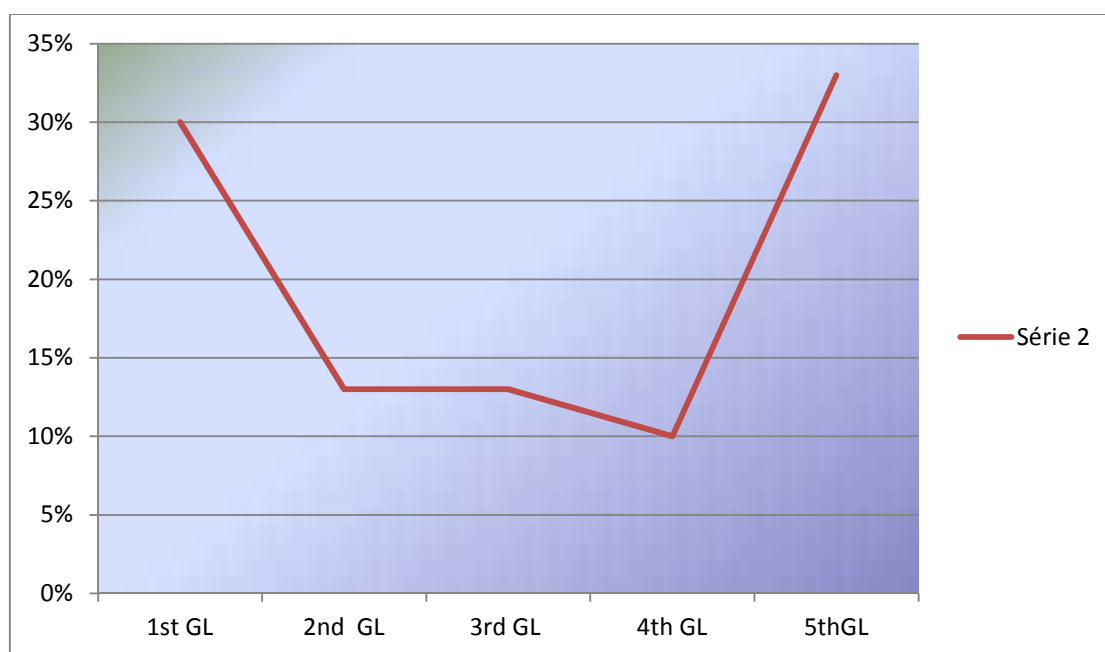
The researchers made a study of two months (February and March) to evaluate parental involvement in SHOUSHA EL-BOUTI primary school. Through the answers above twenty of parents (67%) reply that they visit their children's school once or twice a month. This means that they are interested and aware about their children's education. Moreover, six of them (20%) reply that they visit the school weekly, which indicates that parents are involved in this school. In addition, five parents (17%) state that they visit school only once or twice a year and this may return to many barriers that parents face such as lack of timewhile no one reply with never (0%). From the above statistics the researchers noticed that, although there are many barriers face parents however they are visiting the school.

**Question 2 :The Educational Grade Level Where Parents Find Themselves More Involved :**

Out of this question the researchers aim is to know which educational level in the primary school parents find themselves more involved and the reason behind this. Their answers are provided in the following the table:

	1st GL	2 <sup>nd</sup> GL	3rd GL	4th GL	5thGL
N° of parents	9	4	4	3	10
Percentage	30%	13%	13%	10%	33%

**Table 3.3 The Educational Grade Level Where Parents Find Themselves More Involved :**



**Figure 3.2. The Educational Grade Level Where Parents Find Themselves More Involved**

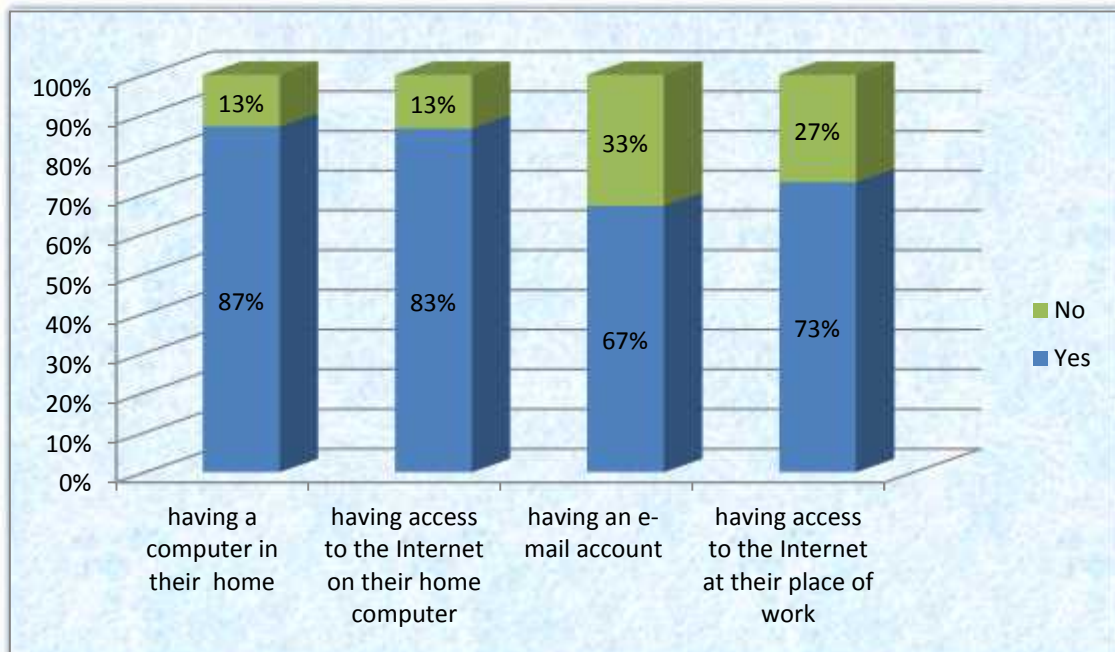
As it is clarified in the table 3.2 and the figure 3.2 above the number of parental involvement in the 1st grade level is increasing in (30%) and then ,decreasing in the 2<sup>nd</sup> and 3rd GL,while , the percentage decreased more to (10%) in the 4th GL and then increased again to (33%) more than the 1st GL. As a conclusion; it is clear that parental involvement increased in the 1st and 5th GL. In addition, after asking parents about the reason why they feel that their involvement is needed in these 2 levels. They state that their 1st GL children are still young to leave them alone. As well as; the transition period from home to school is difficult for their children. Concerning the students who are in the 5th GL their parents reply that their involvement is needed especially in this level because their children are final class students and they will have final examination by the end of the year in order to move from primary to middle school.

