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**Exploring Parental Involvement in Their Children's Education in Exam Classes: A Case Study Of  
Two Algerian Middle Schools in Tiaret.**

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Didactics

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## **DEDICATION**

*“To the sunshine on my cloudy days, your unwavering love, gratitude and unparalleled support have shaped me. Thank you for always believing in me even when I doubted myself”.*

***My Beloved Mother: Djellouli Labdia.***

*“I do not have enough words to thank you for being my first destination whenever I have questions regarding science and learning. The satisfaction and patience that I learned from you was my motivation to complete my studies and achieve my goals”.*

***My Father: Mohammed.***

*“I would never accomplish this journey without the one who believed in my dreams, wishes and always reminded me of my ambition towards teaching. To the man who never left my side through my tribulations, and sacrificed his time to stand besides his wife. Your endless love and support motivate me to do my best to make you proud”.*

***My Husband: Bachir Larbi.***

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*This work is dedicated also to my brothers Karim and Anis, my mother in law Houaria and my sister in law Ammani Meriem. Thank you for sharing me my joyful moment.*

*Imen.*

## **DEDICATION**

*“This work is dedicated to the memory of my mother who sacrificed to make me what I am today, taught me the value of success and education. I wish you were here today dear mom. My success today becomes real because I am your daughter.”*

*Great thanks to myself. Living this moment took 17 years from my life, years made of pain and gain...*

*Also to...*

*To my father, my constant uphold.*

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### **Abstract**

The aim of this research study is to investigate the extent to which parents are involved in their children's education in exam classes, particularly the Certificate of Middle School Education. In this respect, the study endeavours to scrutinize the support that the parents provide at the psychological, mental, financial and academic support throughout the school year in order to encourage and boost their children's performance when preparing for their final exam. The study took place in two different areas and middle schools, the first one was in rural area, and the second was in an urban one. Pupils, parents, and five teachers took part in this case study. Both groups, the pupils and their parents filled in an attitudinal questionnaire about the degrees of parental involvement. For teachers, they were meant to answer an interview. The obtained results prove that parents in urban areas are more involved compared to parents in rural areas. The findings are attributed to two variables, the first is geography and the second one is the availability of resources and socio-economical status of parents in both settings. No disparity is identified at the level of home work assistance, time management at home and parental aspirations for children's future education.

**Keywords:** education, exam classes, parental involvement, rural, urban areas

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## GENERAL INTRODUCTION

Parental involvement in education is a complex and occasionally contentious issue that many educators may have grappled with. Parental involvement refers to the various activities and practices that parents and guardians engage in the growth and development and schooling of their children at home, at school, and in the community (Young, Austin, & Growe, 2013). Many research study reveal that parental engagement is most important to children's educational, social-emotional and behavioural outcomes. Despite the consensus on the importance of parental involvement in these activities, parents are constrained by a host of factors that have social, geographical and economic characteristics from being able to fully participate (Bower & Griffin, 2011; Reece et al.,2013).

Previously parents were responsible of raising children at home, and the teachers who have been taken the responsibility of the children's education, however, nowadays the perspective towards the traditional roles of parents concerning their children's education has changed. They have got an additional role which is actively participating in the learning process of their children at home and constructs channels of communication with school and teachers.

The Algerian pupils spend four years in middle school from age of 11 until age 15 years old, which represents the phase of adolescence. In this prospect, this phase constitutes a crucial stage in which the children develop their skills and improve their curiosity to gain more knowledge. In this specific age, adolescents are distinguished by the great curiosity to explore, try, and undertake new experiences to develop many aspects in their characters. This fact does not negate the role of parents, but rather parents must enhance their engagement and participation since their children need to be supervised and be provided with guidance and parental assistance.

This is the case for many parents in Algeria since this phase coincide with preparing the children for their final exam; hence, the parents should strengthen their engagement and support for their children in order to ensure that they obtain the Middle School Certificate. This concern of

parents is subject to facilitations and obstacles that may stand in the way of parents, which make it an opportunity for them to provide the needed support and motivation.

In fact there is an urgent need to place the involvement of parents at the heart of their children's learning process to help them develop their skills and show them the right path for the sake of success. This process cannot be achieved without the partnership between the school administration and the parents to bridge the gap between home and school for the advancement of the pupils' performance and success respectively.

To explore the current situation of the involvement of parents in their children's learning, particularly in exam classes in the Algerian schools, the following research questions are formulated:

1. To what extent are parents involved in their children's education in rural and urban areas?
2. What are parents' attitudes, behaviours, and activities towards supporting their children's preparation for the final examination?
3. In which way the socioeconomic status impact the level of parental involvement?
4. How is the partnership between the school, teachers and parents?

From the above questions the following hypotheses were put forward:

1. There is an acceptable level of parental involvement in the education of pupils in exam classes.
2. Parents have positive attitudes towards supporting their children's preparation for the final examination.
3. The socioeconomic status affects the degree and quality of parental involvement in rural and urban areas.
4. Partnership between schools, teachers and parents is not fully invested and implemented in both settings.

# **CHAPTER ONE**

# **LITERATURE REVIEW**

## Introduction

It is a fact, that parents are the only responsible for bringing children to this life. They devote for taking care of them in all their lives parts. This involvement is not limited only to their personal life, but it extends to their academic learning as well. Parents, educators, school, and children should work in harmonious to achieve their common endeavour which is seeking for promoting and developing the academic learning quality. Parents with the partnership of teachers are stakeholders. They look for making the successes of children their ultimate goal which can be achieved only through parental involvement.

The teacher presents for his pupils maybe the only source of knowledge, which is basically related to knowledge they need for their learning at school. However, because of the various surrounding circumstances, the teacher cannot provide those pupils with to knowledge to develop their culture and personal life alone. In this respect parents should share this responsibility of teaching their children with the teacher (Wyk, 2010).

The involvement of parents seeks to supervise the learning of their children at home by helping them in their learning activities, then following them at school through participating in school meetings with teachers to be aware of the learning development of their children. Numerous studies proved that high achievers children are mostly those children who have strongly involved parents in their learning (Sheldon, 2009). Parental involvement in the education of their children has been always the most serious topic that needs to be searched for those who are taking care to develop the learning outcomes to rise well constructed generation. In this respect, the involvement of parents is crucial in this rising to progress children's academic level, yet, it is crucial also for building the child's personality and his affections.

In this chapter, a deep investigation of the theoretical background of the topic was reported in order to find out the important types, strategies, importance, and barriers of parental involvement. In addition, to look over the role of parents in their children's learning English.

## 1. Definitions of Parental Involvement

The term of parental involvement does not have one clear definition. It has been defined differently according to each scholar perspective and the feature of the parental involvement he wants to focus on.

The term parent is the person who is responsible of supplying the child with a special supervision, upholding and guidance, the source of this care could be from the biological parents, adoptive parent, substitute parent or someone from the child's relatives. (Morrison, 1978, p.28)

The involvement of parents in their children's education is not innovate since it takes its first steps in early years when fathers and mothers or any other guardians were not involved because of the desire to support their children, however, they were involved because of the need and the hard situations they were living at that period of time.

Deslorges and Abouchar (2003) define parental involvement as the direct involvement and indirect involvement of parents in the different activities of their children. Parents can be actively involved in their children's school meetings and affairs. At the same time, the parents can supervise their children at home in doing their learning activities, in this prospect Anderson and Mink (2007), believe that parents can help and assist their children at home by explaining and helping their children accomplish their homework and do activities they will need in the class.

The degree of the this involvement varies from one parent to another; in addition, the degree of this involvement is influenced by some variables like the amount of participation of both the father, the mother and the guardian, their socio-economic background, their educational qualification, and their social class etc.(Misbah Malik et al, (2019) pp. 151-161).

Lloyd\_Smith and Baron (2010), consider parental involvement as the ability of parents to transcend basic care giving to their children in order to assume more responsibilities inside and outside the home. When it comes to this fact parents are encouraged to be partners with the school.



That means they can help in the education of their children without totally relying on the school to raise and educate their children while they are working.

Based on a study conducted by Deslandes, Royer, Turcotte and Bertrand (1997), parental involvement is defined as holding a positive presence at school by communicating with the teacher or helping at home with homework.

Abdul Adil and former (2006) defined parental involvement as any parental attitudes behaviours style or activities that occur within or outside the school setting to support children's academy and/or behavioural success in their currently enrolled school.

*“Parental involvement- this refers to the participation of parents in a wide range of school based and home-based activities in order to improve their children’s education.”*(S.G. Maluleke, 2014). Parents show their involvement in the education of their children in two different manners. Children can have educational and motivational support by their parents at home in doing learning activities. In addition, parents can have the opportunity to supervise their children at school through teachers-parents meetings.

According to Herman (1997, p.28), when we conceptualize the parental involvement, we think directly to the exercises done in the classroom, participating in the process of learning, gathering donations and participate in schools meetings.

Morrison (1978, p.21), sees that parents intervene in the education of their children in both free and paid schools’ curriculum parents were it is used to supply the educational program and help to increase the level of their children.

Parental involvement is the encouragement of parents to their children through interacting with the school like meeting teachers. They can help their children in homework to get better results, supervise them, being a source of support and ideals for them. (Cotton and Wikelund, 1989).

In general, parental involvement is the intervention of parents in the education of their children taking different ways and strategies in order to improve their children's education, it could be at the level of home through helping them in homework, understanding what seems difficult for them, providing the appropriate environment to study and follow them. It could be also at the level of school where they are active participants by attending the school activities or being aware about their children's academic progress and behaviours.

Hoover-Dempsey and Sandler (1995), suggested several levels for the process of the involvement of parents:

For the first level, the parents involvement is based on the parents conceptualisation about the parents role, the parents feeling of responsibility for helping their children in their learning and the ask for the involvement from both the child and the school.

For the second level, the parents option to be involved or not could be affected by the parents' field of interest. That means that the parents might have other responsibilities towards work and the other family members, which would require from him/ her more time and energy, then the request for the involvement from the child and school.

Then, for the third level, the operative part through which the parental involvement affects the child's learning achievements; being ideal and example for the child to follow, strengthening the child through rewards to encourage him, and the parents' guidance to improve the learning quality of the child

The fourth level is about the intervention and intermediary to get desired results. In this respect, parents can make efforts in order to find a better method of involvement in order to respond to the requirements of their children's education and their schools respectively.

The fifth level is about the child's achievements; the child's skills with prerequisite and his ability to perform correctly in the classroom.

## **2. The importance and significance of parental involvement in relation to children school achievements**

Asian Journals of Management Sciences and Education posted an article under the title “*Parental Involvement in Child’s Education: Importance, Barriers and Benefits*”, this article tackle the most crucial benefits of parental involvement which are as follows:

### **2.1 Benefits for Children**

According to Sapungan and Sapungan, 2014, the ultimate goal of parental involvement is to lead children to achieve the success they desire. Children are predisposed to obtain better results when they are under the supervision of their parents at home or at school despite the obstacles that they might face including their cultural background, their parents economic situation and intellectual level. Parents with high responsibility of being involved in the education of their children are attentive to follow their children while doing their homework to make what is complicated easy for their level. This practice would empower the child with extrinsic motivation that gives him/her self-confidence and build in the child the motive to study hard at school and abide school rules. Parental involvement supports the cultural diversity through making both home and school work simultaneously for the sake of filling the gap among these cultures.

### **2.2 Benefits for Parents**

When parents are engaged in the learning of their children, they become more responsible and sensitive to their children’s social, psychological and educational state. They can also have an idea about their children’s learning progress and performance at school; hence, parents become well-aware of their children’ studying at home and school. In this respect, the parents can share the decisions-making at school for the goal of improving the learning of their children (Sapungan and Sapungan, 2014)

### **2.3 Benefits for the School and Educators**

Teachers and administrators will find the teaching process more easy and practical since their pupils are already supervised by their parents so that having mutual relationship among them would make the school know better the pupils' family background and culture. Schools will have solid programs and successful performance because of the support of parents (Sapungan and Sapungan, 2014).

Epstein, J.L et al (2002) believed that, partnership activities are created to stimulate and involve learners actively towards achieving their ultimate learning goals. The purpose behind those activities is to give students intrinsic motivation, which gives them a push full of motivation. Those students are more able to perform excellently at school. Designing activities that bring together the children with their parents to accomplish some activities has a great potential in advancing the children's abilities at miscellaneous levels; for instance, the children can improve the level of their performance when they are supported and encouraged by the persons who provide them with opportunities to grow and to advance their learning.

### **3. The six major types of parental involvement**

The relationship between the parents and their children has a great impact on the style of parenting and on the degree of the involvement in children's studies, daily life routine and education as well. According to Epstein (1992), parental involvement can be categorised into six major types ranging from parenting to engaging children in collaboration with the community.

#### **3.1 Parenting**

To support parents to provide for their children the appropriate environment for learning. According to Austin and Growe (2013), stated that parents can generate parental involvement as the abidance by the school time when they make sure that the child is always on time at school, then to follow him at home through solving their learning issues. Parents are responsible to supervise and guide their child, this would raise awareness of the importance of the family supervision and

making the school know about the child's life circumstances, precisely educators when they understand the child's background, surroundings, culture, and the family atmosphere.

### **3.2 Communicating**

There is communication between the school and parents. The school shares with parents' information about the child's academic performance and his behaviour. This communication could be through meetings and conferences, or the school sends home folders to parents to make them aware about their children progress besides informing them about the school decisions and policies. The communication should take in consideration the parents' diversity and differences such as illiterate parents, cultural differences, busyness or some health problems.

### **3.3 Volunteering**

The involvement of parents in the school by accepting invitations sent to them for any reason and having regular visits to the school of his/ her child. According to Seifert and Hoffnung (1994): *"parents have four roles; teacher, moral leader, emotional supporter and advocate."* It is shown that the role of parents is no longer limited to home only; however, parents are now a part of the whole learning process, where they can engage also at the school. Parents can be also volunteers and participators to achieve the school learning goals. They participate through organised volunteering days for parental activities.

### **3.4 Learning at home**

Since the time that the children spend in the school is limited, parents assume the responsibility to engage in home-schooling via helping their children accomplish their homework or work on other tasks across modules. . Parents can help their children in their homework and lessons by being informed by the teachers about the syllabus. Parents can make a timetable to organise how they are going to help their children at home, like in holidays and exams' days. This would make

children more interested to study because it made home same as school and parents as teachers, especially children who have difficulties in learning.

### **3.5 Decision making**

Parents can be integrated to share some responsibility while taking decisions, which are related to their children's education, it could be through parents' organisations which are a kind of partnership to give the opportunity to parents to be representatives to be a part in settling decisions which are intended to improve and serve learning goals.

### **3.6 Collaboration with the community**

Beside their parents, children are also affected by the society and the community in which they live. In other word, the education of children should not be separated from the community, since that one the aims of education is that children are a project of establishing good citizens. How to treat in society and with people should be taught indirectly to children since they are part of this society and they are affected by its beliefs. It is also a merging of some supplies and means from the community to empower the school syllabus and courses. It is making the school open to the community to be a part of it.

## **4. Strategies of Parental Involvement**

There are two major parental involvement in their children's education to help their children achieve better results in their learning, home-based involvement and school-based involvement. These two strategies are used to distinguish the parental involvement into involvement undertook at home to help the child in the difficulties he faced while learning, and involvement at school to make parents aware of their children academic development.

Frederik Smit et al. (1999) said that: *“parental involvement in schooling has traditionally taken many forms including parents helping their children with homework, parent-teacher interviews, parent nights, special consultation on student problems, parent councils, and parent*

*volunteer help in the school and the classroom.*” In this respect the involvement of parents in the education of their children is no longer limited only to help them at home by explaining and assist activities, it extended to making regular meetings with educators, participating in the school affairs, sharing in decision making and parents’ meetings.

#### **4.1 School-based involvement**

According to Epstein (2001), school-based involvement takes place when parents are involved in their children’ s learning at school by attending school meetings and follow their child academic achievements and behaviour by asking teachers and administrators.

Parents are coming regularly to school to participate in different school events. Through their presence, the parents will support their child with extrinsic motivation and boost their children’s self-confidence. Beside their children, parents can also help teachers in the classroom exercises (Epstein, 1988).

The endorsement and the support of parents needs to be related to educational agencies, like the Parents’ Association who can take a part in the decision making about their children t the level of the school. This kind of affiliation would lead parents to share in the process of planning the educational programs by introducing new programs in order to increase the quality of learning. (Rev.AlexusMinj, S.J, 1999).

#### **4.2 Home-based involvement**

According to Epstein (2001), home-based involvement is the provision of guidance and supervision of their children at home such as helping them in doing the homework, understanding lessons, develop their skills like reading and writing. Parents can also be involved when they provide for their children the comfortable atmosphere and the learning materials needed. A research done by Epstein (1982) showed that children who had a huge parental involvement at home via

helping them in doing their homework have positive feelings towards their education, and they are willing to improve in their studies.

## **5. Models of Parental Involvement**

Parental involvement improves the child's morals, attitudes, and academic achievements. When parents show more interest and support, the child's confidence and belief in their abilities boosts. It also installs a sense of importance and motivation. Therefore a positive mindset and enthusiasm for education is fostered.

### **5.1 Skill development models**

The central idea behind skill development models is that parental involvement fosters skill related resources which enhance the child's results. Skill related resources are

- **Cognitive skills:** such as phonological awareness and receptive language capability.
- **Metacognitive skills:** such as planning monitoring and regulating the learning process.

Parental involvement enhances skills of children due to many reasons:

First, Parents gain knowledge about what and how children are learning at school by being involved in their children's schooling. Second, when parents are involved in their children's academy lives they gain accurate information which help them assisting children in a manner that forces maximal skill development ( Connors& Epstein 1995; Epstein,1987b).Third, parental involvement is also inside home that means that home-based involvement enable children to learn from practice and instruction even when parents are not well informed their children abilities and learning progress in school ( Senechal& Le Fevre ,2002).Forth, Epstein(1983)has argued that even teachers value the involvement of parents on the school front they give heightened attention to word developing the skills of the children of these parents.

### **5.2 Motivation development models**



In what we label motivation development models the involvement of parents provides children with motivation related resources such as:

- Intrinsic motivation which fosters children's engagement in school.
- Investment in school and positive perception of competence.

First, parents highlight the value of school to children by being regularly involved which allows children themselves to view school as valuable. Consequently the academic engagement maybe driven by intrinsic or autonomous forces such as enjoyment or personal importance rather than intrinsic and controlled forces such as avoidance of shame or rewards (Grolnick& slowiaczek,1994).

Second parental involvement is considered as an active strategy for tackling school challenges. Grolnick&slowiaczek (1994) have argue that when parents are involvedthey are modelling and approach to school often to create positive change. Such an approach shows children that they have control over their performance in school.

Third parents are involvement in the academic lives of their children heightened the familiarity of children with school tasks which enable the child to see themselves academically competent.(Grolnick&slowiaczek, 1994).

Summary and conclusion ,both models are aimed at explaining the benefit of parental involvement in schooling, yet the emphasis in the two different on the underlying mechanism responsible on the benefits the involvement of parents enhances children's academy functioning through both forms of development.

## **6. Glimpse on parental involvement across different context in the world**

Historically, parents were always responsible for the education of their children through home schooling. That means that parents were involved before the existence of schools. (Stanizai et

al, 2015.) Throughout different periods of history, parents have always considered the child's education as the responsibility of the teacher. The parents are primarily responsible for the disciplinary activities, basic skills, work skills and ethics. These activities were learned domestically within the parents and the family rather than in schools or other institutions (Berger,1981).

As the national education association believes "it takes a village to raise a child", it is a proverb which conveys a clear message about the importance of seeing the raising of a good future citizen through the unification of several members of the child's family, community and society at large in order to initiate and accomplish the mission of the development of future individuals.

In the United States the kindergarten movements begun in the 1880s, it used to emphasize on parental involvements in their children's education. As a result in the late of 1880s national Parents educational organizations were established and by 1920 and 1930s the US witnessed more than 75 organizations.

Bloom 1992 described the expanded role home-school communications played in the past. Parents communicated with teachers and with administrators but there was a distinct separation between home and school parents were considered experts at bringing up their children and schools including teachers and administrators were considered experts as educating children with both parties confident that the other would uphold its end of the Bargain. However in the 1950s school systems consolidated and children began to travel long distances from home to school in this period the power of parents was reduced because they became less involved with their children schools and the responsibility of Education were given to school administrators who played strong leadership roles. (Berger, 1991).

Bloom 1992 also discussed that parents actively sought more individual identities for themselves and their children as a result the distance between home and school decreased.

Later on, educators began to see the need for help and support from parents as reflected in the growth of the parent teacher association PTA and parent-teacher organization PTO. Both PTA and PTO gained a strong agreements in public schools hierarchies as parents became more actively involved in all areas of educational policy and practice (Bloom 1992)and (Lopez 1992).

Blue 1992 and Lopez 1992 also illustrated how parental involvement in schools changed in 1980s during this decade parents became polarized many parents who kept their children in public schools were actively involved in supporting Innovations such as parental choice side based management and school reform others reacted by pulling their children out of public schools and put in there into private and more homogeneous suburban systems.

Bloom 1992 and Lopez 1992 in separates chapters describe the current state of parental involvement in schools the schools of 1990s they believed that's schools are attempting to create climates of support and respect of parents although largely unfocused and at a grassroots level parallel involvement in the current decade has been an increase in schools on all levels.

Comprehensive parents` involvement policies with Nash with Nationwide and states networking capabilities are evolving.

The situation differs in the African context, precisely South Africa where parental involvement can be influenced by the history of the country. Parents start taking role in their children`s education since the apartheid government. The involvement of parents at that period of time was limited only to the financial support. They did not intervene hugely in the process and the internal learning of their children. At the period of the apartheid government there was partial and biased laws precisely against the black people, black children went to schools separated from the schools of white children, they had the right to study until the age of 13 years old only, then they went to work in mines. The South Africans Schools Acts of 1996made parents active participants in their children`s learning (P. Singh et al, 2004, p. 301-307). This act made all the participated members from educators, learners, and parents engaged for achieving the partnership among them

(Mosogean and V. Westhuizen, 1997, p. 196). Then, the government integrated activities that support the involvement of parents to make them share responsibility in teaching their children (Dekker and Eleanor, 1993, p. 153).

The history of parental involvement took a different way in Turkey since it is not fashioned. There was an intervention of parents in the education of their children since the Ottoman era in Sibyan Schools. Parents played the role of mediators to increase the academic progress of their children (Erdem, 2005). Those schools helped their children in developing the necessary skills besides reading Quran. After the establishment of the Turkish Republic, parental involvement rose as an important concept with the Early Childhood Education. The government depended on this later because it proved its successes in the foreign countries and it showed its effectiveness when the program gathered parents in the process of deciding what is better for their children's learning, which made those children perform better than those who did not receive parents' support, it also tended to achieve the learning development (Martin et al, 2013).

The history of parental involvement in their children's education dates back to the period of education in Numidia, during the Roman Occupation. Children were receiving their education in schools not only in cities but even in the countryside, where the education process was carried out by bringing in teachers who would teach and pay their wages. Wealthy parents used to hire private teachers to their children only.

The interest of parents with their children's learning continued to the middle ages. A school that is often attached to a mosque called ( maktab or Katitib) was established, where parents agree together to bring a teacher for their children to learn a specific subject, and sometimes they would appoint more than one teacher if the number of learners or subjects increased.

Research in Algeria that dealt with the phenomena of parental involvement in their children learning have confirmed the importance of educational communication between parents and children care guidance dialogue and continuous attention to the development of the educational

process the development of the science acquisitions and the excellence of his academic achievements this is what appeared in (Soumia Achouri's 2022) studies. this researcher reached the conclusion parents interest in the psychological comfort of their children is to achieve a certain level of academic achievements by listening, giving opportunities to express their own interests and fairness between children and the necessary care. Parents also have a role in integrating their children into a societal environment by reminding them of the customs and traditions of societal environment by reminding them of the traditions children who form social relationships are able to have the ability to communicate with others and develop their thinking which later makes it easier for them to achieve a higher level of academic achievements. Parents` involvement during their child's academic journey makes the child able to respond to the school stuff which is reflected in his academic achievements both positively and negatively. The more serious and continuously involvement is the more it results in academic achievements.