**Question 3 : Access to the Internet:**

This question seeks to know whether parents have computers and access to the internet or not? the researchers’ aim is to clarify that if parents have computers and access to the internet they can facilitate, enhance, and faster the communication between home and school , especially with the increasing numbers of parents working a variety of hours. The results of this question will be presented in the following table.

Answers	Yes	Percentage	No	Percentage
having a computer in their home	26	87%	4	13%
having access to the Internet on their home computer	25	83%	5	13%
having an e-mail account	20	67%	10	33%
having access to the Internet at their place of work	22	73%	8	27%

**Table 3.4 Access to the Internet**



**Figure 3.3 Access to the Internet**

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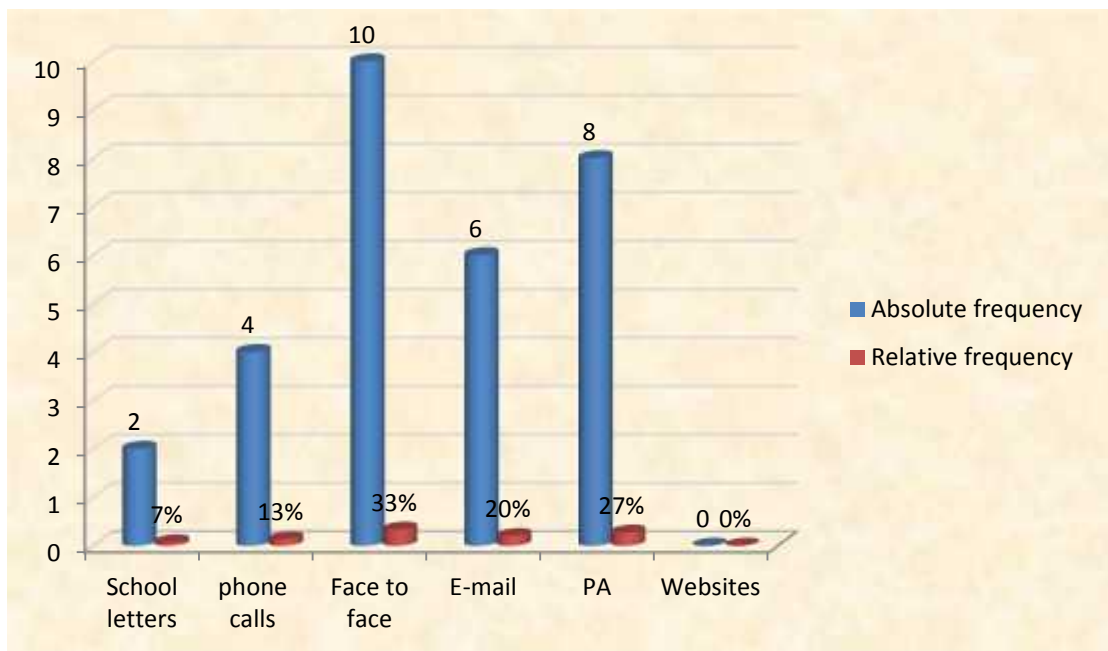
The answers of this question are treated differently. Twenty-six of the respondents (87%) said 'yes' and stated that they have computers in their homes. Which means that they are up to date and most of them know how to use it. Yet Only four parents (13%) said 'no'. Moreover, twenty five of the respondents (83%) have access to the Internet on their home computers. This means that the use of computer and Internet technology are increasing. However, only five of the respondents (17%) answered negatively. (67%) of them having an e-mail account while 33% said 'no'. (73%) confirm that they have an access to the Internet at their place of work and 27% said the opposite. Thus, the use of computer and Internet technology, specifically e-mail use has potential for increasing two-way communication between school and homes.

#### **Question 4: The Means of Communication That Parents Use to Communicate With School**

This question tries to find information about the tools of communication that parents use to communicate with school. Various answers have been noted and show that the majority of parents use face to face as a means, whereas, 27% of parents stated that they use parents association (PA) meetings to contact teachers. However, 20% of parents reply that they use e-mail as a tool to contact their children's teachers. While 13% said that they use phone calls and only 7% use school letters and no one use web site because it is not available in this school. This means that even though, most of parents who answer this questionnaire have an educational level and nearly most of them have computers at home and work, as well as, the access to internet. In addition, some of them have e-mail, even the school has an e-mail, the school Facebook web page and some teachers' classroom web page, yet they do not use technology as an official means of communication. Knowing that the use of technology has a potential for increasing two-way communication between home and school, they still use the traditional way for communication, and the results obtained from these answers, can be assumed in this table:

Means of communication	N° of parents	Percentage
School letters	2	7%
Phone calls	4	13.33%
Face to face	10	33.33%
E-mail	6	20%
Parents association (PA)	8	27%
Websites	0	0%

**Table 3.5 The Means of Communication That Parents Use to Communicate with School**



**Figure 3.4. The Means of Communication that Parents Use to Communicate with School**

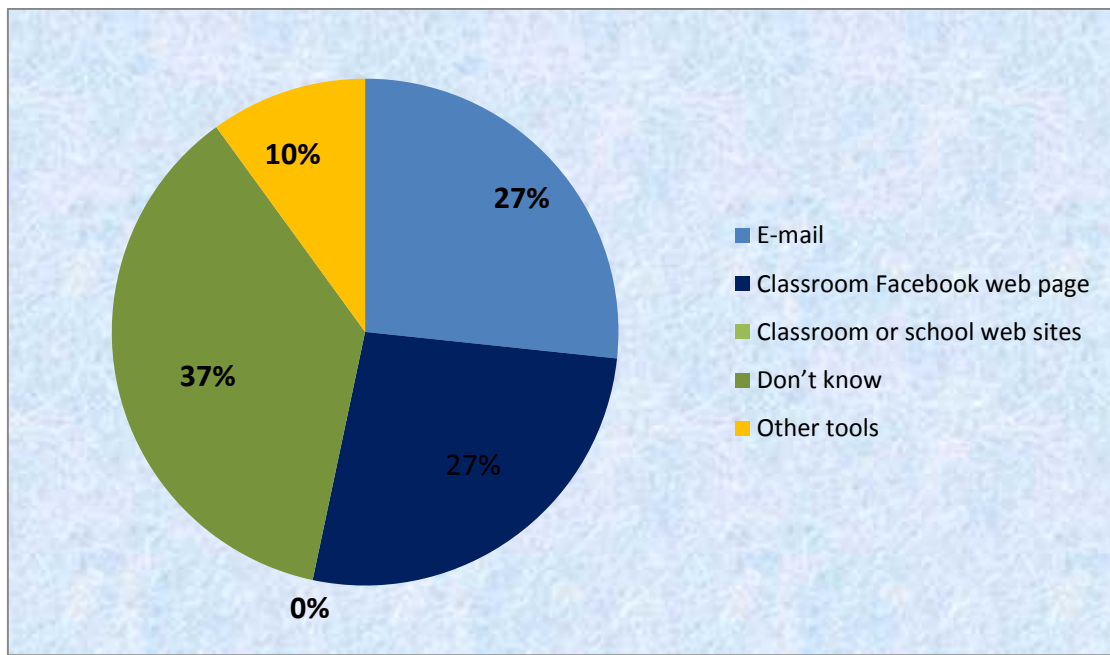
**Question5 :The technological tools that their child’s school use**

Through this question, the parents are asked to choose from the obtainable choices the tool(s) which is/are used in SCHOUSHA EL-BOUTI school .In addition, the researchers aim to know in what ways technology is used in this school and through the findings, the researchers noticed that the majority reply that the school uses both e-mail

and some teachers use Classroom Facebook web page while the majority stated that they don't know and no one among parents answered that the school uses Classroom or school web sites ,which means that the school do not have web sites. Moreover, few of parents reply that they use other tool such as Phone calls . the results of the findings will be illustrated in the following table:

Answers	N° of parents	Percentage
E-mail	8	27%
Classroom Facebook web page	8	27%
Classroom or school web sites	0	0%
Don't know	11	37%
Other tools	3	10%

**Table 3.6 The Technological Tools That Their Child's School Use**



**Figure 3.5 The Technological Tools That Their Child's School Use .**

**Question 6 :The Parents' ViewAboutUsingTechnology as a Communicative Tool and If their Participation in School Will Increaseas as Result:**

Out of this question the researchers aim to know in what way does technology enhance and facilitate the communication between home and school according to parents.

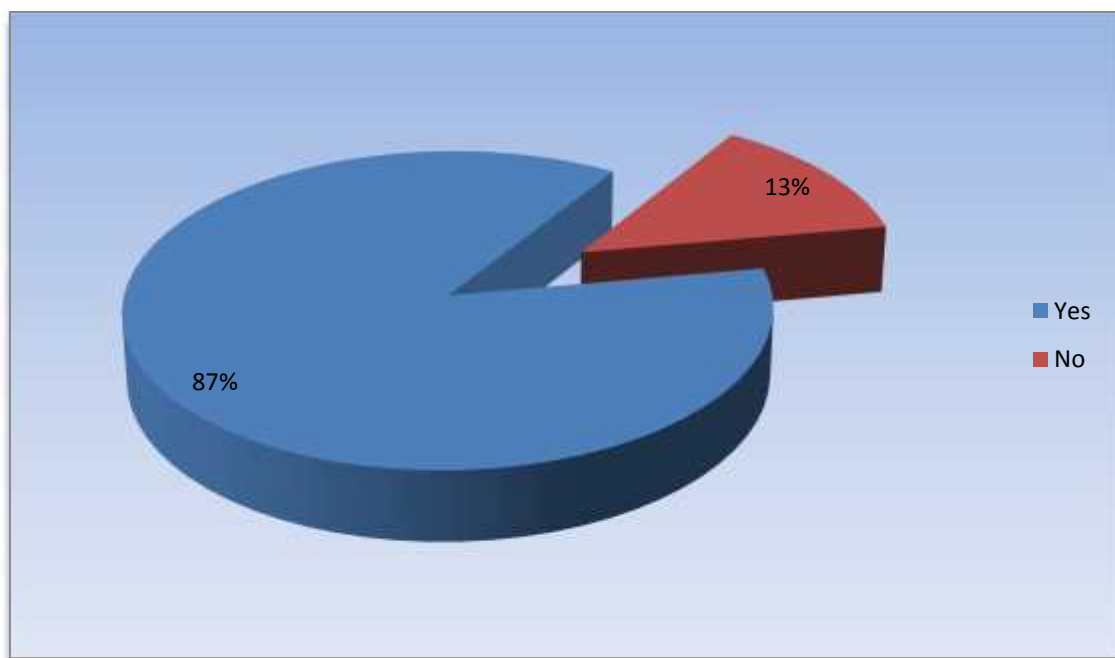
Through this question 87 %of parents said ‘yes ‘which means that they strongly agree that their participation will increase as a result of using technology as a communicative tool. On the other hand , 13 % reply with ‘no’ which means that they do not agree that the use of technology will increase their participation this may refer to their educational level or they do not know how to use today’s technology ,while others do not find it useful. One parent said:

*I don't like emailing the teacher when I need to know something about how my child is doing because sometimes it takes several emails to answer a question that could be answered more quickly with a phone call or if I just talked to them in person .*

The results of this question will be presented in the following table:

Answers	N° of parents	Percentage
Yes	26	87 %
No	4	13.33 %

**Table 3.7 The parents’ view about using technology as communicative tool and if their participation in school will increase as a result**



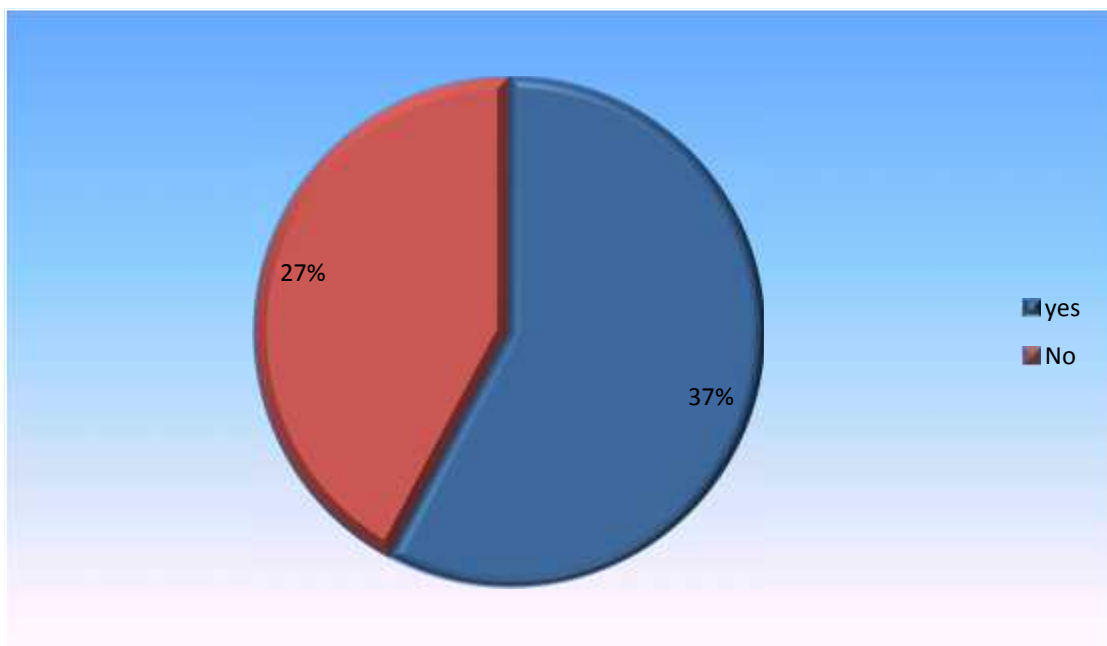
**Figure 3.6 The Parents’ View about Using Technology as a Communicative Tool and If their Participation in School Increased as a Result**

**Question 7: Parents' opinion about the use of technology as a tool to increase academic performance of their children**

Through this question the researchers aim to clarify if technology such as (e-mail, school and classroom websites, social media...etc.), have contributed to the increased academic performance of the parents' children. The results of this question will be presented in the following table.

Answers	N° of parents	Percentage
Yes	22	37 %
No	8	27 %

**Table 3.8 Increasing the Academic Performance of Children Through The Technology**



**Figure 3.7 Increasing the Academic Performance of Children Through The Use of Technology**

At this stage, the main focus is on whether the use of technology increases the academic performance of children in school. According to parents twenty two of them said 'yes' and agree that their children's academic performance will increase. This makes parents know when the school provides them with new tools from today's technology such as e-mail, school and/or classroom web site, and Facebook web pages for the classroom. It will link families to their children's classrooms and should know that using classroom web

site can inform parents about the curricula and course objectives, provide parents with homework assignments, and class news. A classroom web page also can show the projects completed by students, provide the information about the schoolwork assigned, and suggest tips for parents about how they can help their children to complete homework. On the other hand, eight of parents answered negatively saying that they do not agree with this idea.

### **Question 8 : The Time**

The final question asked was, "Do you think access to technology plays an important role in parent involvement in school?" Both parents and teachers felt that technology plays an important role in parent involvement in schools. The theme of time emerged in responses to this question, Some Parents stated that they liked having access to teachers' Facebook web page, and being able to email teachers because they are busy and like to be able to get information quickly or at a convenient time. One parent stated:

*I worked fifty hours this week... I wish all the teachers would have  
Facebook web page for the classroom updated more with assignments,  
My son had question and I could not get the answer I sent the teacher  
An e-mail ,but she did not get that until tree days.*

Thus, most of parents stated that busy schedules are the greatest barrier and agree that through the use of technology can solve this problem.

### **3.2.2 Analysis of Shousha El-Bouti Teachers' Interview:**

The researchers rely on combination between structured and semi-structured interview. The interview questions were designed to create an overall picture of how teachers perceive parental involvement and the effect they have on a child's success in school. There is no right or wrong answer to these questions. The questions were left open-ended to find out what other issues the teacher perceives to affect parental involvement and the effect it has on a child's educational process. The interview and questionnaire were similar in some areas and varied by grade in other areas.

Teachers who participate in this interview are fourteen teachers were selected from all grade levels of SHOUSHOU EL-BOUTI primary school, all of them work as full- time

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teachers. Some of them have 18 years of experience ,and some others have less .Teachers are the ones who can notice parental involvement more ,according to their answers we realize that parental involvement reach its peak during two crucial period which are ; the 1<sup>st</sup> grade and 5<sup>th</sup> grade .Involvement during 1<sup>st</sup> grade is because it's the initial phase of educational process, therefore the child needs his family 's support an encouragement to decrease fear; while5<sup>th</sup>grade students need their parents more because in this year ,students have final examination to pass to another phase of educational level which is middle school .All teachers agree that in these two crucial periods , parents involve more than the other grade levels .