## **7. Barriers of parental involvement**

Parental involvement proved its effectiveness and success in the teaching learning process, Liu et al. (2010) found that when parents are involved in their children`s education , they are more able to start looking for efficient strategies so they become qualified and have the competency to teach their children; however, this involvement is not always a straightforward practice because parents and even teachers are not without deficiency that would lead to face many obstacles and barriers to achieve the desired results.

Latreche and Houadjli, (2021), cited three main barriers that could affect the process of parental involvement and they are as follows:

### **7.1 Attitude of Professionals toward Parents**

This barrier is about the view of teachers as professionals in their field of work, they did not see the need of the intervention of any outsider in the their teaching process, according to Hornby (201, p.04): "*The gap between rhetoric and reality regarding parental involvement in their*

*children's education has long been considered to be at least partly due to the limitations posed by attitudes that professionals, such as psychologists and teachers, often have toward parents.*" Thus parental involvement in the learning of their children may not take huge intervention. It might take some precise situations in which they can be involved.

Teachers are not on an agreement on the idea of the involvement of parents. They see this work as their job as specialists and parents are not qualified enough to supply them, this may be a reason to make parents less interested to engage in their children's learning since they do find the schools' open doors to inform and make them a part in their children's education process. Epstein (2001), found that teachers play a crucial role in making parents highly involved by encouraging them to be a part of their children schooling.

## **7.2 Parents' beliefs about Parental Involvement**

Parents in the first place should feel the need and the responsibility to take part in the education of their children. Some parents do not see the purpose behind being a part or what they can add and change in the learning of their children. In this respect Richards and Armstrong (2011, p.139) declare: *"...often hear parents of children with impairments express reluctance to seek out close contact with teachers. They fear being a nuisance or putting their child's problems too closely under scrutiny."*

Some parents relate on their personal bad experiences in school when it comes to be involved in their children's learning. This category of parents believe that they are not well qualified to communicate with their children's school and teachers for two possible reasons the first, these parents does not have enough background information about their children's education or they want to save their children's image in front of their teachers and mates. On the other hand, parents with strong background are more empowered to follow their children's academic progress and participate in the success of their children. Another issue may parents face is being busy for both parents, more responsibilities means less time, if both mother and father are working, there would be no enough

time to make home-based or school-based involvement. Besides being busy, being jobless is also a problem, parents with no jobs cannot ensure what is needed to be involved (Catsambis 2001; Green et al. 2007).

### **7.3 Child Factors**

As parents differ, children also differ. A child in primary school is more willing to accept the idea of the involvement of his parent in his studies. Learners of the middle school may accept the intervention of their parents in the first years and refuse when they advance in their studies whereas learners in the secondary school are less receptive of the idea because they may be in a very sensitive age of adolescence. They feel the need of the involvement of their parents only in official school treatments. Teenagers do not see that they need help in their studies, homework, or in their learning in general.

Children stopped feeling the need of the involvement of their parents in their education when they grow up and their beliefs change as well. According to Elias, Patrikakou and Weissberg (2007, p.542): "*...middle school transition and establishing a positive trajectory into the teen years require a parent-school-community partnership...*" In this respect, the age of the child is the crucial factor that should be taking in consideration in the involvement of parents. Parents with the participation of the learning community should work on establishing a good attitude in children's and particularly teenagers' view towards the parental involvement.

Frequent behavioural problems of children may make parents afraid of going to school because they are sure about the reason of sending after them, this would also create conflicts between parents and schools and affect their relationship, then parental involvement is almost to be absent (Parsons 1999).

## **8. Parental Involvement in their Children's learning English Language as a Foreign Language**

English has strongly dominated all the fields in a global scale; it has proved its power among the other languages, and it influenced all domains namely social, economic, world of business and education. Since it is the centre of world, even countries that their second language is not English, start integrating English in their daily life. More specifically, teaching English as a second language in non-English speaking countries is not easy for teachers to do it in a perfect way. Parents could help achieve that ultimate goal by helping their children to learn English.

Numerous studies have been conducted on how parents can help and facilitate learning English for their children. In her study, Wati (2016) shows that through the means of interviewing parents some parents, some public servant report that they teach their children English for 30 minutes every night with a special focus on teaching them vocabulary and helping them in their homework. Others may provide resources to support their children to learn English such as pictures, stories books or English animation. Parents whom their level in English is not good enough, they either take their children to English private courses or ask them to do the textbook's exercises and ask the teacher to explain the lesson to them so that they can re-explain it to their children. Some parents whom their economical situation is not sufficient to have private courses for their children, they can have a program with their children in which they review lessons then have learning tasks.

According to Forey, Besser and Sampson (2015), in the Asian context, different studies have been conducted with regard to parental involvement in learning foreign languages, Lee (2008) in the Taiwan context, found out that parents are very active in encouraging their children to learn foreign languages, particularly English; however, there are some hindering reasons like the parent's lack of knowledge of the English language and the demanding of both money and time. According to Bray and Kwok (2003), parents support their children's learning of English by enrolling their children in afterschool English courses and assign teachers to teach them.



In a study conducted by Belaid and Sarnou (2019). They measured the impact of parents' involvement and literacy on their children's linguistic background in foreign languages. The results show that there is a severe lack of parental involvement in the selected schools, which reflect the parents' lack of interest in their children's learning and behaviour as well. Despite the fact that most of students from both schools reported that they have educated parents, and the majority of them come from educated background, the percentage is not interestingly increased. In addition to that, they do not participate or attend any school meetings. The indifference of parents resulted pupils (the majority of them) who do not show any interest, motivation or enthusiasm in the classroom towards all subjects in general and the foreign languages in particular.

Both schools noted a certain level of education, however still few parents come and ask to school for their children's performance at school. They added also that fathers are the only parents who come to ask about their children in the mentioned schools, possibly due to the conservative vision of the community. In case his child misbehaves at school, the father is the only one who must handle administrative school problems.

The researchers argue the fact that parents' education does not necessarily make them involved parents. All teachers expressed their disappointment and declared that parents are disconnected from school. They also argue that the education of parents' matters, but not all parents endeavour regularly to inquire about their children. Most of the time parents show up only when the pupils misbehave, not to ask about their children's performance. When it comes to foreign languages, parents worry about grades and marks rather than their children's level in foreign languages.

The researchers shed the light on the subjects that students study in their schools. Concerning languages (English, French, Arabic and Spanish), the preferences of the pupils differs from one school to the other; however the rate is still low when it comes to studying foreign languages. Their oral and written communications using these languages are weak. Pupils confirmed that the

majority of their parents do not use English, French and even Spanish to communicate with them. They only use their mother tongue (Arabic). English and French are found only in the classroom during the lesson

If parents are educated, things would be extremely different."Which confirm that parental encouraged would motivate students to give more interest to foreign languages.

### **Conclusion**

In this chapter, a review study was done to investigate the concept of parental involvement deeply in order to have large overview on the relationship between parents and their children's educational progress. This deep investigation would give the researchers the ability to build their research upon a solid theoretical background. This section was meant to report the most crucial previous studies that were done in the context of studying the parental involvement in the education of their children.

This section shed light on the most important types and strategies that parental involvement could take. Moreover, it was necessary to have a glimpse on the background of the concept in different contexts and different periods of time, then in the Algerian context. In addition, this chapter aimed to highlight the importance and the barriers of the parents' involvement when it comes to the learning of their children. Therefore, parents can be involved in their children's learning foreign languages, particularly, learning the English language.

**CHAPTER TWO**

**FIELD INVESTIGATION**

**AND DATA COLLECTION**

**METHODS AND**

**POCEDURES**

## **Introduction**

The second chapter in this research study is titled research methodology. It represents the core of this research it is mainly interested in highlighting what procedures were adopted to collect the relevant data to investigate the role of parental involvement and their children's learning in order to promote the relationship between home and school which is the aim of this study. In recent years, that has been growing interest of parents in their children's learning.

Besides, the parental involvement and support is seen as the most effective factor in developing a successful child. However there is a need to examine the effectiveness of this involvement particularly in educational background of parents and their social economic status impact on their children's academic achievements.

This chapter provides a description of the participants as well as the procedures used for the collection of data, including two questionnaires a questionnaire was given to pupils and the other to their parents. The day talk was collected from two different schools for the sake of comparison in addition to an interview with teachers of English together inside about the involvement of parents from both schools.

## 2.1 Research questions

As it is mentioned in the first chapter the involvement of parent is considered in paramount importance since children need support and guidance in their academic lives.

After making a synthesis about the related literature in different contexts providing the leading argument to investigate the involvement of parent in their children's, focusing on their engagements in the exam classes particularly the following research questions were formulated to guide the study:

1. To what extent are parents involved in their children's education in rural and urban areas?
2. What are parents' attitudes, behaviours, and activities towards supporting their children's preparation for the final examination?
3. In which way the socioeconomic status impact the level of parental involvement?
4. How is the partnership between the school, teachers and parents?

From the above questions the following hypotheses were put forward:

1. There is an acceptable level of parental involvement in the education of pupils in exam classes.
2. Parents have positive attitudes towards supporting their children's preparation for the final examination.
3. The socioeconomic status affects the degree and quality of parental involvement in rural and urban areas.
4. Partnership between schools, teachers and parents is not fully invested and implemented in both settings.

The formulation of the research questions and the hypothesis led to the identification of research study which is the case study.

A case study is a methodological research approach used in generating an in-depth understanding of contemporary issue or phenomenon in a bonded system. Case study research requires in-depth investigation conducted into an individual, group or event to gain an understanding of a real- life phenomenon (Combs, 2022).

As for this research study, the researchers attempt to explore the nature of parental involvement in their children's studies, particularly in exam classes; besides, the case study methodology is suitable since it endeavours to identify the participants' attitudes and experiences through an-in depth scrutiny that is characterised via triangulation in which all the involved parties are equal in providing their vision towards parental involvement.

## **2.2. Research Setting**

The investigation was carried out with two classes of the fourth year at two different schools. The first class is from Hamdani Malika middle Tiaret, and second class is from Abbes Ali middle school in Ain Deheb -Tiaret-.

### **2.2.1. Abbes Ali Middle School**

This school is situated in one of the regions of the Wilaya of Tiaret (Ain Deheb). This school is one of the oldest and the first schools in this city. It receives the biggest number of pupils in the region, and it has the highest number of teachers in Ain Deheb. Most parents prefer this school since this school has a good reputation in the region. Since the school has a good reputation in the region, this reason was the main drive to select the school to be a part of the case under investigation.

The region where the school situated contains other 04 middle schools except Abbes Ali middle school. In addition, it is a small town which make it counted among the rural regions in the Wilaya. The school involves also boarding school but only for pupils from primary schools. The region is 75 km<sup>2</sup> far away from the Wilaya centre.

This school contained 23 classes divided into four levels. The first level pupils occupy 08 classes. The second level seizes 05 classes. Then, the third level occupies 05 classes. Whereas, the pupils of the fourth level, who presents our study core are distributed on 05 classes. The school hold 05 teachers of the English language.

### **2.2.2. Hamdani Malika Middle School**

This school is exactly situated in the city centre of Tiaret. It is well known for the professioncy of the practitioners who teach in this school. It is also known that pupils who study in this school belongs to highly educated families, which is the reason behind choosing this school to conduct the study. The school specified five classes for pupils of fourth year level, additionally 03 teachers to teacher them English language. The class in which the study was conducted contained 43 pupils, most of them are males.

The headmaster and the administration of both middle schools supported the researchers to conduct their studies since the theme of the study is significant in a way that it seeks to unveil the extent to which there is collaboration and partnership between teachers parents and their children to assist the pupils in all aspects of their studies particularly in exam classes in which the pupils need all sorts of support from their environments namely psychological mental financial and moral respectively.

### **2.3. Sampling**

In all the academic researches, sampling is the essential part of collecting reliable data to have valid results. Sampling is the subset of the entire group that the researcher makes tests on them to collect data and information. In this process, the researchers choose a suitable number from the population in order to generalise the findings of the sample on the whole population.

In this research, the researchers depended on probability sampling. The aim was to study the frequency of the significant role that the parents can play in the education of their children, mainly

it was about the involvement of parents of the pupils at middle school, precisely, fourth year middle school. The study was conducted in two exam classes from two different schools; Abbas Ali Middle School and Hamdani Malika Middle school. The intention behind selecting this sample was based on various standards. First, these two schools are located in the same Wilaya of Tiaret but in different contexts. Second, they are exam classes, which make them in a turning point of their lives in which they are in a sensitive period of transition from childhood to adolescence and in exam class; therefore, they require attention, support and encouragement.

### **2.3.1 Participants' Profile**

The sample in the first school was composed of 40 pupils. Their ages arranged between 14 and 17 years old, as far as the parents are concerned. The pupils' sample was comprised of 17 males and 23 females. 38 parents took part in this study, and they were divided into 25 fathers, 09 mothers and 04 other members from the family since they are the guardians of these pupils. For teachers, there were only 03 teachers from this school (02 females and 01 male) who accepted to take part in the interview about the level of parental involvement in their children studies in exam classes, those teachers are teachers of English Language for the aforementioned level.

As far as Hamdani Malika middle school is concerned, the sample was composed of 43 pupils. 23 males and 20 females. For their parents, the sample was composed of 32 parents divided into 18 mothers, 10 fathers, 05 answered together, and 02 guardians. We had also 02 female teachers who teach the subject of the English Language in this school. These teachers are in charge of teaching exam classes.

Before the researchers undertook the field study, they asked for the consensus of the administration to conduct the study with the students, their parents and some of the teachers; in addition, the participants were informed about the confidentiality of their answers across the attitudinal questionnaires and the interviews in both schools.

## **2.4 Data Collection Methods**



Collecting data is among the crucial stages that the researcher follows in his research. The data collection instruments are the only way to collect and measure information about the participants of the research and to answer the researcher's research questions. In addition: the selection of the data collection methods is based on the principle of validity and reliability.

Validity encompasses the entire experimental concept and establishes whether the results obtained meet all of the requirements of the scientific research method. There are two types of validity; external validity dictates how an experimental design is structured and encompasses all of the steps of the scientific research method while external validity is the process of examining the results and questioning whether there are any other possible causal relationships.

On the other hand, the idea behind reliability is that any significant results must be more than a one-off finding and be inherently less reliable hence; reliability is a necessary ingredient for determining the overall validity of a scientific experiment and enhancing the strength of the results. In other words, other researchers must be able to perform exactly the same experiment, under the same conditions, and generate the same results. This would reinforce the findings and ensure that the wider scientific community would accept the hypothesis.

There is always the chance that another unknown factor contributed to the results and findings. This extraneous causal relationship may become more apparent, as techniques are refined and perfected.

In this study, the data collection tools are chosen to measure what should be measured, the questionnaire is used in this case study to measure attitudes, beliefs, and experiences of both parents and their children which is the interest of the study. In addition to the interview used to collect valid data since not all of the teachers agreed to take part of the study that means that the interview was chosen since it can also give us an in-depth accounts of experiences beliefs and attitudes of the teachers in relation with parental involvements however not all of the teachers agree to take part in the study.

There is variety of tools which challenges the researcher to select the appropriate ones for his/her study. According to Dr. Karim Abawi (2017): *“Depending on research type, methods for data collection include: documents review, observation, questioning, measuring, or a combination of different methods.”* In this respect, the researcher does not choose in random the data collection tool that he will use in his study, the selection can be affected by several factors, among these factors is the research type. The nature of the research would lead and guide the researcher to choose the right method that would help him to collect reliable and valid data.

In this study, there were two appropriate tools to conduct this research. The first data collection method is the questionnaire. It was mainly used because of the nature of the study that requires the use of the questionnaire, such as the availability of the case study (the big number of pupils and their parents); furthermore, questionnaires are the suitable tool in this study since they identify and collect opinions, experiences and feelings towards a given matter in research. In this respect, the attitudinal questionnaire is appropriate for this case study since it is interested in identifying and collecting data about the participants' opinions, beliefs, in-depth experiences about the nature, the characteristics and the extent to which parents' are actively involved in their children's study at home, in school and in private schools as well.

The second tool was the interview. It was used because the participants, who are teachers, they are not available all the time and at the same time we received the approval of some teachers to take part in the interview since they have many other responsibilities outside the school and they are not available at school in times out of their teaching responsibilities or during the exams. The major objective of this interview is to get insightful accounts from the experiences of teachers of fourth year English language in middle school, as well as their points of view about the characteristics of involved and uninvolved parents; in addition, it aims at underscoring the factors and conditions that affect the parents' engagement in their children's learning inside home and at school respectively.

The interview was addressed to teachers from the aforementioned schools (Abbes Ali and Hamdani Malika). Three teachers from Abbes Ali middle school and two teachers from Hamdani Malika middle school of the subject of English language \_ fourth year\_ in particular were meant to make the interview.

#### **2.4.1 The Questionnaire**

The questionnaire is a common data collection tool and a part of the research methodology. It incorporate a list of questions (open-ended or closed-ended) to get large amount of data about a given issue of interest, and it is mainly concerned with quantitative data. It should contain clear instructions and make sure that the respondents know the goal behind the research. Through using the questionnaire, the researcher is able to gather information about the respondents' beliefs, opinions, perceptions, experiences and behaviours.

Since this research study is about the parental involvement in their children's education, particularly in exam classes, there were two attitudinal questionnaires that were directed to both participants. One for the pupils of fourth year middle school and the other questionnaire for their parents. These questionnaires are of composed of series of questions to incite attitudes, opinions, impressions, and the experiences of both parties in relation to the extent and the quality of parental involvement in their children study in exam classes.

The questions vary in form and purpose. A mix of yes no questions, close ended and open ended questions. The questions were specifically designed to reflect their thoughts, feeling and behaviour regarding whether or not parents are carefully engaged in the academic lives of their children. The questions were direct and unambiguous which enabled the pupils and their parents to provide the answers easily.

Most of the questions were accompanied by optional answers for the sake of the facilitation of answers to ensure that participants would continue with the same energy and motivation with which they start filling in the questionnaire.

### 2.4.1.1 Questionnaire of Pupils

The questionnaire meant for pupils was a combination of both of open-ended and closed-ended questions in order to collect information about the pupils' opinions and feelings about the engagement of their parents in their learning. The closed-ended questions are basically Yes/No questions and multiple choice questions to make the operation of answering these questions more practical and easy for the participants.

All the targeted pupils completed the questionnaire. Before starting our questions' analysis, we made first a clear number of males and females in both schools.

The results in Abbas Ali middle school indicated that majority of the participated pupils are females (57.5%) while only (42.5%) are males. Then, for Hamdani Malika school, the great majority of informants (53,4%) are male pupils. The rest of them (46,%) are females pupils. Their ages range between 14 and 16 at the latest. The gender of informants can have a significant impact on their perception and opinions of parental involvement.

Gender Schools	Abbas Ali middle school	Hamdani Malika middle school
Females	57.5%	46,5%
Males	42.5%	53,4%

**Table.1.** Classification of pupils according to their gender

The pupils' questionnaire is composed of 31 questions divided into two sections. The first section contained several parts. The pupils' questionnaire is composed of 29 questions divided into two sections. The first section contains 22 questions whereas; the second one contains 07 questions. To start with the first section;

**Question one**

This question demonstrated the social status of the pupil's parents to show how the physical presence or/and absence affected the child's attitudes and motivation towards his studies and their performance in schools.

**Question two**

The second question in this questionnaire was meant to know who is more attentive from pupils' parents to their education in order to identify the degree of parental involvement.

**Question three**

One of the greatest aspects that allow the parents to be involved in their children's learning is discussing the children's school day since it strengthens the parent-child bond and gives them the opportunity to share their new experiences, challenges and success. Question three was designed to find out whether pupils are close to their parents or not to the extent of discussing their day at school with their parents and the kind of subjects they discuss.

**Question four**

The aim of the question was to unveil whether the pupils feel safe to share the bad part of their schooling.

**Question five**

This question was directed to pupils and it was aimed to check if parents provide time at home to help their children in their studies and teach them by themselves or they do not.

**Question six**

In this question, the pupils were asked whether their parents are interested to know whether they had homework or not since homework is important for parents to stay involved in their children's academic progress and for parents to provide support when needed.

### **Question seven**

To know if parents help their children in their studies, question seven aimed at checking the parents' endeavour of involvement through actual help.

### **Question eight and nine**

In order to determine the extent of parents' knowledge and awareness of their children's studies, it was necessary to ask them if their parents are well-informed about the subjects they had at school.

### **Question ten**

The purpose of this question was to know the pupils' feelings and emotional reaction towards the help of their parents in their education, based on the pupils' answers.

### **Question eleven**

The eleventh question was designed to check whether the parents provided the required material and supplies (such as, extra exercises books, maps, handouts...) that the pupils need in their learning in order to boost and encourage the child to give his best.

### **Question twelve**

Providing a comfortable atmosphere at home for the children to study is one of the things that parents are responsible for. The environment of the children affects the quality of study and learning process. In this respect, question twelve intended to check whether the parents provided their children with the suitable atmosphere to facilitate their studies and enhance their academic performance or not.

**Question thirteen**

This question aimed to find out if the parents encouraged their children to study hard at school. Since the parental encouragement improves the child's self-esteem and provide positive reinforcement and support to achieve better in school, the objective of this question was to know how often parents were taking in consideration that they must back up and assist their children throughout their studying journey.

**Question fourteen**

Parents' reaction on the failure of their children was the objective of question fourteen. This reaction differs from parent to another; nonetheless, it showed how parents take care of their children psychology and mental health. The reaction of parents on their children's failure is essential to determine how interested the parents are; therefore, we asked the pupils about their parents' reaction when their level of study declines or when they get low grades. Pupils were supposed to answer by choosing one of the 03 types of reactions (punishment, encouragement, or reaction).

**Question fifteen**

This question is formulated to check if the pupils' parents make visits to their children's school to be informed about their learning progress and behaviour.

**Question sixteen**

The reward is given to the student when he/she achieves certain desired outcomes (Zihan, 2023). A reward is a strategy which is widely used in education, especially with young learners. When parents reward their child for his academic achievement, this child is more likely to make more efforts to be rewarded again, and it shows that parents are interested in the study of their children. The objective of question sixteen was to know the frequency of parents' rewards whenever they get good marks. Its aim was to know if parents give their children the motive and the stimulus to support them.

**Question seventeen**

The real aim behind parental involvement is particularly to support the child's learning and expand his abilities, particularly to prepare them for the official exam at the end of the school year. It was crucial to underline the different methods followed by parents to strengthen their role in their children's education.

**Question eighteen**

This question was designed to know from pupils if they have communicated their future schooling with their parents to see if parents are interested and worried about the future of their children.

**Question nineteen**

This question was a completion of the aforementioned question. Its aim was to know the expectations of parents about their children future schooling.

**Question twenty**

This question was about the choices of children's learning if they were taken by the pupil, his parents, or if it was a decision that was taken by the whole family. Its aim was to have a clear image about the decision-making process.

**Question twenty-one**

This question aimed to check the pupils' mastery of English. Asking about the English language was a must to check the level of pupils and the role of their parents in it.

**Question twenty-two**

The next question detected if the help of parents cover also the English language or not. Its endeavour was to check the level of parents in English language.



The second section was designed to detect the pupils' parents preparations and motivation methods that they use to guarantee the success of their children.

### **Question one**

The first question in this section was meant to know if pupils follow special timetable of learning prepared by their parents. It aimed to check the parents' seriousness in preparing their children to sit for the exams.

### **Question two**

Consolidation sessions are very common in this level of final classes. Question two was about asking the pupils if they attend the consolidating sessions programmed by their teachers. It aimed to determine if the pupils are interested in attending these sessions for the sake of their improvement.

### **Question three**

It is common for some parents to provide one of their children with a special treatment because he is in an exam class and under a lot of pressure and distraction. The objective was to highlight if parents treat their children differently from their siblings since they have final exams. Therefore, pupils were asked about this phenomenon to confirm whether it works in this context or not.

### **Question four**

The core of this question was to identify the parents' interest in their children's education so they enrol them in extra sessions to consolidate their learning.

### **Question five**

The next question was a completion of the previous one. It was directed to the participants concerning their efforts to learn English. It aimed to know if these extra courses cover the English language to identify if English is important for parents to make their children attend extra courses in it or not.

### **Question six**

In this question, pupils got the opportunity to choose their preferred way to study whether they prefer to be taught by their parents or join private courses. The objective behind this question was to know if pupils like to be taught at home or they prefer extra courses.