Most of teachers said that meeting parents is one of essential component for creating close and trusting relationship based on two- way communication, approximately, some of them meet parents monthly, others meet them weekly. The teacher is to encourage parents to become involved in their child's education through constant communication. Most of the teachers encouraged parents to get involved in to make students reach improved achievement All the teachers reply positively about their relationship with parents and its impact on student 's success.

If a child is doing poorly, teachers say that they can initiate phone calls or notes to keep in contact with the parents. All of teachers agreed that constant communication is a major key in encouraging parents to become involved. Almost all teachers state that the academic performance of children whose parents are involved usually is better, however there are a few exceptions. In the lower grades children,whose parents are involved do average or better in their work. They are more careful with their work and more capable of getting work done. In the upper grades, it is not as clear cut. Two teachers said that they did not see a difference at all regarding parental involvement, but that it depended more on the child's personality. One of the teachers said that several parents that help out have students who are low academically. Parental involvement at the upper grade level is due in part to parents knowing that their child is struggling and want to help their child do better.

In general, it helps the child academically when parents are involved. As one teacher said "Parents who are aware of their child's daily work tend to be more supportive and follow up more, and so on". According to the results of the interview questions, the academic performance of children whose parents are not involved is usually average or below. However, some do well because of self-motivation. The competitive spirit of the

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child and the learning capacity of the child can enable the child to be successful in academics even though the parents are not involved. One of the reasons for parents not being involved is because they work; children who are in daycare from 7:30 a.m. to 6:00 p.m. do not do as well in school. When students are struggling academically, parental support is a key issue and involves willingness to help with work. Usually, parental help and awareness will bring up the grades.

All teachers state that the behavioral performance of children whose parents are not involved is likely to be lower and these children tend to cause more problems. The ones who are in constant problems or cause more problems are the ones where parents work long hours and are so busy that they either do not notice or just do not care. Some students are less interested in school and do not really care if they behave well or not. If a parent shows no active involvement in their child's education, there can be a problem with the accountability of the child's actions.

The results of this study show that parental involvement is an essential ingredient for a successful school, although in some circumstances when parents face logistical barriers or difficulties such as time or economic issues that can prevent them from visiting or contacting teacher. Schools and homes working together will help the child to achieve optimum success in school and to perform better both academically and behaviorally.

The primary schools are the place where the most active parent-teacher involvements take place. Parent involvement at the primary school level will carry over into middle school and high school where parent participation tends to decline, because involvement in this phase would contribute in promoting child's achievement, attendance, and behavior. Teachers declare that one of the most difficult challenges for elementary school's educators is figuring out how to better engage parents in their child's learning. By establishing good lines of communication between your child school and parents, as well as making a strong effort to involve parents as an important partner in their child's education, who can make a positive impact on their children's learning ability.

The teachers encourage parents to become involved in their child's education through constant communication. Most of the teachers encouraged the parents to get involved, because communication is the heart of parent- teacher partnership. Everyone seems to agree about the importance of parental involvement in children's education. Two-

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way communication between families and schools inessential both for schools to gain better understanding of the child's needs and secure parental assistance, and for parents to be more informed about their child's progress at school. Promoting levels of parental involvement is even more beneficial for children's education and personality development. For a variety of reasons, however, many parents and teachers find themselves unable to timely contact each other when they find a need. Technology can effectively reduce these barriers for worthwhile communication.

Teachers agree that a variety of Internet-based communication methods exist to help increase the frequency and outreach of communication between families and teachers such as e-mail, web sites, blogs ...etc. Teachers' answers show that effective school web sites have a positive impact not only on student learning, but also on parental involvement, and envision the future of it. Some teachers say that the best way to get important information to parents is through creating web pages, such as Google Sites and Facebook, which are free and accessible from any computer to inform parents about the curricula and course objectives. A classroom web page also can also show the projects completed by students, provide the information about the schoolwork assigned, and suggest tips for parents about how they can help their children to complete homework, while other teachers prefer to use e-mail to share short anecdotes about children's developing interests, their newly acquired skills, or their ability to be a good friend that day. These types of positive, spontaneous communications can create two-way conversations when parents reply with similar anecdotes or questions. Although teachers aimed to initiate these technologies to develop their relation with parents, some parents prefer to meet teachers face to face in order to communicate. Indeed, teachers suggest that parental involvement needs to be fostered even more strongly either by communicative tools and technologies or by continuing in traditional ways, because it has a tremendous impact on students' lives, including their learning. The evidence is now beyond dispute. When parents are involved in their children's education at home, their children do better in school.

### **3.2.3. Interpretation and Discussion of the Main Results:**

The quantitative and qualitative data indicated that both parents and teachers place a higher value on proactive or dynamic parental involvement because proactive involvement does not require parents to be physically at their children's school. The question of how

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technology can be used to keep parents involved in their children's academic lives was important. In this regard, the data demonstrated that even though most of parents have an educational level, computers, access to internet at home and work, most of them have e-mails ,even some teachers' Facebook web pages for classroom and their emails yet ,the use of technology is not an official tool and still not generalized in Shousha El Bouti school .

The findings indicate that , most of parents that their children are in the 1st and the 5th grade levels .This means that the involvement increased in these two levels because in the 1st level children are still young to leave them alone .So they still need their parents' help ,while , those who are in the 5th grade level the involvement of their parents are needed because they are final classes students and they will have examination by the end of the year to graduate from primary to middle school.