### **Question seven**

The final question was about asking pupils for any suggestions that they may add. The aim was to give them the total freedom to say anything related to the topic. They were free to express their opinions.

Before going to school and giving the pupils the questionnaires, the questionnaire were formulated in both languages in English and in the Arabic language in order to engage all the pupils in answering and speaking about their experiences in one hand. On the other hand, we have used the Arabic languages in order not to inhibit the pupils who are not good at English. Third, the researchers decided to use the Arabic language in order to get insights from the pupils since the researchers thought that using the mother tongue would highlight many deep ideas about their experiences at home or at school in relation to the involvement of their parents in their studies in general.

The questionnaires were administrated to them face-to-face at school during their regular sessions with the presence of their teacher after having the permission of the headmaster of the school. We cared for explaining each question for the pupils and gave them the total freedom to

answer using the language they want. We started to collect the questionnaire at the end of the session since all the pupils have answered.

Pupils were excited to answer the questionnaire for several reasons. Firstly, they have never been participated in such type of study before. Then, they feel motivated to answer the questionnaire questions because the subject touches their affective side since they had the chance to express their internal feelings towards their parental involvement freely and anonymously. Besides pupils, the headmasters of both schools were interest and curious to know about the results found since they care about their pupils' parental situation in that sensitive period.

#### **2.4.1.2 Questionnaire of Parents**

The other attitudinal questionnaire was meant for parents. The questionnaire was written in Arabic to make sure that all parents can understand the questions. The questions were a combination of closed-ended and open-ended questions, which were meant to collect information about their attitudes and perceptions to be involved in the education of their children. In addition the questionnaire tried to unveil the extent to which the parents are well aware of their involvement with their children studies at home, at school, and to highlight the significant roles of both parents or one parent or guardian in taking care of the pupils who are at a sensitive age and in an exam class to advance active learning and active engagement in their studies particularly to prepare them for the final exam of the BEM.

40 questionnaires were addressed to parents in Abbas Ali Middle School; however, only 38 parents answered the questionnaire. The main reason of refusing to answer the questionnaire is that some parents are busy all the time, and they do not consider such kind of researchers as an important thing to give it time based on the school administration's opinion.

For Hamdani Malika Middle School, the questionnaire was distributed to 43 pupils, they took it to their parents then gave it back in the next morning; however, only 81,39% of the parents

agreed to fill in the questionnaire, the rest 18,60% refused to answer. It is probably for one of the following reasons:

1. Participants were unwilling to devote time and effort to provide information.
2. Some parents consider that the information are sensitive which makes it difficult to disclose sensitive information because this may cause embarrassment or threaten their self- image.

The questionnaire incorporates of 31 questions divided into two sections. The first section contained 20 questions with 06 sub-questions. However, the second section contained 05 questions. Starting with the first section;

### **Question one**

In an attempt to know who is the most involved parent, the participants got the opportunity to choose the one who was about to answer the questionnaire.

### **Question two**

The second question aimed to identify the educational level of parents. When parents have higher level of education, they often have more knowledge and resources to support their child's learning.

The results in the first school showed that the fathers' level could have five categories and they are as follows; fathers with no educational level (illiterate fathers) are 12% , primary school level are 4%, middle school level are 8%, secondary school level are 48%, and university level (professional titles) are 28%. For mothers, 44.44% are illiterate, 11.11% have primary school level, 11.11% have middle school level, 22.22% have secondary school level, and 11.11% have university level. Guardians' results showed that 75% are illiterate, and 25% have secondary school level.

For the second school the majority of parents 68,75% in high level of education, they studied at university in one of the levels ( Bachelor or Masters degrees). Other 34,28% (12) of parents

stopped their education in high schools. Only 2,4% (01) did not complete their studies from primary school. Finally 25,71% (09) have professional titles.

### **Question three**

This question was about the profession of parents. The aim of this question was to know the economical situation of the family in which the child is living.

The findings in the first school indicated that the fathers' professions could be categorised into four categories; jobless fathers presented 32%, fathers who are craftsmen are 16%, then fathers who are functional workers are 40%, and finally fathers who work as dealers presented 12%. As for the mothers, we had only two categories which are housewives with 77.77% and working mothers with 22.22%. For guardians of the family, we found 75% are jobless and 25% are craftsmen.

The results in the other school show that 100% of fathers work, which means that all whole rate of fathers which represents 42,85 have a job regardless of their educational level. In contrast with mothers, from the whole number of mothers which is 24, 50% (12) of them have a job while equally 50% are non-working mothers, although they have high levels of education. Concerning guardians 2,85% got a job and 2,85% do not work.

### **Question four**

This question probed to find out the subjects that parents master and the subjects in which they have difficulties from school till the day they answered the question. The answers were categorized as follow: Human Sciences, Foreign Languages and Natural Sciences. The aim was to check the parents' knowledge in order to make a relationship with the knowledge of their children later.

### **Question five**

To know if parents help their children in their studies, this was the aim of this question. It was addressed to check how often parents are interested to give any kind of help to their children.

**Question six**

The sixth question was intended to identify the nature of help that parents provide their children with. The question was addressed to ask parents whom replied positively that they help their children to classify their help.

**Question seven**

This question was related to pupils. It was on pupils' reaction when their parents provide help in their studies through the three previous ways. The aim was to know how children received this help in order to know their feelings and attitudes towards their parents' involvement.

**Question eight**

Since this help was accepted by children, another question was addressed to ask parents if they help their children based on their own desire or because their children ask for their help.

**Question nine**

This question was directed to verify the ability of parents to identify the subjects which their children study well and the subjects in which they find difficulties. The objective behind this question was to know how often parents supervise the learning flow of their children.

**Question ten**

For the subjects that pupils struggle to learn, this question attempted to find out the different methods and strategies that parents follow to facilitate the learning progress of their children in these subjects.

**Question eleven**

This question was intended to find out the manner of the help provided by parents to their children either to make their children assist shadow courses or teach them by themselves.

**Questions twelve**

Parents got the opportunity to express their opinions about the school paradigm whether it was intensive or superficial. The objective was to know how often parents are following deeply the education of their children.

**Question thirteen**

Rewarding children for their hard efforts was the core of this question. It meant to check the parents' care to the psychology of their children through rewarding them when they get good marks, then to find out the reason behind this practice.

**Question fourteen**

This question devoted to check the awareness of parents to assign regular budget for their children, its objective was to check how often parents specify for their children budget, or they do not see it as a need.

**Question fifteen**

Then, the next parts of questions were designed to find out whether parents were interested in developing the reading skills of their children. Since reading help children to develop their vocabulary comprehension and critical thinking skills. In addition to those reading is lifelong skill that opens doors to knowledge and opportunities. This part contained several questions;

**Question one**

The first question in this section was designed to know if parents allow their children to participate in the scientific and cultural demonstrations. The aim was to investigate if parents are interested in making their children also gain culture besides learning at school.

**Question two**

Children's visit to the public library was the core of the next question, the aim behind it was to check the children's interests to enrich their knowledge through reading.

### **Question three**

This question followed the previous one in the purpose, it was designed to find out whether pupils were subscribed in the library of the city and have a subscription card.

### **Question four**

Then, there was the school library, the question intended to ask parents if their children borrow books from this library.

### **Question five**

The next question was designed to examine the interest of parents in reading skills inside their homes, for that reason they were asked whether their home is occupied by a library. The objective behind knowing this was to check how often families are cultivated and educated which would affect the child as well.

### **Question six**

Then, to know what kind of books children read, the last question was directed for parents to detect if children have preferred type of books.

### **Question sixteen**

Involved parents strived regularly to guide their children to learn and manage their time in a way that enables the child improve his knowledge and skills without pressure. In this respect, question sixteen was designed to know whether pupils study based on a specific time schedule designed by their parents.

### **Question seventeen**



This question was meant to know the reaction of parents in case of the failure of their children. Its objective was to detect the parents' different treatments and the methods depended to deal with the failure of their children.

### **Question eighteen**

To achieve parental involvement, being engaged in school and contact teachers is an obligation, therefore this question presented whether parents are engaged in their children's schools. The attention behind this question was to know if there was a relationship between the school and parents and how often parents consider making regular visits to their children's school as an important thing.

### **Question nineteen**

In this question parents rated their level and their children's level of English language. The aim of this question was to identify how does the level of parents in the English language impacts on their children.

### **Question twenty**

The core of this question was to check the parents' discussions with their children about their future schooling. Its aim was to discover how often parents care about the future schooling of their children, and find out who is responsible to take decisions in the child's academic career.

Then, the essence of the second section is to check whether parents were interested to make special care for their children since they have final exams.

### **Question one**

Question one in this section was about the parents' preparation of an intensive program to study at home, its objective was to check how often parents are interested to make their children succeed.

**Question two**

Question two was related to the supervision of parents to their children's education, it meant to detect if it started from the beginning of the year or just in the exams' period to know the parents' care for the success of their children.

**Question three**

Parents in the Algerian context usually increase their interest in shadow courses during the years of final exams. Therefore this question intended to know whether parents pay for their children to incorporate them in this kind of courses, in addition to in which subjects in particular.

**Question four**

Question four in this section was about the parents' treatment of their children, especially since they have final exams. Its objective was to detect the parents' care about encouraging the child to succeed.

**Question five**

The final question in this questionnaire was intended to find out the different strategies followed by parents to prepare their children psychologically and academically. Its aim was to check how often parents pay attention to preparing their children academically and especially how to increase his confidence and positive energy.

**2.4.2 The Interview**

The interview is an interchanging that happens between two persons. The first person is the interviewer, who monitors the interview through asking already planned questions. Then the

interviewee, who is the one who answers the interviewer's questions based on his opinions, beliefs and experiences. The information collected through recording, filming or notes taking.

The interview demands some particular skills, which are not needed for the other methods, and mainly the questionnaire. It helps to ask private questions to the respondents so as the researchers are able to use various techniques to conduct the interview (Pandey & Pandey, 2015; Taherdoost, 2021).

#### **2.4.2.1 Semi-structured Interview**

In this study, a personal semi-structured interview was conducted with teachers of the English Language in both schools. Those teachers were teachers of fourth year middle school, and they were the head teachers of the involved classes. The head teacher is responsible for the class, and she/he knows everything about the class in terms of performance, the social status of the pupils, and the relation between the school and parents. That is why we decided to conduct the interview with these teachers because they would provide us with an accurate image about parental involvement in their children's education in these schools. In addition, since we included the variable of the importance of the English Language in this study, we opted to ask teachers of English to take part in this study. The interview was done during their free time, and it took place at the same schools where they work. In general, it took from 15 minutes to 45 minutes.

The questions were mainly about their experiences in teaching exam classes and their attitudes and opinions towards the parental involvement in the education of their children. Since the interview was semi-structured interview, we asked new question, which were not within the planned questions, but they were generated based on some answers of the interviewee so that we can respect the flow of the answers. The interviews were recorded after taking the respondents' permission.

The first question in the interview were meant to know the years of experience do these teachers have in teaching in order to know if their answers are based on long experience or not.

Results in the first school (Abbes Ali School)

The first interviewee has 05 years of experience.

The second interviewee has 04 years of experience.

The third interviewee has 13 years of experience.

Results in the second School (Hamdani Malika)

The first interviewee has an extended period of experience about 30 years of experience and the second one was a novice teacher of English since she has one-year experience.

## **2.5 Accessibility and Piloting**

The accessibility to these schools came after having the academic permission from the headmaster of the English Language Department. Before starting this research with the target population, a piloting process was done to check the clearness and the validity of the questions to avoid any ambiguity that could appear when the target sample is answering the questionnaires, and also to make sure that the sample understood the intended point behind each question. In addition, the questionnaires were handed to two participants in both schools in order to highlight any mistakes, contradictions or double-barrelled questions in order to refine the parts of the questionnaires, add some insightful questions and remove unnecessary ones.

## **Conclusion**

The current study aimed to investigate the involvement of parents in the education of their children. In this respect, the major endeavour of this chapter was to set the methodology that would be implemented in this study. This section was done to highlight the research main questions and

hypothesis that the researchers suggest in order to validate or reject them later. The setting and the sample of the research were described in details in order to provide clear vision about the research variables. Then, a theoretical research was conducted in order to present the data collection tools used for gathering data, this theoretical passage was supported by justifications to give evidence of the selected tools. In this chapter, a clear description of the questions used with the target population was meant to highlight the main purposes behind these questions

# **CHAPTER THREE**

## **DATA ANALYSIS AND**

## **INTERPRETATIONS**

## **Introduction**

As dealt with the preceding chapters, the research core is to shed light to parents' involvement in their children's education, where parents can be for their children more than only the reason of bringing them to life, but they can be engaged in all their life sides, and academic life in particular. This study was meant in particular with fourth year middle school level, where two different classes from two different schools located the Wilaya of Tiaret are taken as a sample to conduct this research.

This chapter will present a factual report of the study findings. It is an attempt to put the theory mentioned in the previous chapter into practice in order to find answers for the raised research questions. This research part is purely analytic which aims to analyse the generated data from the participants using two different data collection tools; two questionnaires directed to pupils and their parents, and an interview addressed to teachers of English who teach the aforementioned level.

The emphasis of this chapter is to generate a global results depending on the data founded through the tools used. It is divided into two types of data; quantitative data presented through both

questionnaires of parents and their children, and a qualitative data presented through the interview. These data were represented in different forms using graphics and tables to make the process of reading them more visual and practical.

The chapter ends with a discussion and interpretation of the findings generated from the analysis of data, the essence of this part is to give meaning to these findings and to give final judgements about the how often the topic is applicable in the given context.

### **3.1 Data Analysis**

The account of data analysis will give a detailed report of the collected data, then it will provide a thorough discussion and interpretation of these data. This section will tackle two main stages. First of all, it will start with the first stage, which will introduce the results obtained from both: the questionnaires and the interview, and it will then highlight the analysis and the justifications of the questions included with its results. Also it would divide them to several main themes. Then, the second stage will represent these findings in illustrations including graphs, tables and pie charts.

This section of data analysis and interpretation has the ability to reveal important data that lead to formulate a meaning about the participant's beliefs and experiences, so we can make a link between the different parts of the research (Willing, 2014, p. 136); therefore, quantitative analysis is used within the questionnaires to provide numerical representation of the results whereas qualitative analysis is used with the interview to present the result in a form of descriptive themes.

### **3.2 Questionnaire Results**

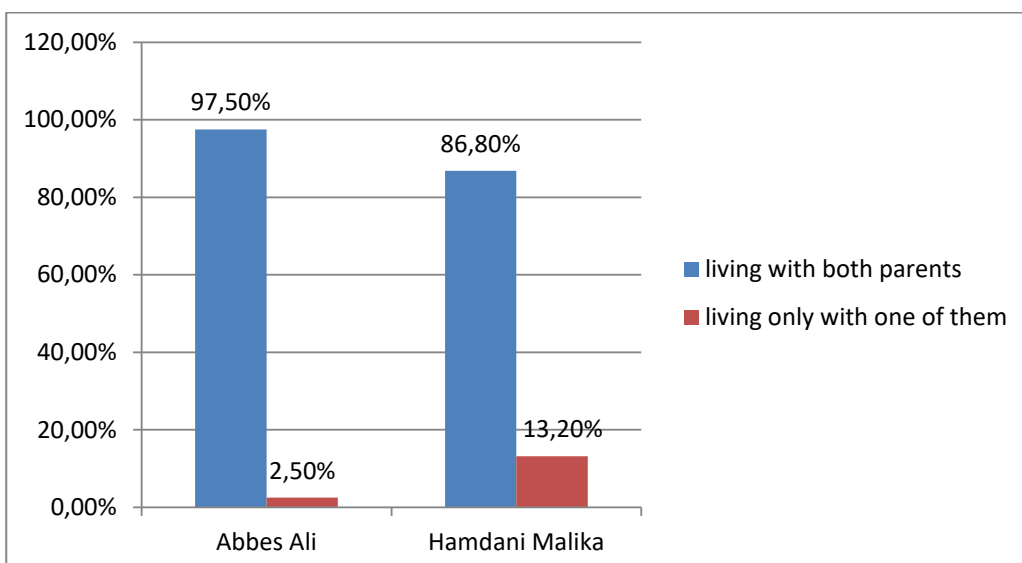
This section covers the results collected from both questionnaires, which were meant for both pupils and their parents in two different schools. These questionnaires reported the answers of the participants from the following dimensions: participants' attitudes towards the involvements of parents, and how this involvement can contribute in the success of children, particularly in an exam class.

### 3.2.1 Pupils' Questionnaire Results

40 pupils from Abbas Ali middle school and 43 pupils from Hamdani Malika middle school answered the questionnaire. The questions were meant to identify their attitudes and perceptions towards the involvement of their parents in their learning.

#### Question one: Do you live with both parents?

The result in the first school (Abbas Ali) showed that all pupils are living with both parents except one female pupil; thus, the result is that (97.5%) live with their both parents, and (2.5%) of the pupils live with one of them only while in Hamdani Malika School, (86.8%) of the participants answered by yes, which represents the great majority of them; however, the rest (13.2%) do not live with both parents in case of divorced parents or death.

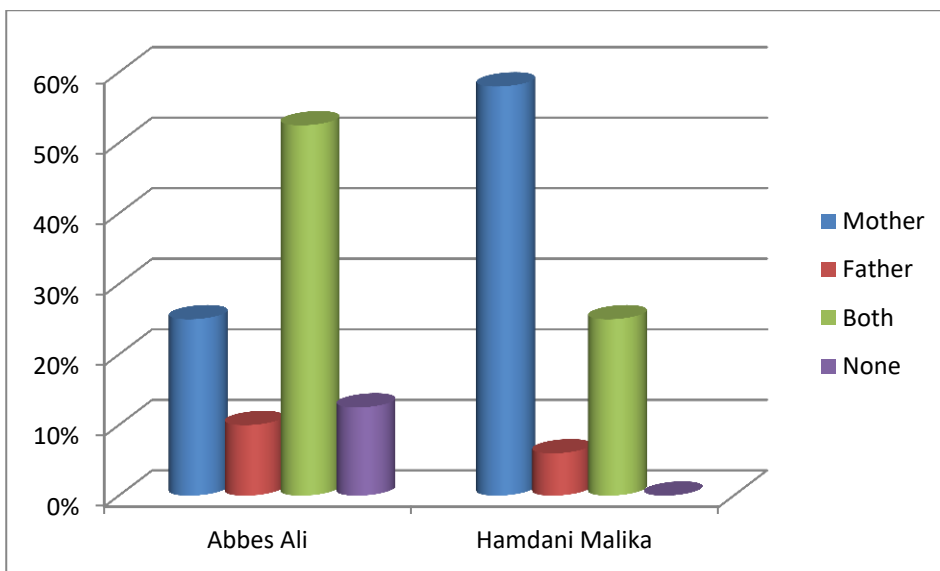




**Figure.1:** social status and physical presence of pupils' parents.

**Question two: Who is more attentive to your studies?**

The results in Abbas Ali School showed that both fathers and mothers are attentive for (52.5%) of pupils, then mothers with (25%), (10%) of fathers are attentive to pupils. Lastly, both fathers and mothers are not attentive for (12.5%) of pupils; however, in Hamdani Malika School, the obtained data indicated that the majority of participants (58%) declared that their mothers are the most attentive parents while (25%) of them said that both parents are equally involved in their studies; In addition, very few pupils (06%) chose the father as the most attentive parent, which indicates a lack of attention from fathers.



**Figure.2:** Parental involvement and gender

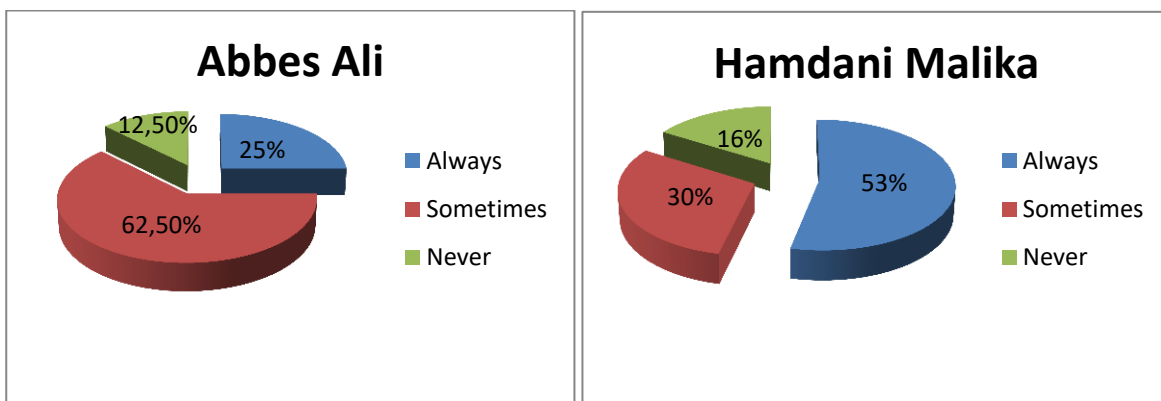
**Question three: Do your parents discuss with you about your school day?**

In the first school, (62.5%) of pupils reported that their parents sometimes discussed with them about their school day, and (25%) of the pupils always had these discussions. Since the collection of data was done in our presence, and through our exchange with pupils, we knew that these discussions were basically short and general discussions about their day, and they do not go

deeper in details. (12.5%) of pupils do not have any kind of discussions with their parents about their school day.

In the second school, (53%) of pupils always have discussions with their parents after coming back from school, which makes it a habit for them. 30% of the pupils reported that they sometimes share their school day with their parents, which means that their discussion is not regular. And the rest (16%) said that they never talked about school with their parents. They either prefer to keep everything for themselves, or their parents do not attempt to be informed of their children's day at school.

Pupils who share their school day with their parents revealed that they discuss different topics including school subjects, lessons, difficulties and obstacles they may encounter, marks and any updates at school.

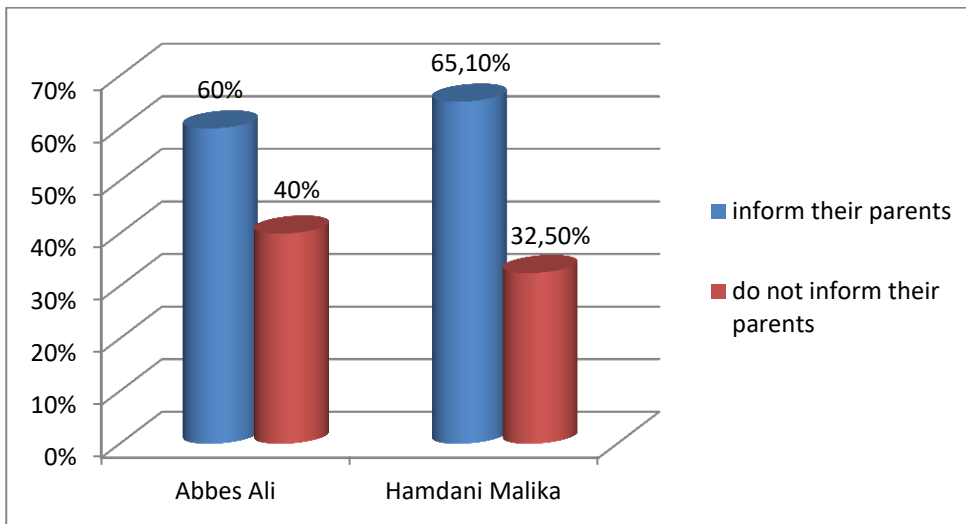


**Figure.3:** Parents' discussion with their children about their school day.

**Question four: Do you inform your parents about any issues and problems you face at school?**

The findings in the first school demonstrated that (60%) of pupils informed their parents when they faced problems at school, and (40%) of them did not welcome this idea at all.

In the second school, (65,1%) answered by yes, which indicates that they tell their parents about the problems they face at school while the rest (32,5%) do not share their problems with their parents, which indicates the fear or lack of trust between parents and children.