The findings also indicate that the typical parent at the school in this study is proactive and dynamic in his /her child's education. Parents like having technology as a tool for communication with school they would like teachers to use e-mail with greater frequency to communicate updates and information about the class. Parents still prefer to talk with teachers directly especially, if there is a series issue with their child. Moreover, if the school offered a parent portal where they could track student progress, parents would use this tool frequently, in addition if this school encourages the use of technology to communicate with home the involvement will increase and the academic performance of children will improve. Parents also have an interest in using school and classroom/ school web sites as a means to stay connected with the school and the teacher.

Through the findings the teachers at the school find technology to be a valuable to keep parents connected to the school .Some teachers use e-mail frequently to have direct contact with parents but do not send a global e-mail updated about what is taking place in the classroom .Although, there were some differences between the parents and teachers in how technology was used to keep parents connected to school. Overall, parents and teachers valued the use of technology in their school.

**3.4 Conclusion:**

In this chapter, the aim of the investigators was analysing and interpreting the results collected from this research tools which included the analysis of parents' questionnaire, as well as the teachers' interview in SHOUCHA EL BOUTI primary school. Both quantitative case study through the questionnaire given to parents and qualitative case study through face to face interviews with SHOUCHA EL BOUTI primary school 's teachers were to gain understanding about parental involvement, what can motivate parents to be involved ,and how can technology and communicative tools build, improve and enhance their relationships in order to express high expectations for their children's achievement and future careers. Based on the participants' responses, parental involvement is considered important as children generally achieve better grades, test scores, and attendance when their parents are involved. At present, teacher and parents become well aware of this fact; for this reason, they take the responsibility of helping children by supporting each other.

# General Conclusion

## *General Conclusion*

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It has been clearly shown in this study that the research has documented numerous benefits of parent involvement in children's education including increased attendance, increased test scores, and better behavior. Access to increased and meaningful communication between school and home enhances parental involvement. The utilization of technology through use of the Internet and e-mail for school-to-home communication is growing rapidly as an additional means of two-way communication between school and home. The purpose of this study to examine and demonstrate parental involvement. Especially, Parental involvement in the primary phase where children need their parents' support, because this phase is considered as the base of the next educational levels. In addition, to evaluate the role of emerging technologies , specifically school and teacher websites and e-mail in enhancing communication between schools and parents and to determine if schools where teachers use such technology to a greater extent have higher student achievement. Moreover, the research has highlighted some. Barriers and enablers that reduce communication for both parents and teachers. on the other hand, suggested procedures which are needed to build a successful communication and strong partnerships .

Through the first chapter, the researcher began the investigation by presenting some related theoretical backgrounds about parental involvement in primary school, the main barriers and some procedures in a literature review. The researcher provided parental involvement definitions according to Epstein's school-family-community partnership model (2001) and Hoover-Dempsey and Sandler's(1995, 2005) theoretical model of the parent involvement.

In chapter two, the researcher provided a description about the research method, participants, instruments, and procedures used in this study. Since it allowed the researcher to describe, present and represent the phenomenon and suggest solutions to the findings of the study, the researcher selects a case study method for a deep investigation. In order to help achieve the study intention both a questionnaire and interview were selected as a research instrument to be used. The questionnaires administered to some parents while, the interview to the teachers.

## *General Conclusion*

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The researcher made a study of two months (February and March) by using the questionnaire as an instrument to collect data, in order to evaluate parental involvement in their children's school, as well as, the tools this school uses to communicate with them during these two months. While using the interview for teachers to take their opinion and attitudes as source of references for parental involvement and subsequently impact students achievement.

Data gathered from teachers and parents of all the grade levels revealed that most of parents their children are in the 1<sup>st</sup> and the 5<sup>th</sup> grade levels which means that the involvement increased in these two grade levels. 1<sup>st</sup> grade because it's the initial phase of educational process, therefore the child needs his family's support and encouragement to decrease fear; while 5<sup>th</sup> grade students need their parents more because in this year, students have final examination to graduate from primary to middle school. The data demonstrated that even though most of parents have an educational level, computers, access to internet at home and work, most of them have e-mails, even some teachers' Facebook web pages for classroom and their emails yet, the use of technology is not an official tool and still not generalized in Shousha El Bouti school. In addition, The results showed that this school is providing information that is accessible to parents through technology, however; the level of use by school can be improved and parent use is still limited.

Findings from this study support the importance of communication by schools with the home. The results indicated that teachers do have access to computers, connectivity, and e-mail. Secondly, the results indicated that both parents and teachers feel that the immediacy of information leads to better student behaviors and attitudes.

SOUSHA EL-BOUTI School and many other schools in Laghouat must continue to embrace innovative techniques to improve communication between school and home at all levels. The difference in student achievement scores deserves review by school administrators. If the use of such technologies and additional technologies can lead to an increase in achievement because of the increase in school-to-home communication additional usage should be considered.

To ensure consistent expectations for the use of web-sites and email to communicate with families needs to be established by administrators with support from the Ministry of Education. These practices and procedures should address: content of the teacher web site,

## ***General Conclusion***

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frequency of updates, training for teachers that is ongoing, and technology support through adequate hardware and software.

At last, schools must have policies in place to assist with choosing the technology for the specific school. A data base of parent email addresses is needed by schools. Parents also expect access to teacher school email addresses. These should be made available to parents and administrators should encourage timely response from teachers to parents. In addition, a significant hurdle facing schools is the lack of computers, Internet access among parents, and the necessary skills to utilize new technologies. Attention must be paid to the differences in the level of computer skills of parents. By providing parent training, schools can foster a partnership relation with families. Thus, Schools have an obligation to encourage and facilitate parent involvement through whatever means possible.