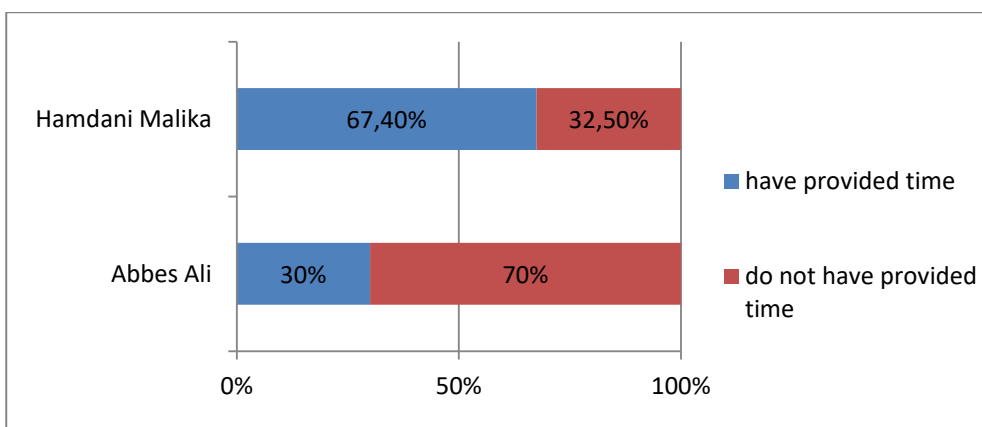


**Figure.4:** Children's inform/not inform their parents about the problems they face at school.

**Question five: Do your parents provide time to help you in your studies?**

It was shown at the first school that the majority of parents do not provide time to help their children in their studies where (70%) of pupils their parents do not do so, and only (30%) of pupils their parents provide for them time to help them in their studies at home

Then, for the second school, (67,4%) of pupil's parents specify a time for their children to help them which shows that parents are interested to provide extra help for their children in contrast to the rest (32,5%)who study alone with no involvement of parents.

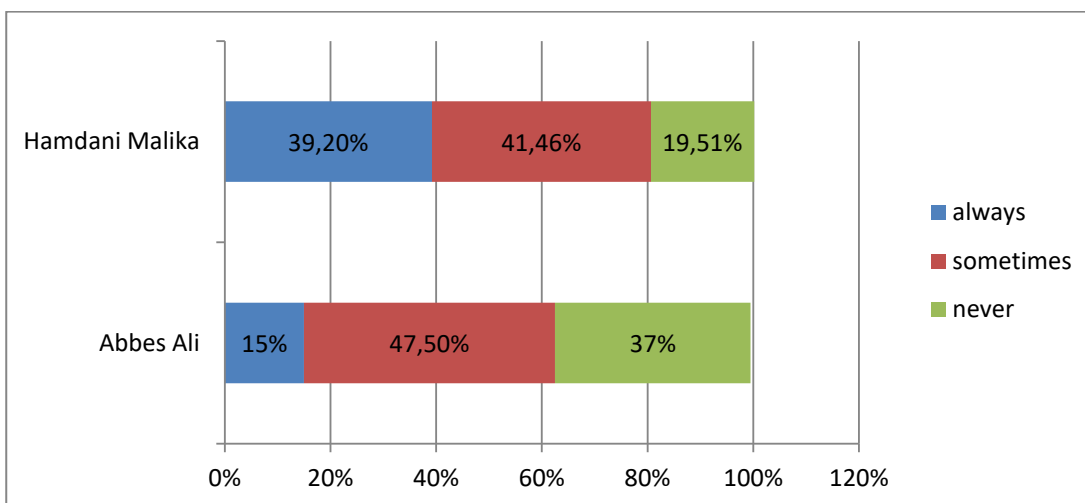


**Figure.5:** Time provided by parents to help their children in their studies.

**Question six: Do your parents ask you about your homework?**

Thus, we found that in the first school only (15%) of pupils' parents are interested and always asked their children about their homework whereas (37%) of parents were not interested in asking about their children's homework; however, there are (47.5%) whose parents sometimes ask them about their homework.

The answers at the second school varied between always (39,2%), sometimes (41,46%) and never (19,51%). The results indicated that few parents stayed up-to-date with their children and showed interest to provide guidance when necessary.



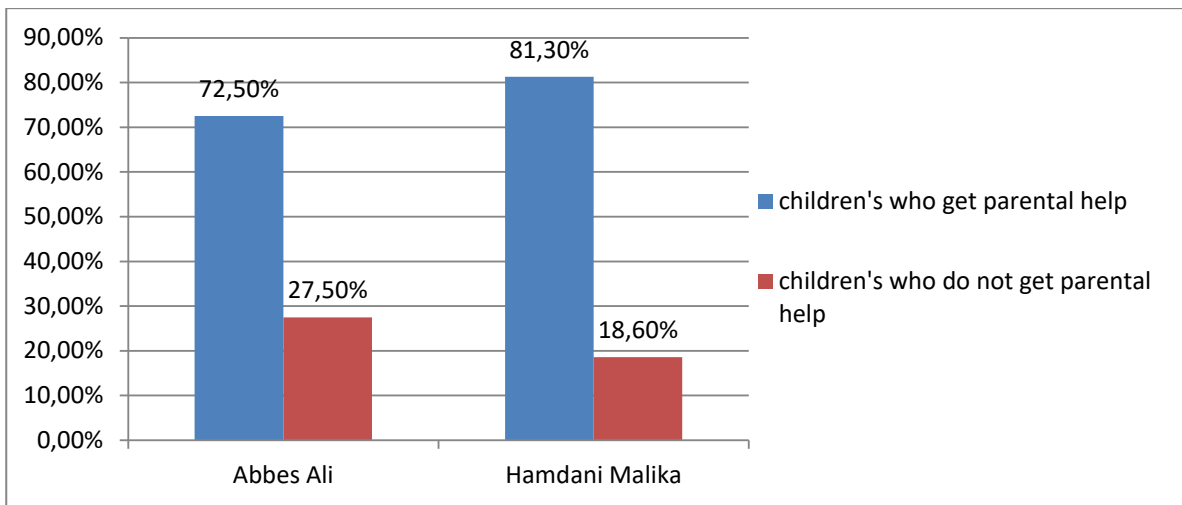
**Figure.6:** Parents' interest to know about their children's homework

**Question seven: Do your parents help you in your studies?**

The majority of pupils at the first school (72.5%) admitted that their parents provide help for them in their studies. This help is not directly related to their studies, but it includes all kinds of help whereas 27.5% of the pupils' parents do not provide any kind of help in their education.

In the second school, (81,3%) of the total number of participants confirmed that their parents are available to provide help in studies whenever needed. This confirms that parents are very quick

to respond to their children's studies on one hand. On the other hand, (18,6%) declared that their parents are uninvolved.

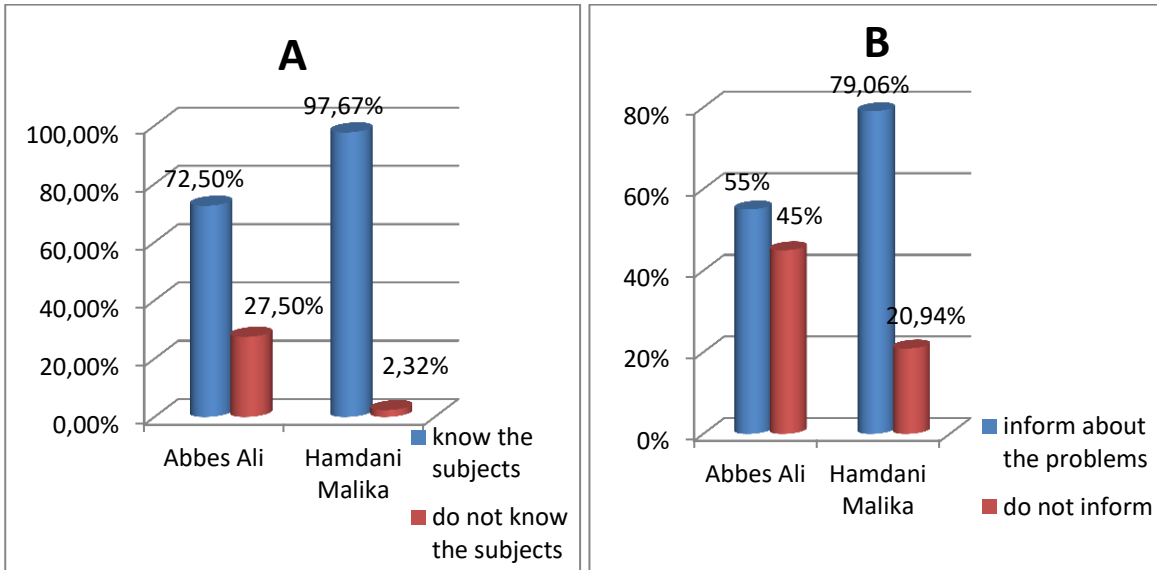


**Figure.7:** Parents' interest to help their children in their studies.

### Question eight and nine

The results presented at the first school showed that most of parents are aware of these subjects, which presents (72.5%) of pupils' parents, and only (27.5%) of pupils' parents do not have any idea about what their children are learning at school whereas, just (55%) of those pupils tell their parents about difficult subjects, or when they have problems in understanding teachers' explanations, and (45%) do not support this idea of telling their parents about this kind of issues.

In Hamdani Malika School, (97,67%) suggested that their parents knew exactly what subjects they are having at school while only (2,32%) answered by no; in addition, (79,06%) of them reported that they regularly discussed the difficulties they encountered when dealing with any subject.



**Figure.8:** Parents’ awareness about the learning subjects and difficulties.

**Question ten: How do you feel when your parents help you in your studies?**

**1. Results of Abbas Ali Middle School**

**Parents do not help their children but their children wish that they do so**

Some parents do not help their children the way their children wished for. 60% of these children sincerely wished for such support and assistance, particularly in an exam class; however, they do not find it, and they just wish this kind of help existed in their daily lives.

**They appreciate the help of their parents**

40 % of the pupils whose parents help them in their studies like this act and appreciate their parents’ support, so they enjoyed the fact that their parents were involved in their education.

**2. Results of Hamdani Malika middle school**

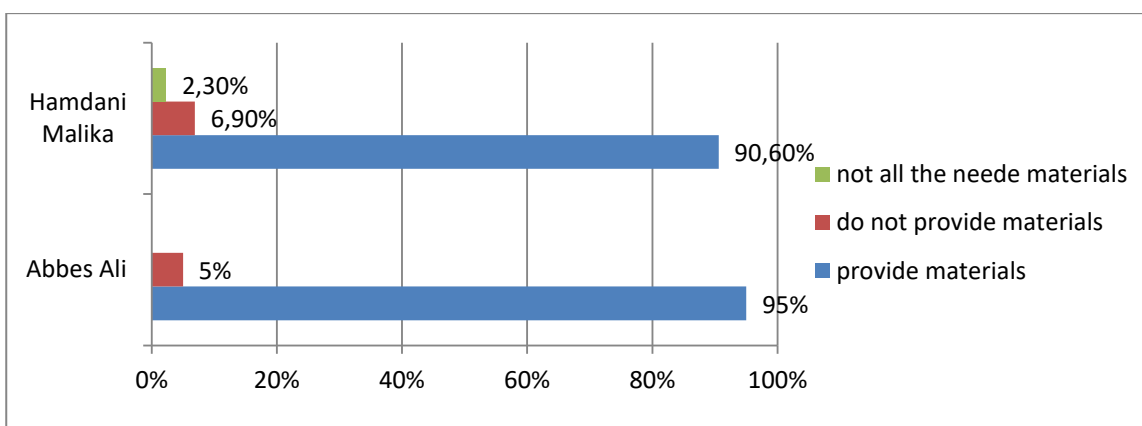
<b>I have positive feelings</b>	<b>I have negative feelings</b>	<b>I am neutral</b>
I feel happy / very happy when my parents help me : (58,13%)	It is just an obligation for me (6,97%)	I feel nothing (18,60%).

I appreciate their attention ( i feel that they are attentive about me): (11,62%)	I study alone ,i do not want them to teach me (2,32%).	
I understand better when my parents teach me (2,32%).		
I feel that my pressure was reduced: (2,32%).		

**Table02:** Hamdani Malika pupils' feelings about their parents' help.

**Question eleven: Do your parents provide you with different learning materials needed such as extra exercise books, maps, handouts, school supplies...etc?**

In the first school, the majority of pupils were provided by these materials, which presented (95%) of them, but there were (5%) of pupils whose parents did not provide any materials needed for their learning. For the second school, most of pupils (90,6%) answered positively, and (6,9%) answered negatively whereas only (2,3%)of pupils' parents provided school supplies only.



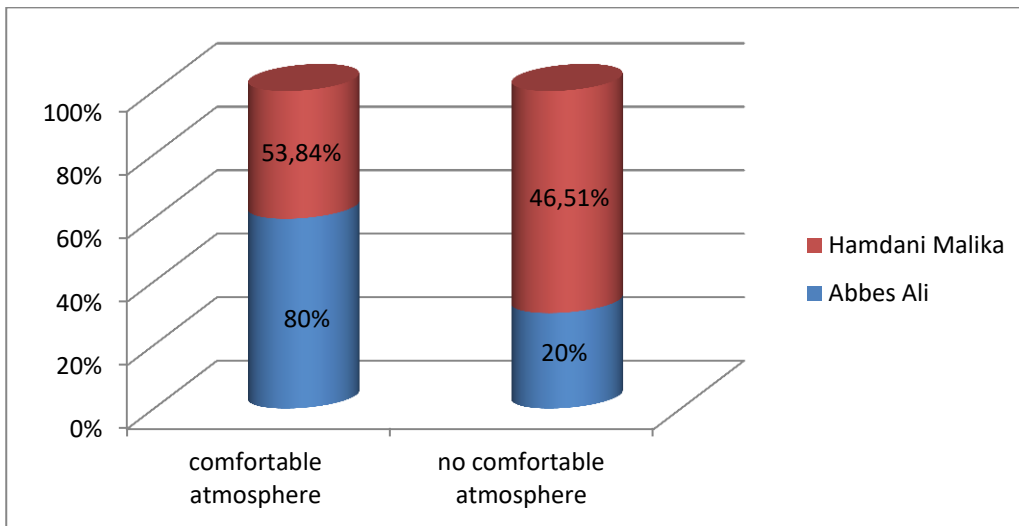
**Figure 9:** Parents' responsibility to provide the needed materials for their children.

**Question twelve: Do your parents provide the comfortable atmosphere for you to study?**

In the first school, the results of question twelve showed that the majority (80%) of the pupils' parents cared to make their children study in the appropriate atmosphere at home, but 20% of the

parents do not care about providing a comfortable environment at home in which their children would study better.

In the second school, 53,48% of pupils are provided with the right atmosphere and calm that encourages the pupils to focus on their studies whereas, the rest 46,51% of pupils suffered from lack of calm atmosphere, which made studying at home a non-productive situation.



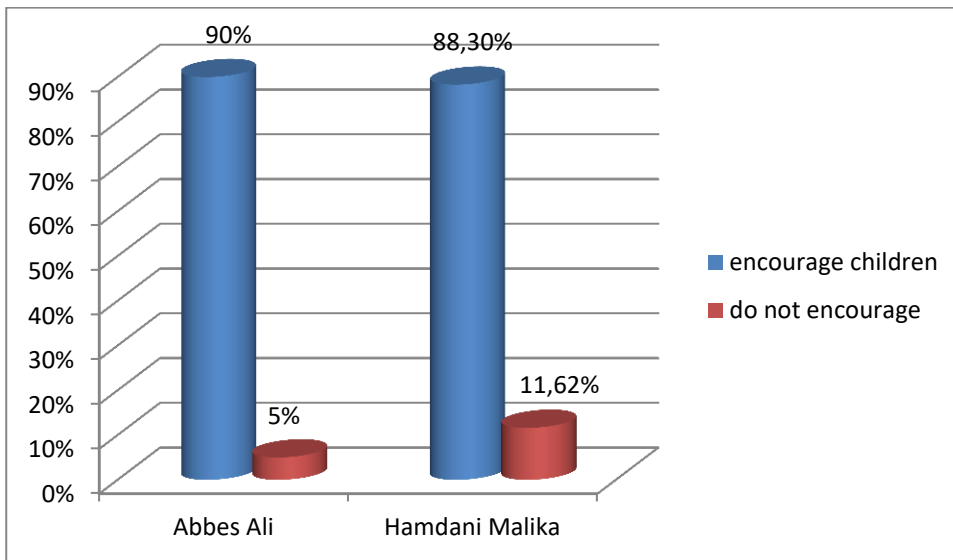
**Figure.10:** Providing the comfortable atmosphere for children to study.

### **Question thirteen: Do your parents encourage you to study hard at school?**

In the first school, almost all of them (90%) got the verbal encouragement from their parents to encourage them to study hard whereas (5%) of those pupils did not get any kind of encouragement or support from their parents to make them study better at school.

For the second school, (88,3%) of the whole number of pupils were encouraged to work hard and accelerate their skills and efforts in contrast to the rest (11,62%) who did not receive any sort of verbal encouragement or support to study.



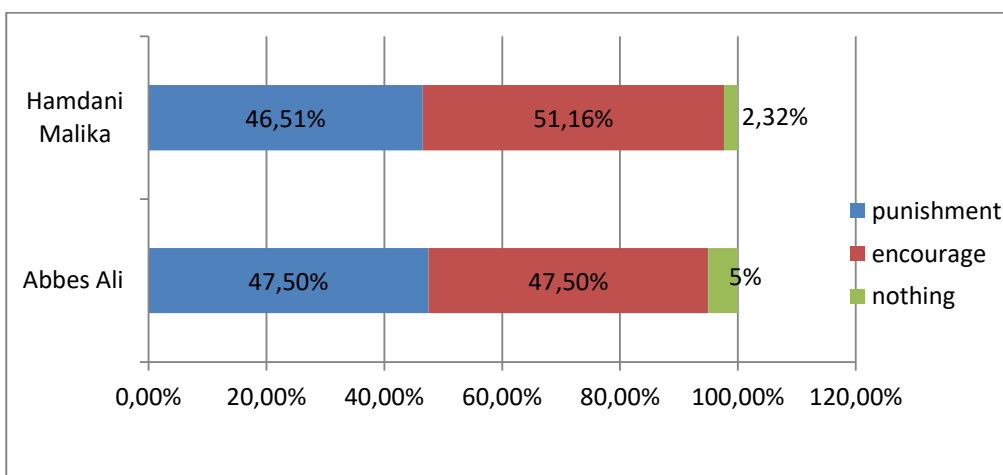


**Figure.11:** Parents' encouragement to their children.

**Question fourteen: How do your parents react to your failure?**

In the first school, punishment was the reaction of (47.5%) of the pupils' parents. 47.5% of the pupils received encouragement despite the failure; nevertheless, there were some parents (5%) who do not give any kind of feedback.

In the second school, the first reaction was punishment with (46,51%). On the contrary (51,16%) of the pupils were encouraged, and only (2,32%) of their parents had no reaction on their failure.



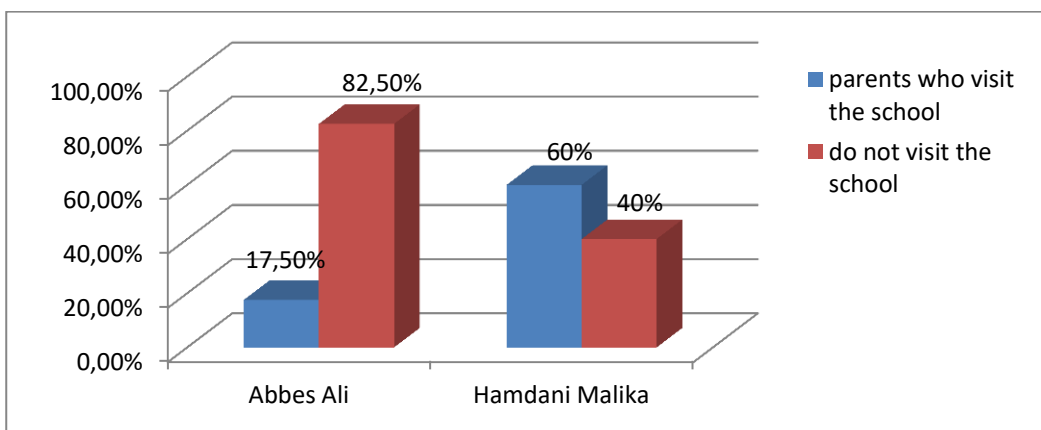
**Figure.12:** Parents' reaction to the failure of their children.

The following section will explore the engagement of parents in schools and their relationships with the teachers and the school administration.

**Question fifteen: Do your parents come to school to check your learning progress?**

The findings at the first school proved that most of pupils' parents (82.5%) do not go to school to check the learning of their children, and only (17.5%) are interested to make some regular visits to the school of their children.

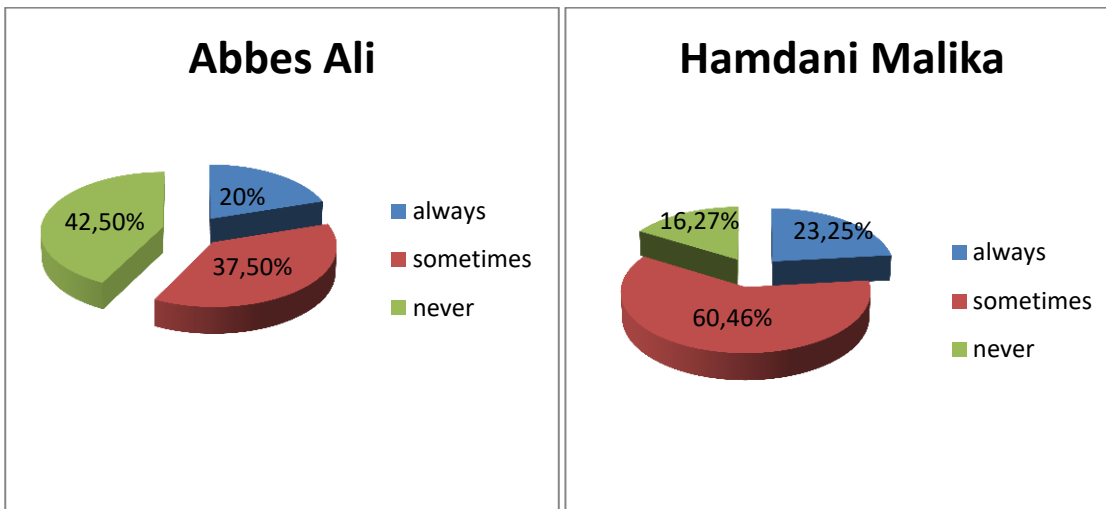
While only 40 pupils answered on this question at the second school. (60%) of them asserts that their parents regularly contact the school to check their progress while 16 pupils denied any attempts from their parents to be engaged in school or contact teachers.



**Figure.13:** Children's parents' visits to their schools.

**Question sixteen: How often do your parents give you rewards when you get good marks?**

The results in the first school were divided into three categories; (20%) of pupils' parents always reward their children when they get good marks, and (37.5%) did sometimes, and it could be rarely that they give their children rewards. Then (42.5%) do not care to reward their children whenever they succeeded in their studies. For the second school, (23,25%) are always rewarded. The majority of (60,46%) are sometimes rewarded, and finally (16,27) of the pupils never received any rewards for their success.



**Figure.14:** Children's parents rewards to them in case of having good marks.

**Question seventeen: How do your parents help you to improve your learning?**

We reformulated the answers under these main themes;

1. Results found in Abbas Ali Middle school

**Through YouTube:** The majority of parents 75% help their children through recommending the internet, precisely learning through YouTube videos and YouTube channels.

**Through extra courses with the help of YouTube:** Besides YouTube, other pupils' parents with 15% help their children to improve their learning through making them attend extra courses in the subjects in which they find difficulties and following educational channels on YouTube.

**Through encouragement:** Some parents (7.5%) prefer to follow another method to improve their children's learning. They depend on verbal encouragement to make more effort and study hard.

**No help towards improvement:** Despite the fact that that most parents help their children to improve their learning in a way or in another, there is a minority (2.5%) that did not take the responsibility of doing this step.

2. Results found in Hamdani Malika middle school

Extra courses were on the top with (44,18%), and only (11,62%) were being taught by their parents as a method to be involved. The rest of (44,18%) of the pupils have chosen not to answer.

Other answers can be organised under the following themes;

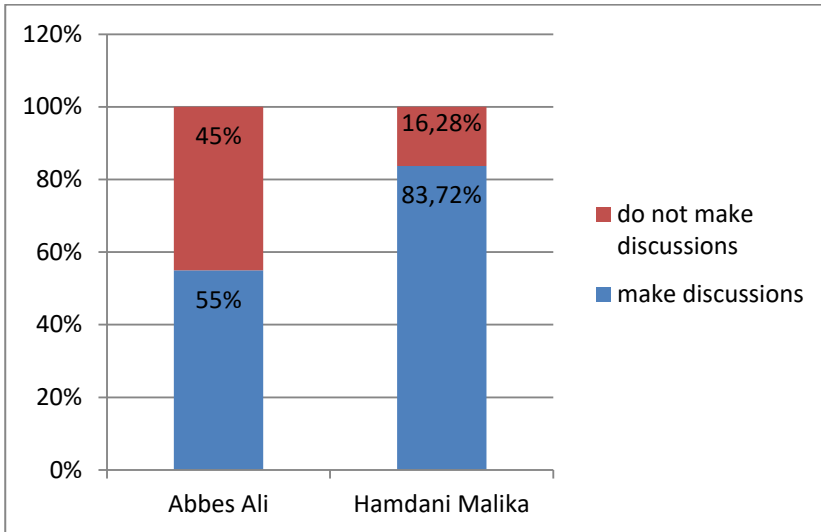
<b>Strategies of help</b>	<b>Percentage</b>
They teach me	13.95%
Material and moral encouragement	23.25%
Shadow courses	64.44%
Advice	2.32%
YouTube	16.27%
Nothing	6.97%

**Table 03:** strategies used by parents to support their children in education

**Question eighteen: Do you have discussions with your parents about your future schooling?**

The findings in the first school were almost closer to each other where (55%) of pupils make conversations with their parents to discuss the crucial decisions about their future schooling, and (45%) of them do not share communications to make decisions about their future learning directions.

Then in the second school, the majority of pupils confirmed their strong relationship with their parents to the extent that (83.72%) answered by yes on whether they discuss their future schooling with their parents, and the minority of (16.28%) of the pupils did not share their thoughts and plans about the future.



**Figure.15:** Discussions between children and their parents about their future schooling.

**Question nineteen: What are the expectations of your parents about your future schooling?**

Through our discussion with pupils in Abbas Ali school, and since they are exam classes, the interest of the majority was to choose their specialty at secondary school. We could make these main themes:

**To study experimental sciences:** 32.5% of parents want their children to choose the experimental sciences’ speciality because they think it has better opportunities in the future.

**To study letters, languages and philosophy:** 37.5% of parents want their children to study literature at secondary school.

**Other expectations:** Except the two aforementioned specialities, some parents have other expectations, (17.5%) want their children to be doctors in the future, and 5% of them want them to be teachers in the future. Other parents (2.5%) want their children to join the army forces.

Where in Hamdani Malika school, children have expressed their parents’ expectations as follows;

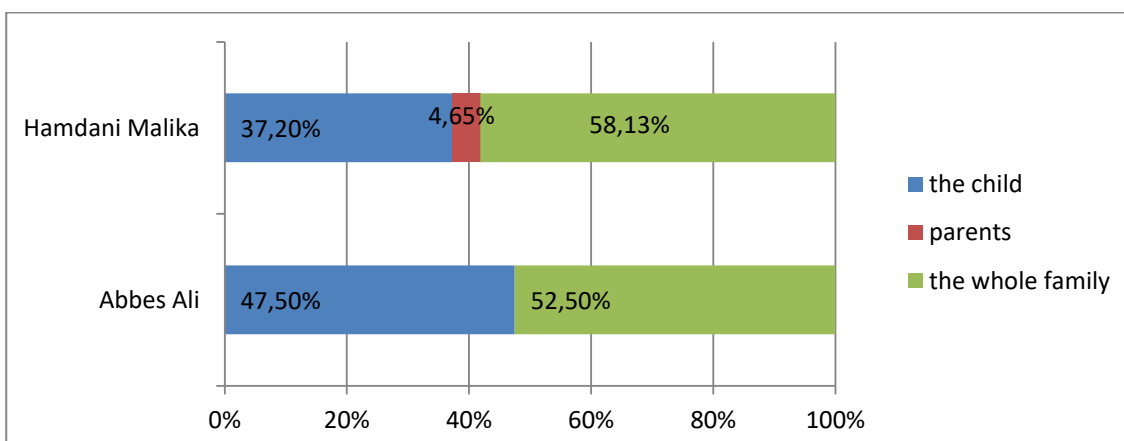
Parents expectations	Percentage

Success	69,76%
To be a doctor	4,65%
Good future	2.32%
Hopeful	4.65%
Excellence	2.32%
They never told me	9.30%
To be a role model	9.30%
I am confident about my success, no discussion	13.95%

**Table04:** parents expectations about the academic future of their children

**Question twenty: Who is in charge of making decisions about the children's learning?**

The results of the first school indicated that (47.5%) of pupils took their decision by themselves with total freedom, and (52.5%) of them take the decision based on the whole family agreement; however, there were no pupils whose parents took the decision on their behalf; however, in the second school, (37,20%) are responsible for their own decisions as a sign of autonomy. Other pupils (58,13%) made their choices after a parent-child collaboration whereas only (4,65%) of the parents decided all on behalf of their children.

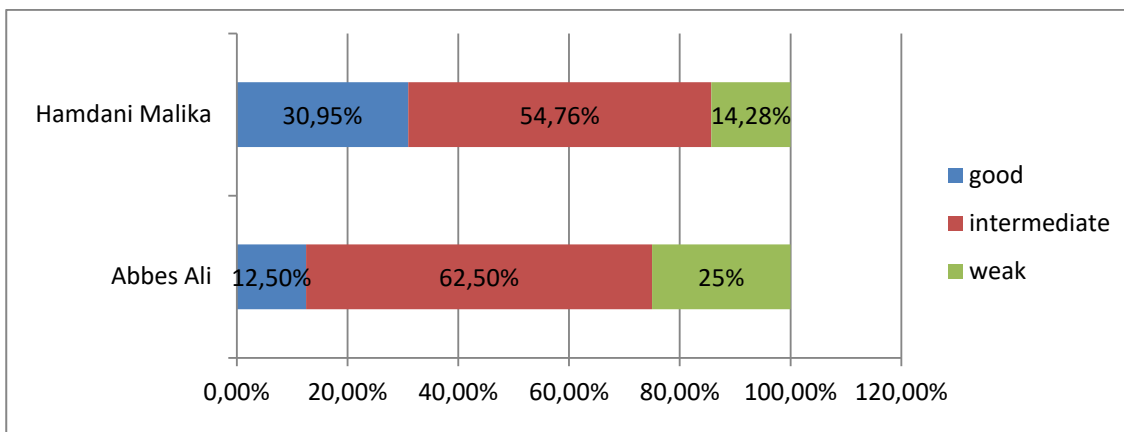


**Figure.16:** The decision maker about children's future schooling.

**Question twenty-one: The pupils' level in English language?**

The findings in the first school indicated that most of the pupils had an intermediate level (62.5%), (25%) of the pupils were weak in English was weak, and only (12.5%) were good in English.

In the second school, (30,95%) probed that their level of English is good , and (54,76 %) are intermediate. Finally, the minority of (14,28%) are weak in English.

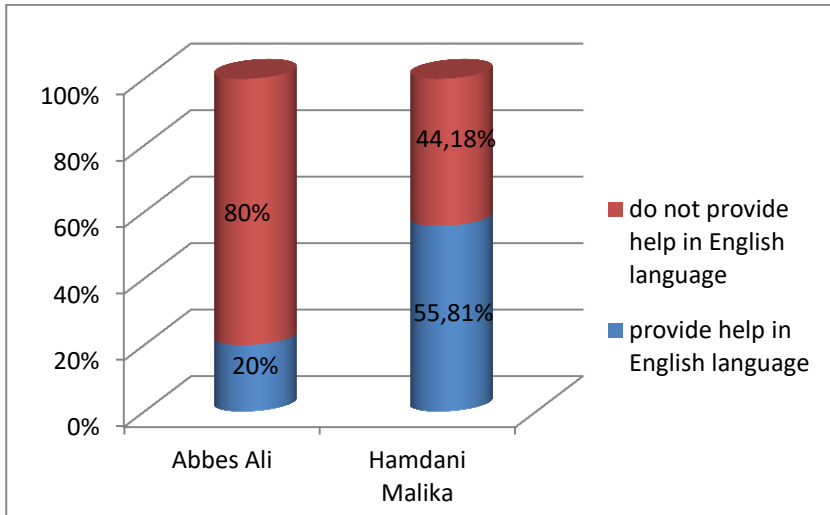


**Figure.17:** Children's level in English language.

**Question twenty-two: Does the help of your parents cover also the English language?**

It is shown in the first school that the majority of pupils (80%) do not get any help from their parents in the English language, and only (20%) the parents helped their children in the English language.

In the second school, 55.81% of the participants asserted that they learned English under the supervision of their parents or at least one of them in contrast with the other (44.18%) of these pupils who received no help from their parents to learn English.



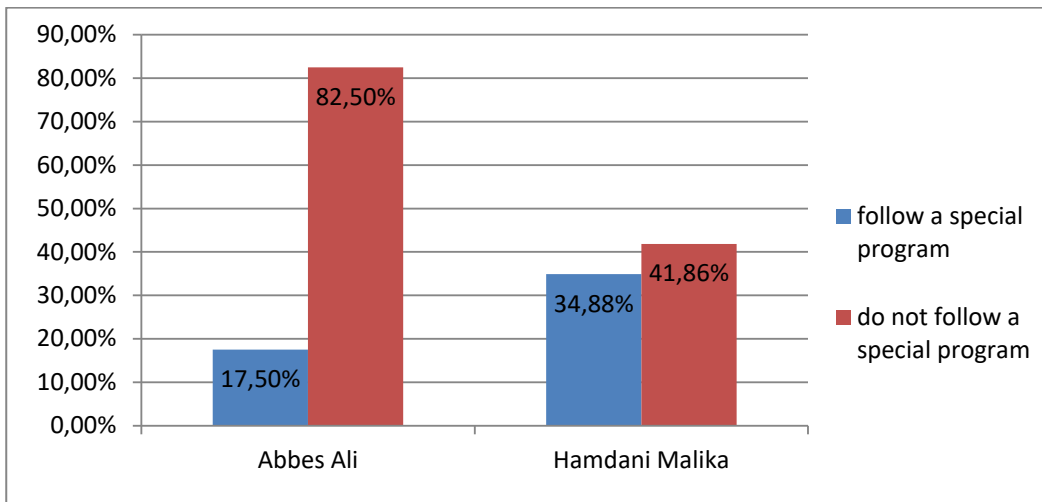
**Figure.18:** Children’s parents help in the English language.

Since the participants in this study are having their BEM exams by the end of the year .In this respect, the last section of the questionnaire was devoted to find out the role of their parents to prepare them for the national exam. This part incorporates 08 questions: 05 yes/no questions and 02 open ended questions to give the pupil the freedom to express his ideas clearly.

**Question one: Do you follow a special schedule of learning prepared by your parents?**

The results in the first school indicated that only (17.5%) of the pupils’ parents prepared a schedule for them to follow throughout the year to study at home whereas (82.5%) did not follow any special timetable while the results in the second school emphasized that (34,88%) followed a special timetable prepared by their parents while the rest (41,86%) study alone without any regular control from their parents.



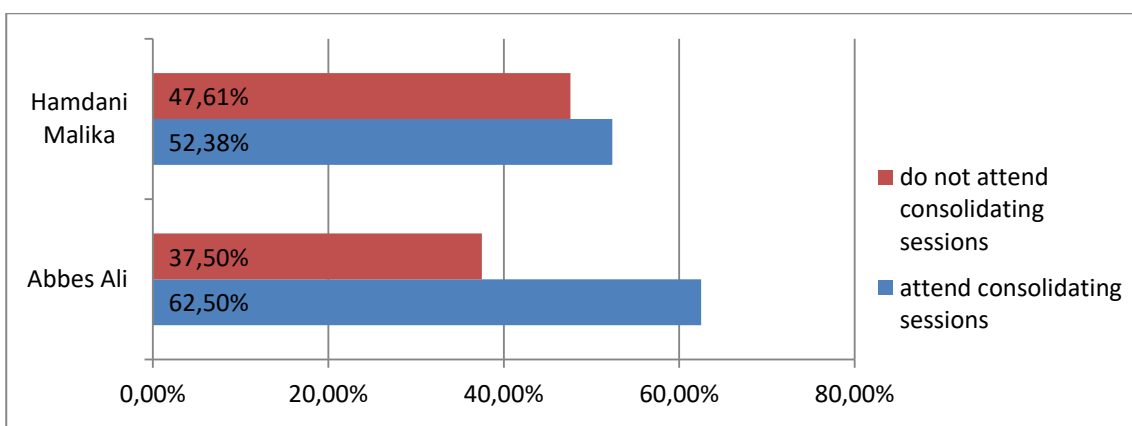


**Figure.19:** Children who follow a special program of learning prepared by their parents.

**Question two: Do you attend consolidation sessions with your teachers?**

The findings of the first school showed that most of pupils (62.5%) attended these sessions with their teachers whereas 37.5% did not care about taking these sessions.

In the second school, (52.38%) attend more sessions at school to consolidate their learning, revise lessons, and train themselves in doing tasks using exams of the previous years and under the supervision of their teachers. The rest of (47.61%) prefer to stay home and study alone far from distractions. This fact is related to the learning preferences, which differs from one learner to another.

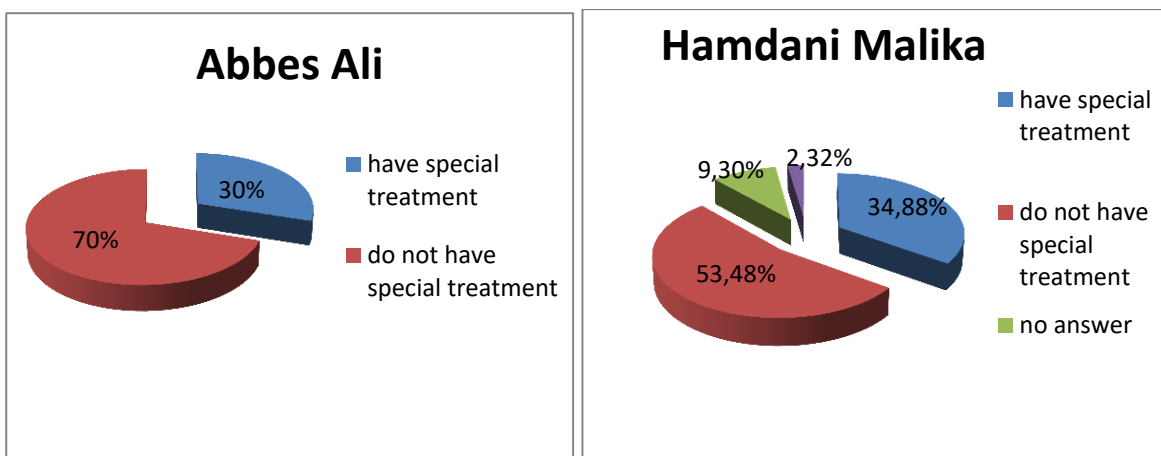


**Figure.20:** Children's attendance consolidating sessions with their teachers.

**Question three: Do you receive special treatment from your parents?**

Findings of the first school indicated that the majority with 70% are not treated a special treatment which presents. Only (30%) of the parents give them priority in comparison with their siblings.

The findings of the second school indicated that (53,48%) of them did not receive any special treatment. (34,88%) of the pupils were treated differently from their siblings. (9,30%) of pupils had some reservation to answer, and they preferred not to choose any of the options. In addition to one pupil (2,32%) who reported that he was treated differently only during the period of exams.



**Figure.21:** Parents' special treatment to their children.

#### **Question Four: Do you attend extra courses?**

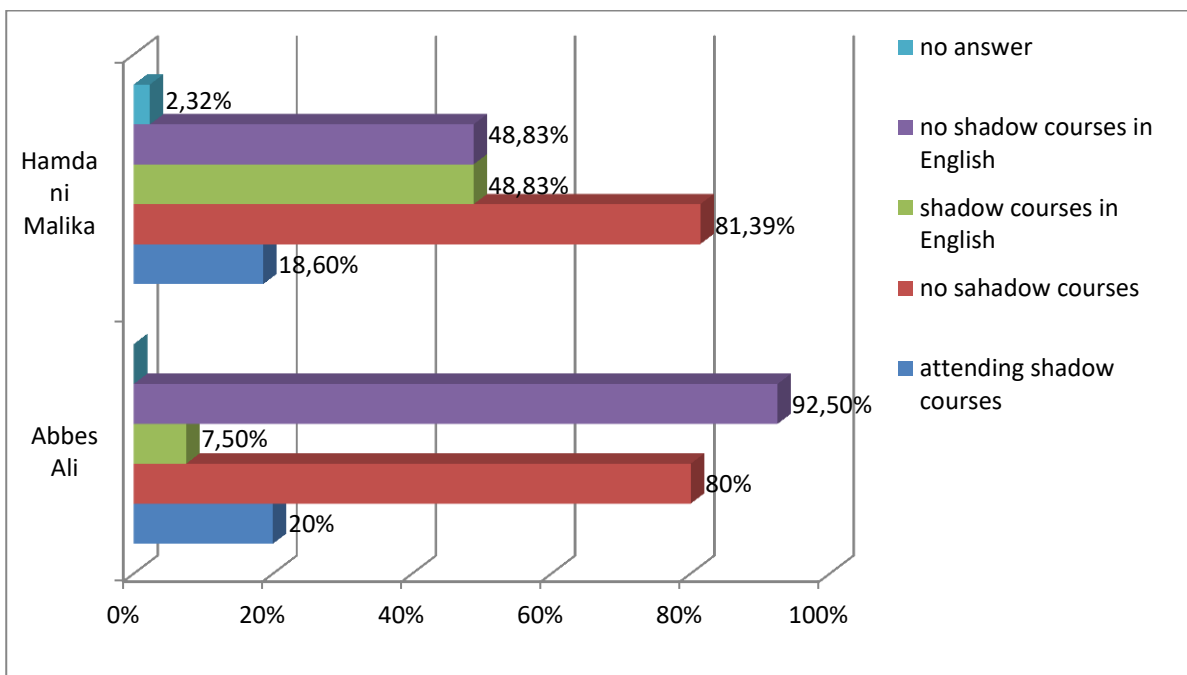
Results in the first school indicated that (80%) of pupils were not involved in any extra courses while only (20%) of them attended extra courses whereas the results in the second school showed that (18,60%) joined extra courses at school. Concerning the rest,(81,39%) of the students did not attend any other extra courses.

#### **Question Five: Do you attend extra courses in the English Language?**

The findings showed that almost all the pupils (92.5%) do not take extra courses in the English language, except (7.5%) of them who attend extra courses in English language.

In the second school, 48,83% of the pupils stated that they joined extra courses in the English language to improve it and get good grades. They are interested in developing the use of English in their daily lives. Equally, (48,83%)do not attend extra courses in the English language. The rest (2.32%) did not answer the question.

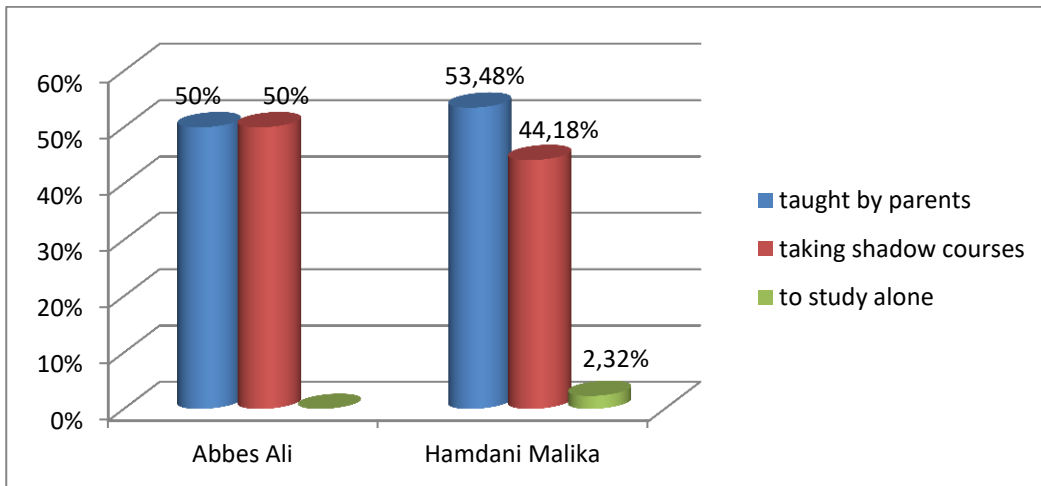
Based on the participant's answers to the last two questions, it becomes clear that their eagerness to learn English is not just to get grades but also to follow the trend that is gaining popularity in Algeria these days. Integrating the English language into primary school and in all areas of work makes parents and students interested in learning it at a young age to ensure successful progress in their studies and their professional future.



**Figure.22:** Attending shadow courses for children and the English language position among these courses.

**Question six: Do you prefer to be taught by your parents or to attend private courses? Justify your answer.**

In the first school, we found that the result was equal for both options 50% while in the second school (53,48%) of the pupils preferred to be taught by their parents, and (44,18%) chose private courses while one pupil (2,32%) preferred to study alone.



**Figure.23:** Children's preference to study; by their parents, or through shadow courses.

They justified their answers as follows; For the first school:

### 1. Taught by their parents

**Hating the private courses:** some pupils' justification (5%) was that they hate taking extra courses because it confuses them, especially when the same subject is taught by two teachers: one at school and the other of extra courses and they have different styles.

**Financial situation:** this was the biggest problem for pupils, the economical situation of 42.5% of the pupils did not allow them to attend extra courses even if they would like to.

**Parents make lesson easy:** 2.5% of pupils said that their parents make things clearer for them in comparison with teachers of extra courses.

### 2. To have extra courses

**Understand better:** (50% of the pupils admitted that they understand lessons and especially difficult ones very well with teachers of private courses since they are specialised in the subject.

For the second school:

**1. I prefer to be taught by my parents because:**

- 01) I love my parents (6,97%).
- 02) It comforts me (6,97%).
- 03) I prefer to study with my parents (18,60 %).
- 04) They explain better (6,97%).
- 05) Lack of money (2,32%).
- 06) Extra courses are a waste of time and money (2,32%).
- 07) Having good marks. (2,32%).
- 08) No need for extra courses because my parents teach me (4,65%).
- 09) Just a choice (2,32%).
- 10) My parents are teachers (2,32%) .

**2. I prefer to attend extra courses because:**

- 01) To avoid bothering them and tiring them (13,95).
- 02) My parents do not show any interest in my studies (4,65%).
- 03) The right atmosphere to study (9,30%).
- 04) I fear my dad (2,32%).
- 05) I want to try extra courses (2,32%).
- 06) I don't want to be taught by my parents (2,32%).

07) The program has changed, it is not like my parent's program (2,32%).

### 3. I have no preference:

01) It doesn't matter, the most important thing is that someone help me (2,32%1)

02) My dad works, my mother prepares food, extra courses are expensive. (2,32%).

03) Both, there is no difference (2,32%).

### Question seven: If pupils have any other suggestions?

Pupils in Abbas Ali middle school have shared the following opinions:

**My future plans are not the same as my father's desires:** 17.5% of children said that they do not share the same plans with their parents and their fathers in particular, 5% of these children prefer to follow their father's decision and ignore their own.

**My parents are hopeless that I would be successful:** 5% of children answered that their parents do not see any chances of them being successful; hence, this harsh reality unmotivated them and decrease their intrinsic motivation.

**My parents do not care about my studies, and they blame me the day of getting my exam results:** this was the answer of 15% of children. They asserted that they get blamed all the time by their parents about their low grades, despite the fact that they were not interested the whole year.

**I hate my parents' intervention in my decisions since it is my pure effort:** 7.5% of children said that they do not see the involvement of their parents can extend to share in deciding about their future schooling since the child is the one who makes efforts.

Others have answered positively:

**I thank my parents for their support despite that they are illiterate:** one of the greatest answers, 2.5% of children said that they are sincerely grateful for their parents' encouragement, even though they are illiterate.

**I wish I can improve my English language competences:**2.5% of children showed their love towards English language; however, they do not master it, and they wish to reach the level of mastering it.

**I want to be a teacher:** this answer was presented by 5% of children. They showed their love towards this job.

**Everything is good:** 17.5% of children asserted that everything is good for them. They are glad and very satisfied about their situation.