## **Future Research**

As access to technology continues to expand, the capabilities to connect parents to school will continue to grow. Findings from this study support the importance of communication by schools with the home. The results indicated that teachers do have access to computers, connectivity, and e-mail. In addition, the results indicated that both parents and teachers communication between school and home should be at all levels. To ensure consistent expectations for stakeholders, practices, and procedures for the use of web-sites and email to communicate with families needs to be established by administrators with support from the Ministry of Education. These practices and procedures should address: content of the teacher web site, frequency of updates, training for teachers that is ongoing, and tech support through adequate hardware and software. The philosophy of use of technology must be expected and supported by administrators. Adult technology training programs for teachers are needed to increase the skills and confidence levels of both groups in using technology for school-to-home communication. Attention must be paid to the differences in the level of computer skills of parents. By providing parent training, schools can foster a partnership relation with families.

Additional research is needed to develop comprehensive technology initiatives to make technology accessible to parents. Further study would involve the rapidly changing field of educational technology and which specific technologies are most appropriate and have the greatest impact on student achievement. Researchers may want to examine

## ***General Conclusion***

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student perceptions on the use of technology to provide parent access to grades, attendance, and behavior.

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# Appendices

## Appendix

### Parent Questionnaire of Technology Use for Home-to-School Communication

As you know, we are completing a dissertation studying how to build home-school partnership using technology to enhance parental involvement. So, we would like to know your opinions on how your child(ren)'s school has met you and how you feel about your involvement at the school. As well as; the use of technology as a mean of communication.

Your input is very important. Findings of the questionnaire will be summarized and used to improve the school's efforts in strengthening the partnership between parents and their children's school.

Thank you for taking time to complete this questionnaire. Please answer the following questions. When you have completed the survey questionnaire, have your child return it to the school office.

#### *PART 1 – PARENT INFORMATION*

1-Who is filling out this questionnaire?

a. Mother

b. Father

c. Both Parents

2-. What is the highest amount of education you have completed? (Please check only one.)

a. middle school

b. some secondary school

c. finished secondary school

d. university :

Licence

Master

Doctort

3-How many child(ren)do you have in this school .....

4. Please circle the grade level(s) of your child(ren)

1<sup>st</sup> GL     2<sup>nd</sup> GL     3<sup>rd</sup> GL     4<sup>th</sup> GL     5<sup>th</sup> GL

5-How much time do you work outside the home?

- a. full time
- b. part time
- c. not at all

6-How much time does your wife/husband work outside the home?

- a. full time
- b. part time
- c. not at all

7-what is your maritalstatus:

a- Married                       divorced                       widowed

**PART TWO:SCHOOL -PARENT COMMUNICATION:**

1-In the school year, how often do you visit your child's school?

- a) weekly
- b) Once or twice a month
- c) Once or twice a year
- d) Never

2- your involvement is needed during primary school, so as a parent, which level you find yourself more involved and why?

1<sup>st</sup>GL     2<sup>nd</sup> GL     3<sup>rd</sup> GL     4<sup>th</sup> GL     5<sup>th</sup> GL

.....

3- Please answer these questions?

- |   |     |    |
|---|-----|----|
| . Do you have a computer in your home?                      | Yes | No |
| . Do you have access to the Internet on your home computer? | Yes | No |
| . Do you have an e-mail account for your home computer?     | Yes | No |
| . Do you have access to the Internet at your place of work? | Yes | No |

2- which of the following means of communication do you currently use to communicate with your child(ren)'s school?

- |                      |                |           |
|----------------------|----------------|-----------|
| a) School letters    | b) phone calls | c) E-mail |
| b) PAd) Face to face | e) websites    |           |

3-which one of these technological tools your child's school has?

- a) E-mail b) Facebook web page c) classroom or/and school websites d) Don't know
- f) Other – please specify: .....

4-If your school will use technology such as the Internet and/or e-mail for school-to-home communication, has your participation in school activities increased as a result?

- Yes
- No

If yes, how?

.....

If no, what changes need to occur in the use of technology for increased parent participation

.....

5-If your school will use technology such as Internet and/or e-mail for school-to-home communication, do you feel this has contributed to the increased academic performance of your child?

Yes

No

If yes how?

.....

If no, what changes need to occur in the use of technology for increased student academic performance?

.....

- Please indicate the method of school-to-home communication you would find most useful to you

.....  
.....

- what is/ are the best communicative tool(s) do you suggest from today 's technology to communicate with parents?

.....  
.....

## Appendix

### **Interview for Teachers:**

As a source of reference for parental involvement and subsequently impact students' achievement would like to know your opinion on how your students' parents are involved in their children's educational process. As you know, we are completing a dissertation studying how to build home-school partnership using technology to enhance parental involvement. There is no right or wrong answer we are interested only in your opinion.

Your input is very important. Findings of the interview will be used to improve the school's efforts in strengthening the partnership between parents and their children's school.

- 1) How many years do you have as an experience in the field of teaching?
- 2) Which educational level are you teaching?
- 3) How many times a week do you meet parents?
- 4) How many parents contact you in one month?
- 5) How can you describe the relationship between parental involvement and students' achievement in this school?
- 6) As a teacher, which educational level do you notice more involvement from parents and why?
- 7) Do you think that primary school period is important for parents to be involved and why?
- 8) Students whose parents are involved with their education get along better with other children?
- 9) Do you agree that Children whose parents take an active interest in their education do better both academically and socially?
- 10) Do you agree that Parents who are not involved in any way with their child's education produce children who perform poorly in school?
- 11) Do you think that Parent - teacher communication does not affect student academic or behavior performance?
- 12) What major challenges or barriers did you face when communicating with parents?
- 13) Do you have e-mail accounts that can be used to communicate with parents?

- 14) What types of technologies are you using to build home-school partnerships at your school?
- 15) Does your school have Facebook site? If so, how is it used?
- 16) Is e-mail working to build and maintain partnerships with parents? How do you know ?
- 17) What are the tools do parents find easiest to use at your school? Why?
- 18) Does using social media increase home communications? Evidence?
- 19) What is the best way for you to get important information to your students' parents?
  - a) Phone call
  - b) Email
  - e) Website
  - f) Letters/flyers sent home with student
  - g) Social media (Facebook, twitter, ...etc.)
- 20) What is/are the best communicative tool(s) do you suggest from today's technology to communicate with parents?