**No answer:** this answer was presented by the majority of children (27.5%), those children refused to give any answer to express their feelings and opinions.

For the pupils' suggestions in Hamdani Malika school:

20.93% of pupils expressed their appreciation for the researcher by saying thank you.

51.16% of pupils choose not to answer for the possible reasons that they did not know how to express his feelings or because he didn't get the purpose of the question.

The rest 27.90% expressed their opinions and wishes as follows:

I hope my dad teach me without screaming and teach me gently : 2.23%

I want them to give me more time to help me in my studies 2.23%

I need My parents to trust my capacities in studying + i want to be a teacher . 2.23%

I hope my dad is living with us . My mom will be kinder .2.23%

I need extra courses in English but my parents always say that i am good , so no need for it.2.23%

I don't like extra courses because it is crowded. I want to study with my mom and dad because they explain better 2.23%

I want extra courses in English because I want to develop my English .2.23%

I need my parents to teach me .2.23%

I study by myself, and I am good in studying I don't need my parents.2.23%

I feel scared of my parents when they teach me 2.23%

We should care about our studies. Not just wait for our parents to help us. It is our life and our future2.23%

I hope my parents help me in my studies, because if they do. I will be the happiest person on earth 2.23%

### **3.2.1 Parents' Questionnaire Results**

The questions were directed to parents to highlight their opinions and beliefs about their involvement in the education of their children. Since the questionnaire was addressed in Arabic, a translation was done to its questions into English when doing this analysis.

#### **Question one**

In the first school (Abbes Ali), we found that majority of participants were fathers where it was shown that there are 25 fathers (65.80%), 09 mothers (23.68%), and 04 guardians (10.52%).

Results in the second school (Hamdani Malika), indicated that the table shows that mothers are the most dominant parent with 51.42% (18), then comes fathers with 28.57% (10). 14.28% (05) is the number of parents who answered together, while the minority of participants 5.71% (02) were guardians.

#### **Question two**



The results of the first school showed that fathers' answers shown that 68% of fathers have a good level in the subjects of letters, then 16% of them are good in scientific subjects, and also 16% are good in languages. We also found that 16% of fathers do not know anything in all subjects same as the participated guardians and 55.55% of mothers, then 44.44% of mothers are good in languages and subjects related to letters.

For subjects in which they found difficulties results indicated that 56% of fathers and 44.44% of mothers find difficulties in scientific subjects. 32% of fathers find difficulties in languages, and only 8% of them have difficulties in letters.

Results in the second school were as follows; for the subjects they master, the majority of parents 57,14 master natural sciences mainly ( mathematics and physics) whereas 45.71 (16) mastered foreign languages mainly ( English language and French). The rest 34.28% (12) are good in human sciences mainly (history and geography).

In contrary, these parents find difficulties in other subjects. The majority 40% (14) of parents find foreign languages difficult mainly (English language and French) whereas 31.41% (11) face some issues with natural sciences. Human sciences are not easy for 11.42% (04) of parents. The rest 17.14% (6) parents do not find any difficulties concerning school subjects.

### **Question three**

For Abbes Ali middle school, it was found that 68% of fathers, 88.88% of mothers and 25% of guardians provide their children with the help they need to study whereas, 32% of fathers, 11.11% of mothers, and 75% of guardians do not take care of providing any kind of help for their children.

Then in Hamdani Malika middle school, the extreme majority of parents 94.28% (33) help their children to study in various ways. This indicates that parents are mindful of their children's

academic performance and support them to achieve better results. Surprisingly, only 5.71% do not help their children when it concerns their studies.

#### **Question four**

It was found in the first school that 17.64% of fathers and 50% of mothers provide only moral help same as all the guardians. Then, 58.82% of fathers and 12.5% of mothers provide financial help only; however, 58%.82 of fathers and 37.5% of mothers provide both kinds financial and psychological help for their children.

Most parents 7714% in the second school declared that their help is moral while 62.85% provide their children with material assistance. Finally, 22.85%used other ways to help which are shown as follows: 1. Solve school assignments: (11.42%)

2. Psychological support: motivation and support (8.57%).

The results suggest that parents were well- aware of their children's need for assistance and psychological support.

#### **Question five**

Findings of the first school indicated that the help of parents is accepted and welcomed by their children, and they appreciate the involvement of their parents in their studies.

All parents in the second school, who stated that they help their children, reported that their children approved their assistance. This indicates the need for pupils to have their parent's involvement in their studies.

#### **Question six**

Findings of the first school proved that 32% of fathers, 22.22% of mothers, and 50% of guardians from the family help their children because their children ask for their help. Then, 68% of

fathers, 77.77% of mothers, and 50% of guardians provide help based on their own desire to help their children.

The answers in the second school were almost similar to each other. 51.42% of parents admitted that they were willing to help their children while 48.57%(17) of their children often ask them for help to revise and re-explain lessons and to do school assignments.

### **Question seven**

In the first school, the results of fathers' answers showed that 4% of fathers said that their children are good in all subjects, 16% of them reported that their children are good in foreign languages, 12% of them reported their children do better in scientific subjects, and 32% of them admitted that their children have great marks in letters' subjects; however, 36% of fathers cannot identify the subjects that their children studied well whereas the subjects that children find difficulties in them are as follow:

The results showed that 4% of fathers reported that their children find difficulties in letters subjects, 32% in scientific subjects, and then 24% of them their children have difficulties with foreign languages. However, 40% of fathers were not able to identify the subjects that their children have learning difficulties in.

Results of mothers' answers indicated that 33.33% of mothers do not know where their children are good in studying. In the first side, 33.33% of mothers their children are good in literature subjects, 11.11% of them their children do better in scientific subjects same average for the foreign languages and all the subjects. In the other side, the subjects in which children find difficulties are; 22.22% of mothers their children find difficulties in scientific subjects, 11.11% of them their children do not work well in foreign languages, the same average went with all the subjects. Whereas, 55.55% of mothers were not able to set the subjects that their children have problems with them.

Results of the guardians from the family we found that 75% of them do not know the subjects that children study well, and only 25% of them have an idea about the subjects in which children get good marks. However, all of them are not aware of the subjects that children have problems with them. In Malika Hamdani Middle School, 94.28% confirmed that they know exactly what subjects are their children's favourite or struggling with while the rest 5.71% refrain from answering. The final results show that the subjects pupils find difficult or easy are almost similar to those of their parents, which represented the impact of the educational level of parents on their children's learning.

### **Question eight**

Categories found in the first school: 04 categories.

**Youtube:** it is the common method for both fathers and mothers to help their children to improve their learning which is depended by 40% of fathers and 44.44% of mothers.

**Intensive revising and doing activities:** it presents the second solution for parents, 32% of fathers and 44.44% of mothers incite their children to revise well the difficult subjects.

**Shadow courses:** attending shadow courses (privet courses) for children was not depended on hugely by parents, the results shown that, from all participants, only 8% of fathers and 11.11% of mothers make their children attend extra courses.

**Consolidating sessions:** other parents may not see the need for taking shadow courses, attending the consolidating sessions organised by teachers at school would be enough to improve children's learning in the view of 20% of fathers.

Categories found in the second school: 07 categories.

**Shadow courses:** this method is on the top of the choices of parents with 28.57% (10) of parents who trust teachers as official sources of knowledge to teach their children and prepare them for exams and tests.

**Home Revision:** in the second place 25.71% (09) of parents involve by revising And re-explaining lessons in their own way to facilitate it to ensure better understanding.

**Exercises and Yearbooks:** 17.14% (06) of parents believe in “practice makes perfect”, for them doing more activities and solve exercises is the way to practice the child’s inputs and consolidating the information in his mind. At the end it enables the pupil to easily retrieve information.

**Tips and Instructions:** 14.28% (05) of parents provide their children with instructions and recommendations to guide them. In their opinions pupils need to be advised and supervised by their parents to keep distractions away.

**Applications + YouTube:** using educational platforms and applications is common for 14.28% (05) of parents. Since these tools are full of teachers who explains lessons and provides explanations for pupils in all subject materials.

**Follow a special methodology in learning:** 5.71% (02). For these parents, generating a personal program for their children is the best method. This program matches the ability of pupils to study. Many criteria are taken into consideration in order to create this program such as: respecting the child’s time schedule, his strengths and weaknesses and also his learning preferences

**Daily memorizing:** another method to consolidate information in the pupils’ mind to facilitate the recalling process during exams and tests which is the daily memorisation. 2.85% (01) of parents depend on this method to reinforce their children’s capacity to recall information.

Then, continuing with the same objective, we attempted to know the reason that made children study well some subjects more than others, and if it was because parents, children’s efforts or the use of other tools.

Findings in the first school have shown that the majority of children depend on their own efforts to study, where we found that 52% of fathers, 55.55% of mothers and 75% of guardians said that their children get good averages in some subjects depending only on themselves. Also, children

depend on other tools and mediators such as YouTube, which was presented by 44% of fathers and same with mothers and 25% of guardians. Whereas, only 4% of fathers are the reason that their children are good in some subjects, and it is not the case for both mothers and guardians.

While in the second school the dominant answer was 74.28%. The majority of pupils achieve high results with their efforts while the other 45.71 % depend on other tools to study and finally, only 22.85% (8) obtain good grades due to their parents' help

### **Question nine**

The results of this question in this school indicated that 16% of fathers, 11.11% of mothers and 25% of guardians prefer to make their children attend shadow courses; however, only 8% of fathers and 11.11% of mothers teach their children by themselves at home. Through our analysis to the answers, some parents added new options such as encouragement and supervising, it presented the majority; 76% of fathers, 77.77% of mothers, and 75% of guardians.

The results showed in the second school that the majority of parents 57.14% prefer to be personally involved to provide help when needed. In contrast with the rest, 45.71% prefer to pay for shadow courses to guarantee the success of their children

### **Questions ten**

Findings showed in the first school that majority of parents who presented 80% of fathers, 77.77% of mothers, and 75% of guardians said that the program that their children are studying at school is very intensive. However, only 20% of fathers, 22.22% of mothers, and 25% of guardians reported that the syllabi are not that much good, but they tackle subjects in a superficial way.

The results found in the second school indicated that the majority of parents 85.71%, agreed on the intensiveness of the school programmes while only 14.28% reported that the school program is superficial.

### Question eleven

The analysis in Abbas Ali middle school indicated that 80% of fathers reward their children when they work hard at school while only 44.44% of mothers do so. Then, 20% of fathers and 55.55% of mothers do not take care to reward their children in case of doing well at school. Whereas for guardians, results were 50% for each option. For those parents who reward their children they justify their act as follows;

**Encouragement and stimulation:** all the parents depend on rewards to encourage their children and give them the stimulus to study. This presented 68% of fathers, 66.66% of mothers, and all the guardians.

**For raising the educational level and working harder:** 32% of fathers and 33.33% of mothers reward their children when they do well at school, through rewarding, children will have the passion to work harder at school and get better averages.

For results in Hamdani Malika Middle School, the most dominant answer is yes with 80%. Surprisingly only 20% of the parents did not reward their children. Table 1 identified the reasons:

<b>The reason of rewarding :</b>	<b>The percentage / number:</b>
To Support him.	<b>40%/14.</b>
To motivate him.	<b>34.28%/12.</b>
To duplicate his efforts.	<b>8.57%. / 03.</b>
He deserves to be rewarded.	<b>5.71% / 02.</b>

**Table 05:** Reasons why parents reward their children when they succeed

Parents who do not reward their children, they give several reasons for not doing this. For parents in the first school, they said that;

**Financial and economical situation of the family:** the common reason that makes some parents do not reward their children is the financial situation of parents, which is very low to achieve only the basics of life.

**Children do not work hard to deserve rewards:** some parents said that their children do not work hard at school and even they do not try to do so, so their parents see that they do not deserve to be rewarded.

For parents in the second school;

<b>The for not giving rewards:</b>	<b>The percentage/ num</b>
Because he is studying for himself.	<b>5.71%. / 02</b>
The economic situation prevents us from rewarding.	<b>5.71%. / 02</b>

**Table 06:** Reasons why parents do not give rewards.

### **Question twelve**

Results in the first school showed that majority of parents, 72% of fathers, 44.44% of mothers and 25% of guardians approved the idea, and they give their children personal expense whereas 28% of fathers, 55.55% of mothers, and 75% of guardians do not support this idea. The following section summarises the reasons:

**In case of needing something:** the children may need something such as some school supplies or to buy some snacks, also to make them learn how deal with money to feel responsibility.

**Encouragement and avoid feeling of need:** to encourage studying well.

For those parents who do not give their children personal budget, results indicated in the first school;



**Economical and financial situation of the family:** most families are from low class and they have trivial salaries. These families cannot allocate budget to their children.

**To fulfil his needs without giving him money:** some parents do not see the need to give their children budget since they can fulfil all their needs.

**Children do not know how to deal with money:** other parents said that their children are not in a suitable age that allows them to have personal budget.

The majority of parents 54.28% in the second school allow their children to have a specific budget while 45.71% prefer not to provide their children with money. There are six reasons why parents specify a budget of money for their children. The most common justifications are all gathered under the same umbrella which is that pupils' needs money to meet their necessary needs such as food, transportations, school supplies, and pay for shadow courses. On the other hand, parents justify the act of not giving children money by saying that their needs are already provided or the financial situation of parents do not allow them to specify a whole budget for their children.

**Question thirteen:** This question was a combination of series questions that had the same objective.

#### **Question one**

Findings in Abbas Ali Middle School showed that majority of parents which presents 76% of fathers, 66.66% of mothers, and 25% of guardians allow their children to participate in the scientific and cultural events; however, 24% of fathers, 33.33% of mothers, and 75% of guardians do not consider these events as an important thing for the children.

The results in Hamdani Malika Middle school showed that 71.42% of parents answered by yes while the other 20% do not allow their children to participate in any of this scientific and cultural events. 8.75% parents refrain from answering.

Then, parents' answers were supported by the following justifications: For those who allow their children to participate in these demonstrations: (Abbes Ali school)

1/ To increase the culture and the thinking way of children

2/ Building the child's personality, intellectual gains and promoting the spirit of competition

3/ To break the routine and give chance to creativity

For those who do not allow their children to participate in the scientific and cultural demonstrations:

1/ These demonstrations are rare where they live: since the school is located in a small region, the organised scientific and cultural events were rare, and about to vanish.

2/ The child is not interested to participate: some children do not have the passion to participate in these demonstrations. The only thing they are interested for is to keep with the routine and go to school only.

Parents in the second school also supported their answers by justifications. These later are presented in the following table;

Reasons	Percentage	Number
To enhance his scientific knowledge	42,85%	15
To develop his character	14,28%	05
For entertainment	8,75%	03
To discover his passion	5,71%	02
To improve his communication skills	2,85%	01
To improve his team working skills	2,85%	01

**Table 07:** reasons why parents engage their children in scientific and cultural demonstrations.

Reasons	Percentage	Number
For private circumstances	5.71 %	02.
It does not interest the child himself	5.71 %	02
It does not exist	5.71%	02
To devote his time to study	5.71 %	02

**Table 08:** reasons why parents do not engage their children in scientific and cultural demonstrations.

The results show that parents usually involve their children in this type of events to develop the child's soft skills and knowledge to complete the role of the school. In contrast to the second category of parents who did not involve their children in these demonstrations.

### Question two

Findings in the first school indicated that majority of children do not visit the public library where only 4% of fathers said that their children make visits to it, and 96% of them their children do not do so whereas the rest of children do not go at all to the public library.

The results in the second school showed that the majority of pupils do not visit the library since 71.42% of parents answered by no while only 28.57% parents declared that their children visit the public library of the city.

This question followed the previous one in the purpose. It was designed to find out whether pupils were subscribed in the library of the city and have a subscription card.

It was shown in the first school that all the pupils do not have any subscription cards of the public library.

As it was expected in the second school the same results were found out after collecting data from parents. 71.42% (25) of pupils do not have any card of subscription in the library of the city

where they leave, yet 28.57% did. Both results indicated that the majority of parents are not interested to involve their children in public libraries to develop their reading skills.

### **Question three**

The Results showed in the first school that few of children borrowed books from the library where 32% of fathers, 33.33% of mothers, and 25% of guardians their children are interested to bring books from the school library to read them. However, 68% of fathers, 66.66% of mothers, and 75% of guardians said that their children had never borrowed books from the library.

Findings in the second school indicated that 57.14% of parents stated that their pupils do not borrow any books or documents from the school library while the rest 42.85% declared that their pupils are provided with books from their own school library.

### **Question four**

It was indicated in Abbas Ali Middle School that majority do not have libraries at home, which was said by 60% of fathers, 77.77% of mothers and all the rest of participants from guardians. While on the contrary, only 40% of fathers and 22.22% of mothers have small libraries in their houses.

Then, for Hamdani Malika middle school 51.42%, mention that they have library inside home or at least series of books and Encyclopaedia which show the interest in reading. On the contrary, the rest 48.57%, no libraries exist in their house.

In the both schools, parents who answered positively to the previous question were asked to identify the type and the nature of the books that these libraries contained. For the first school answers were as follows;

**Religious books:** most parents agreed that they have books related to religion such as books of the biography of the Prophet Mohammed (Peace be upon him), books related to the Islamic values and ethics ...etc., historical books, novels and tales, and books related to foreign languages

Then, answers in the second school were as follows;

For the first category their libraries varied in types of books and encyclopaedias it included. On the top of the list, religious books are dominant with 28.57% (10), novels and stories with 22.85% (08). The next type is encyclopaedias and books of science with 20%. 22.85% (08) of parents argued that their libraries included dictionaries and books of language learning. 14.28% (05) of home libraries included general culture books. In addition to that 11.42% (04) included books of Arabic literature and the rest 8.57% (03) are school books only.

### **Question five**

**Short educational books:** some parents said that their children do not like to read books, especially long books, but they get interested in books which are short and tackle things that have relation with their studies at school.

**School books:** other parents said that their children read the books that they use to learn at school only, like reading the texts and the stories mentioned in them.

For the second school, answers were as follows;

Books of science were dominant with 42.85% (15), then reading books with 34.28% (12). 2.85% (01) of parents their children read nothing. Continuing with the different types of books children read 11.42% (04) read only school books, 14.28% (06) of children read novels and stories. 2.85% (01) read books of psychology. Other 5.71% (02) read religious books. 5.71% (02) read books of culture and 5.71% (02) read encyclopaedias.

### **Question fourteen**

It was shown in the first school that only few parents make a specified time to revise to their children, they are 36% of fathers and 22.22% of mothers. However, the majority do not care to make this scheduled time of revision, which presented 64% of fathers, 77.77% of mothers, and all the rest of participant parents.

The results in the other school showed that the majority of parents 68.57% (24) prepare a specific time schedule for their children to study whereas 31.42% (11) of them are not interested in preparing such programs.

### **Question fifteen**

The collected results in the first school can be organised under the following themes:

**No reaction (accepting the failure):** 44% of fathers, 44.44% of mothers, and 50% from guardians do not provide any reaction towards the failure of their children, they treat it as nothing had happened, and this reaction presents the majority of parents.

**Reaction depends on the reason of failure:** 4% of fathers said that in case of the failure of their children, they see the reason that make it happen, if the reason was because of things out of the child's control like illness, fear, stress, ...etc, or it was because of the carelessness of the child.

**Verbal encouragement:** 8% of fathers and 11.11% of mothers prefer to encourage their children verbally through giving them positive energy. Parents support their children morally in order to work hard in the future.

**Psychological effect:** 8% of fathers said that the failure of their children will make them feel sad and disappointed. It will affect their psychology since they were waiting a lot from their children.

**Punishment:** 4% of fathers and 11.11% of mothers see that the best method in case of the failure of children is to punish them. They use punishment as a threat for children to not fail again.

**To show nothing to the child, but detecting the reasons of failure:** 4% of fathers do not show any reaction to the child when he fails; however, they tried to detect the main points that cause the failure.

**Action towards improvement:** 8% of fathers, 22.22% of mothers, and 25% of guardians agreed that the best solution to address the failure of children is to forget the failure. Parents provide their

children with advice and strategies to avoid the same mistakes. They help them to find solutions for the improvement of their learning.

**Anger and blame:** 20% of fathers, 11.11% of mothers, and 25% of guardians said that they feel angry and cannot accept the failure. Parents show their children their anger and blame since they consider this failure as lack of interest and lack of responsibility from the children.

Then, moving to the next school where results were almost similar to the previous school, results indicated that 28.57% (10) of informants stated that they will identify weaknesses to be addressed and avoid failure for the next time. 17.14% of parents support and encourage children instead of punishing them to reduce pressure on pupils. For the other 14.28% (05) of them prefer to take the lesson and change what is supposed to be changed to succeed. 8.57% (03) of parents accept the failure and discuss the reasons with their children. The rest of parents react negatively through:

**Punishment and blame:** 25.71% (09) such as: staying home (2.85%) (01) \_ moral punishment 17.14% (06)\_ reproach and blame 5.7% (02) .

**Disappointment and anger:** 37.14% (13).

### **Question sixteen**

Findings in Abbas Ali School indicated that just few parents have regular visits to schools where 32% of fathers and 11.11 of mothers always visited the schools of their children. Then, 52% of fathers, 44.44% of mothers, and 25% of guardians do not have daily visits, but they sometimes go to school to check whereas 16% of fathers, 44.44% of mothers, and 75% of guardians do not visit at all their children's school, they do not go to check the learning and the behaviour of their children at school, they go only when they send after them.

Results in Hamdani Malika School showed that 42.85% (15) always visit school as a sign of parental attention to follow the child's learning progress in school. 31.42% (11) stated that they visit

school irregularly and the rest 25.71% (09) do not visit their children's school at all, which indicated that they are mindless about meeting teachers and contact administrators.

Following the visits of parents to their children's school, we attempted to know the school response towards parents' involvement in case of visiting the school. The aim was to detect the relationship between both parents and the school.

Results in the first school showed that 76% of fathers, 88.88% of mothers, and 75% of guardians said that when they contacted the school, they find the staff welcoming and they get informed with the progress of their children while 24% of fathers, 11.11% of mothers, and 25% of guardians said that they are not very welcomed by their children's school.

Concerning parents in the second school who make regular visits the school to be informed about the level of their children, declared that both teachers and administrators are welcoming and they inform them about all what concerns their children.

### **Question seventeen**

Findings in the first school indicated that majority of parents had an intermediate or weak level in English where 40% of fathers, 66.66% of mothers, and 75% of guardians have weak level in English. Then, 40% of fathers, 22.22% of mothers, and 25% of guardians have intermediate level. However, only 20% of fathers and 11.11% of mothers said that they have good level in the English.

While it is found in the second school that 25.71%( 09) stated that they are good in the English language, 26,85% (22) rated themselves as intermediate and finally 8.57% as weak.

Continuing with mastering the English language, there was a question for parents if they can rate their children's level in English.

Results in the first school showed that 40% of fathers, and 11.11% of mothers said that their children's level in English in good. 48% of fathers, 66.66% of mothers, and 75% of guardians see



that their children have intermediate level while 12% of fathers, 22.22% of mothers, and 25% of guardians said that their children do not do well in English.

According to parents from the second school, 51.42% declared that their children are good in English language, 31.42% (11) considered that their children had an intermediate level and finally 17.14% declared that their children were weak. As a result, there is a clear similarity between parents' level and their children level in the English language which proves that children are most of the time affected by their parents' level.

### **Question eighteen**

The findings indicated in Abbas Ali School that all fathers, 77.77% of mothers, and 75% of guardians made discussions with their children to know their ambitions about the future; hence, they discuss with them the decisions they will take for their learning; however, 22.22% of mothers and 25% of guardians said that there are no kind of discussions done between them and their children about future schooling.

It was shown in the same school that 20% of fathers, 55.55% of mothers, and 75% of guardians give the total freedom to their children to take decisions about their future schooling. While, no one of the participant parents take these choices alone without taking in consideration their children's opinion where 80% of fathers, 44.44% of mothers, and 25% of guardians prefer that the decisions about the future schooling should taken by the entire family members.

Then, for Hamdani Malika School, 65.71% of parents always made discussions with their children to discover their children's passion and desire, then guide them and provide pieces of advice whereas 34.28% do not have discussions with their children.

Concerning the responsible for taking the decisions about the child's future within the same aforementioned school, similar to the previous answers 65.71% (23) of parents collaborate with their children to choose what is best for them. 25.71% preferred to let their children make their

decision. Surprisingly, 8.57% (03) of parents stated that they are responsible for choosing what is best for their children which indicated that they are controlling parents or authoritarian since their children do not have the right to choose based on their desire.

The next part was devoted to check parents' mindfulness about their children's learning .We attempted to ask those parents about preparations and plans they have to support their children and assist them to succeed.

### **Question one**

Results in Abbas Ali middle school showed that not all parents care about making this program where only 40 % of fathers and 11.11% of mothers make an intensive programme for their children to study at home while 60% of fathers, 88.88% of mothers, and all the guardians do not prepare any kind of programme for their children to study at home.

In Hamdani Malika Middle School, it was shown that 71.42% of parents prepare intensive programme of revision for their children to guarantee their success in the national exam. 28.57% (10) prefer not to impose on their children any programme to reduce pressure on them and let them learn in their own pace.

### **Question two**

It was shown in the first school that only few parents follow the learning of their children from the beginning of the year where 40% of fathers, 33.33% of mothers, and 25% from guardians start to follow their children's education since the start of the year whereas 60% of fathers, 66.66% of mothers, and 75% of guardians said that they start to follow their children's learning only when exams were near.

The case in the second school is totally the opposite, where 100% (35) stated that they follow their children's learning progress from the beginning of the year. The results show parents' readiness to provide their children with help and support.

### Question three

Results indicated in the second school that majority of parents do not see shadow courses as a tool to help in the success of their children where only 28% of fathers and 22.22% of mothers make their children attend shadow courses. However, 72% of fathers, 77.77% of mothers, and all the guardians do not rely on these courses to improve their children's learning.

For those who attend shadow courses, it indicated that most of them attend courses related to scientific subjects where 24% of fathers and 11.11% of mothers whose their children attend these courses said that these course were about mathematics. 4% of fathers admitted that their children took courses in physics, and 11.11% of mothers admitted that their children attend shadow courses in English language. Parents justify their answers as follows:

**Difficult subjects:** most parents whose children take these courses said that the subjects are very difficult to be understood because they are scientific subjects, and they need too much explanation more than any other subject.

**Crucial subjects:** at that level, scientific subjects are very important, and especially if the child wants to choose it as a speciality. Also languages, precisely English, became very important since it is needed in the future.

**Child cannot understand well in the classroom:** some parents said that their children do not understand these subjects well in the classroom maybe because of the crowdedness or the teachers teaching method.

For results in the second school, 68.57% (24) engaged their children in shadow courses in the following subjects; English language: 25.71%, Mathematics: 62.85%, and French language: 25.71%

This category of parents justified their choices as follow:

1. He is weak in these subjects: 31.42% (11).
2. To develop his level: 25.71% (09).
3. To obtain good grades: 5.71% (02).
4. To be directed to a scientific branch in high school: 2.85% (01)
5. The school paradigm is complicated: 2.85% (01).
6. The child's own choice: 2.85% (01).
7. My child wanted to learn English: 5.71% (02).

For those who do not share the same idea, 31.42% (11) do not engage their children for the following reasons:

1. For financial circumstances: 5.71% (02).
2. No need for that, I teach him: 5.71% (02).
3. The educational level of the family is high: 2.85% (01).

#### **Question four**

Results indicated in Abbas Ali School that 44% of fathers and 33.33% of mothers treated their children who are going to pass final exams a special treatment rather than their siblings whereas, 56% of fathers, 66.66% of mothers, and the guardians said that they do not provide their children with any kind of special treatment.

Concerning the second school, the results were as follows; 17.14% (06) answered by yes, whereas other 74.28% (26) do not provide their children with any particular treatment.

#### **Question five**

Findings of the first school showed that 60% of fathers, 33.33% of mothers, and 50% of guardians prepare their children to pass exams by giving them an example and ideal to be inspired by him like someone from the family like old sisters or brothers. Then, 36% of fathers, 44.44% of mothers, and 25% from guardians make their children follow some educational channels on

Youtube while, 4% of fathers, 22.22% of mothers, and 25% of guardians follow another way, which is advising their children, the continual supervision, or being relied only on the school.

While results in the second school were as follows; 42.85% (15) of parents depend on YouTube as an educational tool, equally for 42.85% (15) of parents present for their children a successful person as an example to follow his path . The rest 14.28% (05) depend on other ways and strategies such as:

1. **Advice and instructions:** 5.71% (02).
2. **Encourage him and remind him of his dreams:** 5.71% (02).
3. **Trusting him:** 2.85% (02).
4. **Communication:** 5.71% (02).
5. **Motivate him with rewards:** 2.85% (01).
6. **Giving examples of successful people:** 2.85% (01).

### 3.3 Interview Analysis

Both interviews yielded interesting facts about the effectiveness of parental involvement in their children's learning, as a strong factor to enhance and improve the pupil's both academic results and interaction in the classroom during the learning activities.

#### Question one

This question intended to obtain a holistic overview about the level of pupils in final classes and their performance in all subjects and areas of study.

In the first school, the teachers answers fell into two categories since they admitted that the students had an intermediate level in all the subjects; however, the second category highlighted that the pupils' level differs from subject to another; some pupils are excellent in a subject and have difficulties in another one.

In Hamdani Malika Middle School, however, the teachers admitted that pupils are constantly evolving in this school. Pupils are excited to work collaboratively and in parallel competitively. She adds also that their parents have a great role in this improvement due to their cooperation and implementation of the teacher's recommendations. The second teacher declared that she often listen to other teachers that pupils are improving lately in the past couple years.

### **Question two**

This question was devoted to know the teachers' view about their pupils' level in English particularly.

In the first school the first and the third interviewees reported that their pupils do not show excellent job in English; however, they do some efforts, which contributed to their intermediate level. The second interviewee said that his pupils are not good in English. They always get weak marks which make them have weak level, though there are some exceptions.

In the second school, the first interviewee revealed that her pupils are able to use the language correctly, especially when communicating with her. It was observed in her class that her pupils interact constantly without fear even if they make mistakes since the use of the mother tongue is not allowed at all. They are supposed to use only the English language to communicate with the teacher and even among each other during her session. In some cases when the pupils do not know how to say a word in English, they whisper it in Arabic, and the teacher writes it in English on the white board then they generate the sentences they need. The second interviewee said that her pupils in this level have an average level in English. The average of fast learners is not high; also, their grades are sometimes high and sometimes low. Their level is not stable to provide a final evaluation.

### **Question three**

This question was intended to know the teachers' impressions when parents get involved in the education of their children in order to know how teachers evaluate this involvement.

All the interviewees in the first school agreed on the idea of the importance of parental involvement, and they wish that the parents who are not involved in the learning of their children to be involved. Also they encourage this act.

The first teacher in the second school declared that the parents are regularly asking about their children in school and added that they are highly involved and interested in knowing about the performance of their children. The school receives the majority of parents on the parents' open days, which is usually a busy day for the teachers and the administration. The second teacher provided another perception. She believes that the involvement of parents is a source of authoritarianism. For the reason that parents force their children to choose what they want and do not support their children to choose what they are brilliant in. Parents impose on their children to join the scientific field in high school regardless of children's abilities and preferences.

#### **Question four**

In the fourth question, the interviewees were supposed to evaluate the parental involvement from highly involved to never involved in order to know the frequency of parental involvement

The first interviewee in the first school said that their pupils' parents are not all involved in their children's education; however, there are some parents who follow and always intervene in their children's learning. The second interviewee declared that not all parents are involved, but only "*educated parents*" are the most involved in the learning of their children. The third interviewee proclaimed that though that most parents are totally absent, there are parents who are very interested to supervise the education of their children.

In Malika Hamdani Middle School, the first answer revealed that the majority of parents are highly involved in this school; in addition, if they ask parents to visit the school, they come immediately or to the next morning. The answer of the second teacher was close to the first one. She evaluated the involvement of parental as highly involved according to the high presence of parents to inquire about their children.

### Question five

This question investigated the role of parental involvement in collaboration with the work of teachers in the classroom.

In Abbas Ali the first interviewee reported that there are some parents who help their children in lessons, they either explain to them or provide some materials for them to understand better. This helps the teacher when he found that his pupils are doing great job because they already get prepared by their parents. The second interviewee stated that the involvement of parents is very helpful for teachers, especially when they find that pupils already have an idea about a given lesson; *“it is very helpful, for instance pupils of first year level, when it comes to alphabets’ lesson, they all know them because their parents taught them through songs, cartoons... etc.”* The third interviewee had almost a different idea, parents’ involvement is good and helpful in some cases; however, when they sometimes explain lessons for their children they mix things together.

According to the first interviewee in Hamdani Malika who revealed that it is helpful and the more parents were involved, the easier her work becomes. She mentioned: *“involved parents ask me for suggestions to work on their children. They always want to find solutions for their children's learning.”* Since the teacher is responsible for teaching the students and spends the majority of time with them, he is most capable of identifying the weaknesses and strengths of each student. Therefore parents’ resorts to asking the teacher for recommendations to complete his work at home with their children. On the contrary, the second teacher who believes that the involvement of parents does not serve her in any way, she said: *“their involvement doesn't help me .”*

### Question six and seven

The aim of these questions was to detect if teachers see that knowing the educational level and the profession of pupils’ parents is an important thing that they have to know, and how often this fact affect the pupils’ academic performance.



The first and the second interviewees in the first school declared that they are not interested to know the educational background of parents or their profession. As far as the educational level of parents is concerned, they proclaimed that the children of educated parents are more focused in the classroom, and it is easy to deal with them since their parents are aware of their learning. They added that educated parents help in the success of their children when they motivate and reward them. The third interviewee did not share the same view, she reported that it is crucial to know these information because based on these information, the teacher can have an idea about the living situation of pupils, then to know the suitable ways to be used to communicate with parents. She assumed that educated parents played a crucial part in the success of their children.

In the second school, for the first interviewee, these facts shape the background of the pupil that enables the teacher to understand her pupils. The teacher expressed her huge interest to know the parents' educational and intellectual status as well as their profession. It helps the teacher determine the conditions and circumstances in which her pupils live. Pupils are noticeably affected by the education and profession of their parents; for instance, pupils from educated families are completely different from those from uneducated ones.

The first category may provide their children with help immediately while the uneducated parents are obligated to find other sources of knowledge for their children, which may create an obstacle between parents and children. From her point of view and based on her experience for 30 years, she noticed that the economic status of the family also plays an important role. Wealthy parents are more likely to provide their children with the materials they need to study and their children are more interested in their studies. This does not necessarily means that poor or uneducated families are not supporting their children to study, they are careful and also involved regularly to check their children performance and ask the teacher for any suggestions and recommendations to help their children achieve better results, yet not equally to the first category.

Moving to the other interviewee, who did not show any interest about the level of pupil's parents. According to the teacher, knowing the educational background of parents and their economic status may open the doors of bias toward a given side and hinders the progress of learning. Also she believes that the pupil who wants to succeed, he will work hard to achieve high results regardless of his parents profile and vice versa.

### **Question eight**

In this question, the type of parental involvement was measured, whether their involvement was limited only at home with regard to revising lessons, doing homework and activities, or also making some visits to school to follow the child's learning progress and behaviour.

In the first school, the first and the third interviewees declared that the majority of parents, who are involved in the education of their children, are involved in both places home and school, they insist on following their children progress. The second interviewee had another idea, she asserted that: *“the involvement of parents is limited only at home, rarely when parents come to school.”*

In the second school, the answer of first interviewee confirmed that parents are not only involved at home; they also come to inquire about their children's behaviour and performance. Regardless of the parents' day, parents are sometimes called by phone in the case of their inability to come to school. The teacher noticed that the majority who come are fathers, mothers rarely come. The second interviewee in parallel declared that parents work in collaboration with the administration and teachers; however, their involvement does not make any difference. That means that high achievers work on themselves even if their parents are not involved, and slow achievers choose to be in that level.

**Question nine**

The aim of this question was to check if there were any dedicated days programmed by the school to receive parents. Then checking the teachers' willingness to meet parents in those days, and whether the teachers asked to meet the parents.

For Abbes Ali School the first interviewee said that the dedicated day to meet parents is Thursday. He cares to meet parents in this day when the child is having some problems at school or misbehaving; also, in the case when the child is not showing progress in his learning. The second interviewee affirmed that the dedicated day for parents is Wednesday. The teacher cares to meet parents. However, parents do not come only when the child makes some problems. The third interviewee declared that the dedicated day is Tuesday. She cares about meeting parents in this day; in addition, the parents show positive reaction for these meetings since they get informed about the learning of their children.

Both teachers in the second school had the same answer. They informed us that the school is interested in meeting parents of their pupils constantly. Each Wednesday the school opens his door to parents to enable them to meet the teachers and get informed about the state of their children concerning their studies, behaviour and attitudes in the classroom or in the whole school campus. As they revealed in previous answers, a huge number of parents come to visit school regularly and collaborate with teachers and the administrative staff.

**Question ten**

This question was asked to know about the type of the communication between parents and teachers, if it was done through meeting face to face or through sending only notices to parents to inform them about their children's learning progress and behaviour. Then how parents react to this meetings and notices

The first interviewee in the first school asserted that he sends notices for parents in order to come to school. Parents' reaction depends on parents' educational level in which educated parents are more helpful and aware of the points that need to be discussed. The second interviewee preferred and insisted on meeting parents when parents came to school. The parents appreciate the teachers' efforts to improve children's learning. The third interviewee preferred both ways of communication. When the case needs to meet parents, she asks them to come to school, and when it needs to send only notices, they do so; however, some parents are busy and they do not bother to come to meetings.

In the second case, meeting parents is a must for teachers, in particular, parents-day. All the teachers must be in full readiness to meet parents. It is a part of the progress of pupils. If pupils fail or show weaknesses in their learning, their parents will directly visit the school to inquire about the reason. If parents did not come, they will be called one by one to warn them. It is a great opportunity for both to obtain details about the pupils and work in collaboration to help pupils succeed and perform well in school.

### **Question eleven**

This question was intended to know the source of the success of children in the opinion of teachers, whether it is thanks to the collaboration between the school and parents, or solely the work of teachers.

All the interviewees in the case of Abbes Ali asserted that the success and the failure depend on the parents' educational level, children whose parents are educated, their success is a the result between parents' efforts and children's efforts. Children whose parents are not educated, it is their own pure efforts with the encouragement of their parents

In the second school, the first interviewee stated that the success of pupils is a result of pupils, parents, teachers, and administrators' collaboration. If teachers do not worry about the pupils, the pupils will neglect their lessons, and if parents do no help their children, they will fail. In contrast

with the second teacher who argued the fact that pupils are responsible for their own results in school. If the pupils do not seek for success, the other parties' efforts are meaningless. Parents are a source of motivation, and they may facilitate thing for him; however, the real effort should be done by the pupil himself.

### **Question twelve**

This question was designed to ask teachers about the reaction of parents towards the failure of their children, and if they come to check the reason behind it.

All the interviewees in the first school asserted that most parents do not come to school to detect the reason that made their children fail. However, the school imposed on them to come in case of having less than 10 in the whole average of the semester to take the report card.

The first teacher in Hamdani Malika suggested that it is important to parents to identify the weaknesses of their child in order to help him/her advance and enhance his/her strength. When parents come to school, it is not always for the sake of get promising information, they come once their children's grades decrease in order to understand the reasons behind the failure. Some teachers feel afraid to tell fathers because they may punish their children so they call their mothers because they are more conservative, and they can solve the problem peacefully. The second teacher confirmed the answer of the first one. She added that the school does support both high achievers and slow achievers each according to his level. As mentioned in the previous answer the school call parents in case of failure as well as teachers do, especially when a high achiever decrease or his well behaviour changes.

### **Question thirteen**

The aim of this question was to ask teachers to make comparison between pupils who have parental involvement and those who have not.

In the first school the first interviewee said that in his classes, all the pupils whose parents were involved are either high achievers or at least they try to work hard. Pupils, who do not have parental involvement, have intermediate level. The second interviewee believed that since the involved parents are educated parents, they make the difference. The interviewee said that: *“those who have involved parents, and especially educated parents, they are more inspired and motivated by their parents not like those who do not have involved parents”*. The third interviewee affirmed that those who have parental involvement are not necessarily all high achievers, and those without involved parents also are not necessarily slow learners, it depends on the pupils themselves.

In the second school, the first interviewee stated that there is a huge difference between pupils with involved parents and uninvolved parents. The pupil who is daily followed by his parents is spotted. The involvement of parents would appear in the pupils' participation in class, his behaviours and attitudes, and his homework. In contrary to pupils with uninvolved parents, they have lack of fear, which leads to undesirable habits and attitudes in class, even if his grades are under the average, he has nothing to be sad for; however, there is an exception for pupils with uninvolved parents, there are many pupils who are calm and known by their well behaviour; also, they got intrinsic motivation to study hard even when their parents do not follow them.

The second interviewee said that the involvement of parents would be obvious in some cases, especially when pupils are from highly educated families, the pupil attempts to keep the same reputation and image for himself. While pupils with uninvolved parents are more likely to be disruptive; however, the interviewee strongly believes that it is not an essential factor to make a comparison between the two because many pupils neglect their studies, act carelessly and disrespectfully with their colleagues and teachers even though they have educated and involved parents. And vice versa, pupils with involved parents or even illiterate are sometimes the first ones the class.

#### **Question fourteen**

The intention behind this question was to identify whether parents are involved since the first year at middle school or only in the exam class.

The first and the third interviewees in Abbas Ali declared that parents are divided into two categories, some are involved since the beginning of the year, and they show interest to follow the learning of their children while others started to be involved only when the final exams approach. These parents show a sudden interest to check the academic progress of their children. The second interviewee asserted that most parents started to be involved in the education of their children at the middle of the year. Those parents provide their interest in guiding their children by making them provide more efforts since they see it the right time for starting preparing for the final exams.

In the second school, the first teacher declared that some parents began to be involved from the beginning of the year; however, some others show their interest all along the past years in order to support their children and habituate them on success. The second teacher also confirmed the fact that national exam means a lot for the Algerian families; it is an essential fact that leads parents to start being involved and provide their children with more care and attention. As just there are parents who are involved from the beginning of the year, unfortunately there few parents who do not show any interest in their children's studies, neither from the beginning of the year, nor during the past years.

### **Question fifteen**

This question intended to present the benefits of shadow courses on children in this level from the practitioners' perspective.

The first and the second interviewees in the first school affirmed that shadow courses are not beneficial for pupils because it disturbs them, they will be lost since neither teachers are the same nor the method is the same. Shadow course will make pupils confused more than being focused. The third interviewee said that taking shadow courses is beneficial for pupils to support their learning. She added, it helps the teacher when he finds that his pupils have solid knowledge when

they learn the information more than one time with more learning activities, especially when teachers are limited by time and sometimes it is not enough

In the second school, the first interviewee considered that extra courses are beneficial based on the level of the teacher who provides these courses; hence, parents should ensure where to put their children for the sake of learning. It is usually parents who ask their children to join extra courses given the importance of this year in particular. Pupils join the course in which they face difficulties to understand. The second interviewee stated that it is beneficial for slow learners who need to repeat the information many times to understand it. Since The school time schedule is not enough to repeat a lesson many times especially this year. Therefore it is beneficial for some pupils to join extra courses so that they find the right atmosphere to ask freely and take their time to learn with their natural pace.

As a result, the data collected from teachers during the interview indicated that parents in Hamdani Malika School are more involved than in abbes Ali. The majority of teachers from both schools reported that educated parents and high educated parents impact positively on their children's interest in their studies since their children consider them as models and parents themselves are fully aware of the significance of their children's education this facts may enhance both intrinsic and extrinsic motivation of pupils to make more efforts and succeed. Additionally, parents in these schools differ in the fluency of visiting the school.

Teachers in Hamdani Malika confirmed that according to their pupils' parents, visiting the school of their children is a habit. They insist to follow all the new insights about their children in a regular manner not only during exams but all along the school year. However in Abbes Ali school teachers find that there is a clear lack of parental involvements parents rarely visit school to be informed about their children's performance they agreed on the fact that parents appear only in the period of exams- not from the beginning of the year- or when teachers convicted them when their children's level decrease or they misbehave.



### 3.4 Discussion

The data obtained depict a complex image of the extent of parental involvement in their children's education, in two vastly distinct school settings: one situated in a rural setting and the other nestled in urban space; however, both cases of parents showcased notable involvement levels with their children's education that were sustained across all situations.

Firstly, there is a high rate of "both parents" engagement that demonstrates the pervasiveness of traditional families in the countryside where both parents are involved in the education. Moreover, there is a noticeable gender bias with respect to mothers and fathers' involvement which hints at traditional roles being prevailing when it comes to the assignment of childcare and educational responsibilities, with mothers taking on a bigger responsibility, especially in urban areas.

Additionally, the variability of geological area may be a crucial factor in highlighting variations of degree and quality of parental engagement since the results show that there are three different levels of parental involvement (High frequency of involvement, direct frequency and shallow depth and lack of interested and consciousness) regarding daily discussions between parents and their children about their school day.

This high frequency of involvement manifests anxious, deeper, and a more recurrent approaches to city centre school than rural area school. The reasons behind this could be economic factors; for example, urban areas offer various opportunities for parents to assist their children's education. As such, they have better access to resources, both public as well as private libraries, and also private schools. In urban areas, private schools provide separate sessions for all levels from

primary up to secondary school offering mostly basic subjects like math, physics, chemistry, and languages particularly French English German and Spanish.

Essentially, even as distinguished parents in both schools are cognizant of their children's academic challenges, a positive indication being the strong parental presence and support for children during exams; the lack of involvement of parents in knowing their children's weaknesses and daily barriers at school or at home may be attributed to a communication breakdown between the parents and their children, who may not be willing to share their struggles, or the parents do not regard learning challenges as a real indicator of learning disabilities in an academic sense.

In line with this, guardians take distinct approaches on how they can assist their kids facing such difficulties in examinations. The major resource available to both schools is digital support through reliance on online resources and educational channels such as YouTube since it is free and the information are widely accessible than other forms of funding, especially for low income households or those with limited financial means.

Also, parents further support their children via shadow teaching or private tutoring in order to improve their performance in the exams, especially the core subjects because they pursue personalized-centered instruction for their children that is also reinforced with much practiced and mastery of the subject matter throughout the school year.

Additionally, the students and their parents regard group discussions at school as a consistent formidable structure that represent unity between schools and parents in favour of students' practical learning experience. The least form of support that can improve children's intrinsic motivation and self-determination is spoken reinforcement.

Home-based parental involvement presents a crucial factor that directs the success or the failure of the child, parents can be engaged by helping their children in solving their learning activities in one hand, and on the other hand, some parents only schedule and control their

children's study time. Therefore, there is an inconsiderable involvement of parents at home, for this later, pupils are mostly affected in their learning achievements.

Furthermore, findings have shown that the greater portion participations from parents do not take care to take the lead to manage their children study time, but they give children the total freedom to handle their schedules. The child is not aware and conscious enough to make the rational decisions about managing time. Thus, because of the absence of the parents' supervision and administrations at home, pupils' learning level will be decrease since they did not get the right educational preparations whereas outside the home, pupils get support from the school and from teachers in particular, teachers organise consolidating sessions as an extra efforts for the sake of fostering and forwarding pupils learning level, pupils responded positively to these sessions since they strives for their benefits.

Besides the home-based involvement, parents are also obliged to have school-based involvement, this later is based on the partnerships between parents and the school for the sake of supervising children's learning, this can be achieved through parents-teacher meetings and visits; however, parent-teacher cooperation in the first school seems to be absent compared with the second school, where parents in the second school are highly engaged in their children's school through their regular visits, which is not the case for the first school, where parents do not care to check their children's educational progress at school through making regular visits.

Hence, it is indicated that the context of parents affects their involvement, parents in rural towns are not well aware to have strong collaboration with their children's schools, which is the contrary in urban cities, where parents strongly believe in making partnerships with the school.

Parental involvement is not restricted only with the two aforementioned types, it can extend for some parents to be involved in the preferences of their children and their decisions about their future schooling choices since those pupils are going to be specialised in secondary school. As a

norm for the Algerian parents, they have particular expectations for their children's future career. The child is expected to choose scientific specialities, precisely medicine.