## **Résumé :**

Plusieurs recherches ont démontré les bienfaits de la participation des parents d'élèves dans l'éducation de leurs enfants ce qui est considéré comme un important facteur dans le développement de leurs performances et recouvrement scientifique, la communication est considérée comme étant primordiale entre l'école et les parents est importante pour fonder une forte relation à fin d'améliorer cette participation. Les écoles tentent de trouver des méthodes efficaces pour communiquer avec les parents et quelques-uns utilisent la technologie comme un moyen pour faciliter l'opération de communication, et d'un autre côté, la participation des parents est considéré dans le cursus de leurs enfants nécessaire pour la réussite surtout dans le niveau de primaire qui est considéré comme la base principale des autres niveaux qui le suivent et dans cette case précisément, les enfants ont besoin de beaucoup de soutien et de motiver leurs parents

Cette recherche est en sorte, étudier comment construire, coopération entre la maison et l'école et comment utiliser la technologie colle l'e-mail et les sites électronique, pour chaque école et la classe comme pont pour remplir le vide qui se trouve entre eux et pour améliorer ce partenariat et dans les écoles primaire plus précisément et comme échantillon d'étude, l'école primaire "Shoucha El Bouti" était un exemple de ça, cette recherche est diviser en trois chapitres, le premier a été consacré aux références littéraires sur la participation des parents dans l'éducation de leurs enfants, de plus les procédures nécessaires pour construire cette coopération ,en plus les difficultés qui bloquent cette dernière, comme il avait la bas explication détaillée pour l'utilisation de la technologie comme un moyen de communication dans ce domaine. Le deuxième chapitre offre les procédures et la méthodologie poursuit, quant au troisième chapitre, il a été consacré au rassemblement des données et analyser les résultats en quantité et en qualité.

Pour réaliser cette recherche, on a choisi le questionnaire et l'interview comme un outil de méthodologie et pour répondre aux questions et choisir des hypothèses, le questionnaire à été dirigé vers quelques parents d'élèves de l'école "Shoucha El Bouti", mais en ce qui concerne l'interview, elle a été faite par les enseignants de la mêle école. D'après les résultats obtenus, on nous a démontré qu'un nombre de parents ont un service d'Internet à la maison et au travail. Mais l'utilisation de la technologie comme un moyen de communication entre eux était limité et c'est dû à plus d'un facteur, permis eux, un manque de formation des parents et des enseignants dans leurs capacités d'utiliser la technologie, comme ont déclaré les enseignants que la bonne performance et le niveaux de scolarité réussite pour les élèves peut

être et pour l'utilisation des moyens de technologie comme l'Internet, l'e-mail et les sites électronique des écoles, surtout si il devient une sorte de communication officielle qui sera généralisé qu' niveau national et comme ça, il faut que le ministère de l'éducation et les écoles trouvent des moyens d'édition et de généraliser la technologie comme une solution dans le but d'améliorer la communicatif entre l'école et la maison.

**Mots clés :**

بينت - العديد - الفوائد لمشاركة أوليا التلاميذ - تعليم أبنائهم مما يعتبر - مهما  
- تطوير أدائهم تحصيلهم - . يعتبر التواصل بين المدرسة الأوليا أساسيا مهما - اجل  
- متينة لتحسين هذه - . - المدارس إيجاد طرق - للتواصل مع الأوليا  
- يستعمل التكنولوجيا كوسيلة لتسهيل عملية التواصل . من جهة أخرى - مشاركة  
الأوليا في - أبنائهم ضرورية من اجل النجاح - في - - يعتبر -  
أساسية هذه يحتاج كثيرا تحفيز أوليائهم

هذا - هو - عن - كيفية بنا - بين المنزل المدرسة وكيف تستعمل  
التكنولوجيا يد الالكتروني - الالكترونية لكل من المدرسة القسم - لسد الفراغ  
الموجود بينهما من اجل تحسين هذه الشراكة في المدارس الابتدائية - - كعينة  
للدراسة - المدرسة الابتدائية " - البوطي" نموذجا - . هذا البحث - إلى ثلاث أبواب  
- تخصيصه للدراسات السابقة حول مشاركة الأوليا في تعليم أبنائهم بالإضافة إلى -  
- من اجل بنا هذه الشراكة أيضا الحواجز - تعيق هذه الشراكة كما كان هناك -  
- لاستعمال التكنولوجيا كوسيلة تواصل في هذا المجال .الباب الثاني يتناول الإجرا  
المنهجية المتبعة في - أما - الثالث تم تخصيصه لتجميع البيانات تحليل النتائج كمي  
نوعيا .

لتحقيق هذا - تم اختيار كل من الاستبيان - الشفهية كوسيلتين منهجية للإجابة  
عن الأسئلة ب - ضيا . الاستبيان تم توجيهه - أوليا تلاميذ - " - البوطي"  
أما - الشفهية فقد - ها - نفس المدرسة .على حسب النتائج المتوصل إليها تبين  
لنا هناك عدد من الآبا لديهم - الانترنت في المنزل - في - . - استعمال  
التكنولوجيا كوسيلة - بينهما - محدودة وهذا - إلى عدة - منها نقص التكوين  
- الأوليا الأساتذة - كيفية استعمال التكنولوجيا . كما صرح الأساتذة على الجيد  
التحصيل العلمي الناجح للتلاميذ يمكن يكون - وسائل التكنولوجيا نترنت البريد  
الالكتروني - الالكترونية للمدرسة - - هذا النوع من التواصل رسميا يتم  
تعميمه على - . وهكذا يجب على كل من التربية المدارس إيجاد سبل -  
تعميم التكنولوجيا كوسيلة تحسين بين .