For the unstable economical situation of parents, they encourage their children to follow professional career like joining the army services, especially for boys. Besides, teaching presents for parents the right choice for their children since getting a job became a dream for many graduated people. Furthermore, it was found that pupils may have the freedom to select their specialties with the collaboration of their parents without forcing them to choose against their desires. In this respect, it is proven that the context of the family makes the difference for parents' mentality and beliefs about their involvement in the education of their children, being in urban context is not the same as rural context.

### **Conclusion**

This chapter has tackled the different ways they obtained data was collected and props in order to be meaningfully analyzed. The examination of teams and data obtained by using the mean and the standard deviation from the basic for understanding the role of parents in motivating and enhancing the child's performance at school. Hence this chapter presented the findings of a case study in exam classes in order to obtain the middle school certificate in two schools that differ geographically. The purpose of the study was to investigate the main factors that impact on the quality of pupils' education. After analyzing and synthesizing data collected from both questionnaires and the interview, it was indicated that the geographical area where parents and their children leave effect on the extent of involvements since parents in urban areas are more involved than those in rural areas. Additionally, the socioeconomic status of parents may impact on their regular involvement.

## GENERAL CONCLUSION

The core of this study is to investigate the role of parental involvement, particularly in exam classes in Algerian middle schools. It provides a clear comparison between two different schools from different geographical settings; urban and rural ones. The study aims to investigate this topic in various aspects. Similarly, this research endeavours to shed light on the degree of parental involvement and the parents' understanding of their role to improve their children's learning progress, and the shortfalls that affect the degree and the manner of this involvement. The findings have been generated via two questionnaires meant for pupils and their parents, and an interview addressed to five teachers from both schools.

First and foremost, findings confirm the positive relationship between parents and their children when it comes to taking a role in their learning. It is proven that children feel the need of their parents' help in their education, especially because they are preparing themselves for the final exams. Parents were involved in the education of their children in different forms. Some parents took the role of the teacher at home by teaching their children and helping them work on their learning tasks, or following the learning progress of their children by making regular contacts with the school or through shadow education courses. However; this positive relation can be transformed into an over control of parents when it comes to certain things, like decision-maker for the future schooling of children. Parents have expectations for their children's future study whereas these expectations may not be compatible with children's desires.

Essentially, the parents' educational qualification is a major factor that makes the involvement of parents. Parents with intermediate or high level of education are interested to supervise the learning of their children; they care to provide their children with all the kinds of help to achieve success. Generally, parents with weak educational level or illiterate parents do not show high level of involvement, some of them show their care through verbal encouragement and financial support to support and motivate their children to learn. Families with low income depended mainly on consolidation sessions provided by teachers in schools.

Moreover, the study asserted that the geographical setting impact the involvement of parents; for instance, parents in urban cities are more interested to be involved in the education of their children since they feel the obligation to be engaged at home and at school as well through making regular school visits and parent-teacher meetings. In rural towns parents do not exhibit a high level of involvement to be a part of their children's learning, most of them depend on encouraging their children verbally, and they rarely make visits for meeting teachers.

While this current study provided valuable information, it was not without limitations. In terms of gathering data for this study, many limitations came out while this process. The first one is about conducting the research inside schools since we could not have more time with pupils due to some factors; for instance, they are exam classes, and they were about to have exams of the second trimester, which means that they need all the time to study intensively, whereas, for teachers, we could not have many participants because most of them refuse our invitation to have an interview with them.

Another limitation that concerns teachers is that some professors do not take the importance of this research seriously. Some of them obstructed the students' answers to the questionnaire by refusing to give additional time to their searcher to complete the collection of necessary data for his study under the pretext that this time is their own, and they could not give it up for the sake of scientific research of a specific researcher. Later during the interview with the teachers, some of

them leave the interview before accomplishing the answers or provide superficial answers that do not fit with the seriousness of the questions. Moreover, not all of the parents have answered the questionnaire given to them because some did not welcome the idea.

A further limitation of this study was that it relied on self-report data, which are especially vulnerable to social desirability response bias (Mertens, 2015). This phenomenon refers to the tendency of people to answer questioning in a manner believed to be viewed most favourably by others rather than providing a truthful response; therefore, data may not be a reliable measure of respondents' perceptions.

Many other studies related to parental involvement in children's education can take part from future researches within the Algerian context. As an example, future studies can tackle parental involvement in the education of their children with learning disabilities. In this case parents who have children with some learning difficulties are obliged to follow their children more than other parents. Another topic that could be worth studying is the over dependence of children on their parents in their education; it is when children cannot perform any active endeavour towards their learning without the involvement of their parents.

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# APPENDICES

**Appendix A: Pupils' questionnaire.**

This questionnaire is meant to collect data about the involvement of parents in their children's learning. Precisely, it is directed to pupils of 4<sup>th</sup> year middle school. We hope your collaboration in filling this questionnaire with total honesty to accomplish the function it is conducted for.

Gender: Male  Female

1. Do you live with both your parents?

Yes  No

2. Who is more attentive about your studying?

Mother  Father  Both of them  No one of them

3. Do your parents discuss with you about your school day?

Always  Sometimes  Never

4. Do you inform your parents about any issues and problems you face at school?

Yes  No

5. Do your parents provide time to help you in your studies at home?

Yes  No

6. Do your parents ask you about your homework?

Always  Sometimes  Never

7. Do your parents help you in your studies?

Yes  No

8. Do your parents know about the modules you study?

Yes  No

9. Do you tell your parents about the modules in which you find difficulties and when you do not understand teachers` explanation?

Yes  No

10. How do you feel when your parents help you in your studies?

.....  
.....

11. Do your parents provide you with learning materials needed such as: extra exercise books, maps, handouts, school supplies... etc?

Yes  No

12. Do your parents provide the comfortable atmosphere for you to study?

Yes  No

13. Do your parents encourage you to study hard at school?

Yes  No





2. Do you attend consolidating session with your teachers?

Yes

No

3. Do you have special treatment by your parents?

Yes

No

4. Do you attend extra courses?

Yes

No

5. Do you attend extra courses in the English language?

Yes

No

6. Do you prefer to be taught by your parent or to take extra courses?

Taught by your parents

to take extra courses

Justify your answer:

.....  
.....

7. If you have any other suggestions to add, please mention it here:

.....  
.....  
.....  
.....

**Model of pupils' answers**

This questionnaire is meant to collect data about the involvement of parents in their children's learning. Precisely, it is directed to pupils of 4<sup>th</sup> year middle school. We hope your collaboration in filling this questionnaire with total honesty to accomplish the function it is conducted for.

Gender: Male  Female

Do you live with both your parents?

Yes  No

Who is more attentive about your studying?

Mother  Father  Both of them  No one of them

Do your parents discuss with you about your school day?

Always  Sometimes  Never

Do you inform your parents about any issues and problems you face at school?

Yes  No

Do your parents provide time to help you in your studies at home?

Yes  No

Do your parents ask you about your homework?

Always  Sometimes  Never

Do your parents help you in your studies?

Yes  No

Do your parents know about the modules you study?

Yes  No

Do you tell your parents about the modules in which you find difficulties and when you do not understand teachers' explanation?

Yes  No

How do you feel when your parents help you in your studies?

*I like when my parents help me*

Do your parents provide you with learning materials needed such as: extra exercise books, maps, handouts, school supplies... etc?

Yes  No

Do your parents provide the comfortable atmosphere for you to study?

Yes  No

Do your parents encourage you to study hard at school?

Yes  No

How do your parents react on your failure at school?

Punishment  Encourage  Nothing

Do your parents come to your school to check your learning progress?

Yes  No

How often do your parents give you rewards when you get good marks?

Always  Sometimes  Never

How do your parents help you to improve your learning?

..... youtube .....

Do you have discussions with your parents about your future schooling?

Yes  No

What are your parents' expectations about your future schooling?

..... they give me the choice .....

The choices about your learning, are they taken by:

You  your parents  Taken by the whole family

How often you master the English language?

Good  intermediate  weak

Do the help of your parents cover also the English language?

Yes  No

Since you are going to pass BEM exams this year:

Do you follow a special program of learning at home prepared by your parents?

Yes  No

Do you attend consolidating session with your teachers?

Yes  No

Do you have special treatment by your parents?

Yes  No

Do you attend extra courses?

Yes  No

Do attend extra courses in the English language?

Yes  No

Do you prefer to be taught by your parents or to take extra courses?

Taught by your parents  to take extra courses

Justify your answer:

..... Saving money .....

If you have any other suggestions to add, please mention it here:

..... يجب ان يكون التعليم متاحا خاصة بسبب اجتنابنا عن شهادة .....  
 ..... التعليم متيسر .....  
 .....  
 .....

## Appendix B: Parents' questionnaire.

يهدف هذا الاستبيان للوقوف على مدى تدخل الأولياء في تعليم أولادهم و تحصيلهم العلمي في إطار التعاون بين المدرسة و البيت سعيا للارتقاء بالعملية التعليمية. نأمل تعاونكم معنا في تعبئة هذا الاستبيان بكل موضوعية و حيادية حتى يؤدي الغرض المعد لأجله كما نحيطكم علما أن إجاباتكم ستكون بصفة مجهولة دون ذكر أسماء المشاركين.

الصفة:

الأم

الأب

فرد آخر من العائلة

المستوى التعليمي للأولياء:

الأب: .....

الأم: .....

الوظيفة:

الأب: .....

الأم: .....

المواد التي تجيدها

.....

المواد التي تجد فيها صعوبة:

.....

هل تساعد ابنك في دراسته؟

نعم

لا

ما نوع هذه المساعدة؟

مساعدة أخرى

مادية

معنوية

في حالة مساعدة أخرى, اذكرها: .....

كيف يستقبل ابنك هذه المساعدة؟

قبول

رفض

هل ابنك هو من يطلب مساعدتك في دراسته أم هو تدخل بإرادتك؟

بإرادتي

يطلب المساعدة

هل تستطيع تحديد المواد التي يجيدها ابنك أو يجد فيها صعوبة, و ما هي هذه المواد؟

.....  
.....

بالنسبة للمواد التي يجد فيها صعوبة كيف تساعده على تحسينها؟

.....

و المواد التي يجيدها هل هي:

بمساعدة منك  مجهوداته الخاصة  الاعتماد على وسائل أخرى (يوتيوب مثلا)

هل مساعدتك لابنك تكون عن طريق:

تدريسه بنفسك

اللجوء إلى دروس خصوصية

كيف ترى المنهاج الذي يدرسه ابنك؟

سطحي

مكثف

هل تكافئ ابنك نظير مجهوداته الدراسية؟

نعم

لا

..... لماذا؟

هل تخصص مصروف خاص لابنك؟

نعم

لا

..... لماذا؟

هل تسمح لابنك بالمشاركة في التظاهرات العلمية و الثقافية؟

لا  نعم

لماذا؟

هل يتردد ابنك على المكتبة العمومية؟

لا  نعم

هل لديه بطاقة اشتراك في المكتبة؟

لا  نعم

هل يستعير ابنك كتب من المكتبة المدرسية؟

لا  نعم

هل يوجد مكتبة منزلية:

لا  نعم

نوع الكتب التي تحتوي عليها هذه المكتبة؟

أي نوع من الكتب يقرأ ابنك؟

كتب مطالعة  كتب علمية  نوع آخر من الكتب

ما هي؟

هل تقوم بتخصيص أوقات معينة للمراجعة لابنك؟

لا  نعم

في حالة رسوب الابن في دراسته كيف يكون رد فعلك؟

هل تقوم بمراقبة تعليم ابنك و الذهاب إلى مدرسته بصفة منتظمة؟

دائما  أحيانا  لا أذهب

في حالة تواصلك مع مدرسة ابنك, هل تلقى ترحيب و يتم إعلامك بالتطور العلمي لابنك أم لا؟



كيف تقيم مستواك في اللغة الانجليزية؟

جيد  متوسط  ضعيف

كيف تقيم مستوى ابنك في اللغة الانجليزية؟

جيد  متوسط  ضعيف

هل تناقش ابنك حول مستقبله الدراسي؟

لا  نعم

المستقبل الدراسي لابنك قرار يعود له وحده, أنت من يقرر أم تتخذونه معا؟

له الحرية التامة في الاختيار  قرارك أنت  قرار مشترك ( الأب, الأم, الابن)

بما أن ابنك مقبل على اجتياز امتحان شهادة التعليم المتوسط :

هل تقوم بإعداد برنامج دراسي مكثف لضمان نجاحه ؟

لا  نعم

هل تتابع دراسته منذ بداية العام أم فترة الامتحانات فقط؟

منذ بداية العام  فترة الامتحانات فقط

هل تقوم بإدخاله دروس خصوصية؟

لا  نعم

فيما تتمثل هذه الدروس الخصوصية؟

اللغة الانجليزية  رياضيات  العلوم الإنسانية (التاريخ و الجغرافيا)  اللغة الفرنسية

لماذا؟

هل تقوم بمعاملته معاملة خاصة عن باقي إخوته؟

نعم لا

ما هي الطرق المتبعة لتحضير ابنك نفسيا و علميا للامتحانات؟

مثال يقتدي به ( أحد الإخوة أو أحد أفراد العائلة)  متابعة قنوات تعليمية على اليوتيوب

طرق أخرى

..... ما هي هذه الطرق؟

**A model of parents' answers**

يهدف هذا الاستبيان للوقوف على مدى تدخل الأولياء في تعليم أولادهم و تحصيلهم العلمي في إطار التعاون بين المدرسة و البيت سعياً للارتقاء بالعملية التعليمية. نأمل تعاونكم معنا في تعبئة هذا الاستبيان بكل موضوعية و حيادية حتى يؤدي الغرض المعد لأجله كما نحيطكم علماً أن إجاباتكم ستكون بصفة مجهولة دون ذكر أسماء المشاركين.

الصفة:

الأم

الأب

فرد آخر من العائلة

السنوى التعليمي للأولياء:

الأب: ..... جامعي

الأم: ..... 09 متوسط

الوظيفة:

الأب: ..... مفتش التربية والتعليم

الأم: ..... مأكثة في البيت

المواد التي تحبها:

..... اللغة العربية، التاريخ، الجغرافيا، اجلريثيد

المواد التي تحب فيها صعوبة:

..... العلوم العلمية، وخاصة الرياضيات

هل تساعد ابنك في دراسته؟

نعم

لا

ما نوع هذه المساعدة؟

مساعدة أخرى

مادية

معنوية

في حالة مساعدة أخرى، اذكرها: .....

كيف يستقبل ابنك هذه المساعدة؟

قبول

رفض

هل ابنك هو من يطلب مساعدتك في دراسته أم هو تدخل بارادتك؟

بارادتي

يطلب المساعدة

هل تستطيع تحديد المواد التي يحبها ابنك أو تحب فيها صعوبة، و ما هي هذه المواد؟

١٠٠ جميعاً: ٤. اللغة العربية، ٥. الرياضيات، ٦. العلوم، ٧. الفيزياء، ٨. التاريخ، ٩. الفنون، ١٠. التربية.

بالنسبة للمواد التي يجد فيها صعوبة كيف تساعد على حلها؟

عنى طريقاً، مساعداً، الموثوق، ...

و المواد التي وجدتها هل هي:

بمساعدة منك  مجهوداته الخاصة  الاعتماد على وسائل أخرى (يوتيوب مثلاً)

هل مساعدتك لاهلك تكون عن طريق:

اللجوء إلى دروس خصوصية

كيف ترى المنهاج الذي يدرسه ابنك؟

تدرسه بنفسك

مكثف  سطحي

هل تكافئ ابنك نظير مجهوداته الدراسية؟

لا  نعم

لماذا؟ .....  
لماذا؟ .....  
هل تخصص مصروف خاص لابنك؟  
السن -

لا  نعم

لماذا؟ .....  
لماذا؟ .....  
هل تسمح لابنك بالمشاركة في التظاهرات العلمية والثقافية؟

لا  نعم

لماذا؟ .....  
لماذا؟ .....  
هل يتردد ابنك على المكتبة العمومية؟

لا  نعم

هل لديه بطاقة اشتراك في المكتبة؟

لا  نعم

هل يستعير ابنك كتب من المكتبة المدرسية؟

لا  نعم

هل يوجد مكتبة منزلية:

نعم  لا

نوع الكتب التي تحتوي عليها هذه المكتبة؟

.....**دينية، ثقافية، وعلمية**.....

أي نوع من الكتب يقرأ ابنك؟

كتب مطالعة  كتب علمية  نوع آخر من الكتب

.....**ما هي كتب السيرة، والقصص**.....

هل تقوم بتخصيص أوقات معينة للمراجعة لاهبة؟

لا  نعم

في حالة رسوب الابن في دراسته كيف يكون رد فعلك؟

.....**المأخذ بيده، وتشرح له الأسباب الحقيقية التي أدت إلى رسوبه، وتقوم بالمشورة والتطلع إلى المستقبل**.....

هل تقوم بمراقبة تعليم ابنك و الذهاب إلى مدرسته بصفة منتظمة؟

دائما  أحيانا  لا اذهب

في حالة تواصلك مع مدرسة ابنك، هل تلقى ترحيب و يتم إعلامك بالتطور العلمي لابنك أم لا؟

.....**بعادة، يكون التواصل مع الأساتذة بعكس العلاقة التي نجدها بيني وبينهم**.....

كيف تقيم مستواك في اللغة الانجليزية؟

جيد  متوسط  ضعيف

كيف تقيم مستوى ابنك في اللغة الانجليزية؟

جيد  متوسط  ضعيف

هل تناقش ابنك حول مستقبله الدراسي؟

لا  نعم

المستقبل الدراسي لابنك قرار يعود له وحده، أنت من يقرر أم تتخذونه معا؟

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بما أن ابنك مقبل على اجتياز امتحان شهادة التعليم المتوسط:

هل تقوم بإعداد برنامج دراسي مكثف لضمان نجاحه؟

لا  نعم

هل تتابع دراسته منذ بداية العام أم فترة الامتحانات فقط؟

فترة الامتحانات فقط

منذ بداية العام

هل تقوم بإدخاله دروس خصوصية؟

نعم

لا

فيما تتمثل هذه الدروس الخصوصية؟

اللغة الانجليزية  رياضيات  العلوم الإنسانية (التاريخ و الجغرافيا)  اللغة الفرنسية

...../..... لعادة؟

هل تقوم بمعاملة معاملته خاصة عن باقي إخوته؟

نعم

لا

ما هي الطرق المتبعة لتحضير ابنك نفسيا و علميا للامتحانات؟

مثال يقتدي به ( أحد الإخوة أو أحد أفراد العائلة)  متابعة قنوات تعليمية على اليوتيوب

طرق أخرى

...../..... ما هي هذه الطرق؟

### Appendix C: Teachers' interview.

- 1- How many years of teaching do you have?
- 2- Since you are experienced teacher, how do you see the level of your pupils` in general in all the subjects?
- 3- How do you see the level of your pupils in the English language?
- 4- So as I sad that our topic is going to be about parental involvement, what is your impression when parents involved in their children`s learning?
- 5- How do you evaluate your pupils` parental involvement? Are they highly involved, sometimes or they never involve in the education of their children?

In case they are sometimes or they do not involve in the education of their children, how do you encourage them to be highly involved?

- 6- How could this involvement help you as a teacher?
- 7- Are you interested in knowing the educational level and the profession of the parents of your pupils?

How could this help you?

- 8- In your opinion, how could the educational level of parents affect the pupils` success or failure?
- 9- The involvement of parents is limited only to help their children at home in their homework and explain lessons, or they are involved also at school through coming to school to check their learning progress and behaviour?
- 10- Are they any dedicated days by the school to meet parents?
- 11- Do you feel care always to meet parents in those days?
- 12- Do you communicate with parents through meetings or you send them home folders to inform them about their children`s learning and behaviour?

How do they react to this?

- 13- The success of pupils is because of the help of their parents or it is their own pure effort?
- 14- In case of the failure of one of the pupils, do his parents come to check why he did so?
- 15- Can you make a comparison between pupils who have involved parents and those who do not have?



16- Since your pupils are going to pass the BEM exam at the end of this year, how do you see their parental involvement, did they start to be involved only this year or they are involved since their first year, they just doubled their involvement?

According to your experience, are there any parents who start to be involved only when the BEM is near?

17- Some parents prefer to make their children attend extra courses, how do you see this, is it beneficial?

## ملخص

يتمحور مضمون بحثنا حول دور الاولياء في التحصيل العلمي لأبنائهم في العملية التعليمية، وعلى الرغم من تأكيد الأبحاث السابقة على ضرورة هذا الموضوع وكذا المرافق التي تنمي مهارة التلميذ خلال مساره الدراسي اضافة الى مرافقة الاستاذ له في الجانب الدراسي إلا ان بعض التلاميذ يفتقرون الى مرافقة اوليائهم لهم سواء داخل المنزل او خارجه، وهذا محاولنا ان نرمي اليه من خلال اسطر بحثنا هذا، وكانت الانطلاقة بسؤال مفاده: ما اذا كان هنالك عوامل مساعدة او قيود تحدث فرقا تحدث فرقا في نوعية المرافقة الابوية للأبناء خلال المسيرة الدراسية الخاصة بهم خاصة وهم على ابواب اجتياز امتحان شهادة التعليم المتوسط؟ وللتأكد من ذلك اخترنا متوسطين مختلفين كنموذج لهذه الدراسة من حيث الموقع الجغرافي من اجل تحديد اهم العوامل الفاعلة في العملية التعليمية، كذلك الصعوبات التي من شأنها تحسين جودة المرافقة الابوية او جعلها اكثر تعقيدا. وبهذا يمكننا التأكد من صحة فرضياتنا باستعمال استبيانين ومقابلة. ومنه نلاحظ ان النتائج اظهرت ان جودة مرافقة الاولياء لأبنائهم في المسار التعليمي تتأثر بعدة عوامل مختلفة اهمها: الموقع الجغرافي، الوضع المادي والاجتماعي للأولياء، إذ نستنتج ان الاولياء القاطنين في المدن اكثر دعما لأبنائهم في الدراسة على عكس الاولياء الماكثين في الأرياف، حيث انه سكان المدن لا يعانون من مشكل المواصلات التي قد تعرقل عملية الوصول الى أماكن تعليمية مختلفة، وهذا المشكل يعاني منه جل سكان الأرياف، كما لا يخفا علينا ان الوضع المادي الجيد للأولياء يلعب دورا كبيرا في توفير الإمكانيات المناسبة التي يحتاجها الأبناء من اجل التعلم وهذا ما يفتقر له أولياء التلاميذ في الأرياف.

## Résumé

Le thème de notre recherche tourne autour de l'implication des parents dans l'éducation de leurs enfants. Bien que des recherches antérieures sur ce sujet aient confirmé la nécessité et l'inévitabilité d'avoir un rôle actif dans la scolarité de leurs enfants, on peut constater qu'il existe un écart en ce qui concerne l'implication des parents, à l'intérieur de la maison et à l'extérieur de l'école. Par conséquent, cette étude de recherche s'efforce d'explorer le rôle de l'implication parentale dans les zones rurales et urbaines en adressant deux questionnaires d'attitude aux élèves de quatrième année et à leurs parents, et en entreprenant des entretiens avec cinq enseignants de collège. Les résultats ont montré que la qualité de l'implication des parents dans l'éducation de leurs enfants est affectée par divers facteurs. Les plus importants sont la situation géographique et le statut socio-économique des parents. Les résultats ont montré que les parents vivant dans les zones urbaines soutiennent davantage leurs enfants dans leurs études par rapport à leurs homologues des zones rurales, car les résidents des villes ont plus facilement accès à différents lieux d'enseignement que les résidents des zones rurales. En outre, la bonne situation financière des parents leur permet de fournir les facilités d'apprentissage appropriées dont leurs enfants pourraient avoir besoin au cours de leur parcours universitaire.

## Summary

The topic of our research revolves around the involvement of parents in the education of their children. Although previous research on this topic has confirmed the necessity and inevitability of having an active role in their children's schooling, it could be noted that there is a gap regarding parental involvement, inside the home and outside at school. Therefore, this research study endeavours to explore the role of parental involvement in rural and urban areas by addressing two attitudinal questionnaires to fourth year students and their parents, and undertaking interviews with five middle schoolteachers. The results showed that the quality of parents' involvement in educating their children is affected by various factors. The most important of which are the geographical location and socio-economic status of the parents. The results showed that parents living in urban areas are more supportive of their children in studying compared to their counterparts in the rural areas. Also, the good financial situation of the parents enables them to provide the appropriate learning facilities that their children.