

Research Article

Parents' participation in school and its impact on students' self-perception

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Abstract

This research examines the extent to which parents' school participation affects the students' self-perception level. Numerous studies have proven that the school participation of parents contributes to improving academic achievement, developing intellectual skills, enhancing motivation to learn, and raising the level of students' self-perception. The research relied on the quantitative and qualitative methodology, and the research sample consisted of (120) parents of primary school students (sixth grades) in the Palestinian Arab community in Israel. The two researchers used a form containing phrases related to the research subject to collect data about the self-perception of primary school students. In addition, interviews were conducted with 20 mixed parents regarding generation, gender, and educational level. The research results indicated a direct and positive relationship between the attitude of the school staff and the administration towards the process of parental participation and between the degree and level of parental school participation. In addition, the results of the research showed a positive relationship between parents' school participation and the high level of students' self-perception. The research results also indicated no relationship between the degree of education of the students' parents and the degree and level of participation in the school.

Keywords: school participation of parents, self-perception, the primary stage

Introduction

The family plays a vital role in the child's development, his discovery of the environment, and helping him interact with others and fulfill his needs. It is also considered the most critical factor in helping to develop the child's chances of success in general and school success in particular, as school success is one of the most complex and complex educational and psychological concepts, given its association with several personal, social and school variables (Shechtman and Bushrian, 2015). Psychologists and sociologists have

paid great attention to the phenomenon of academic success, as it became clear to them that the reasons for failure or failure to achieve success are not only related to the student's level of intelligence but rather several factors that contribute to reducing the chances of success (Schaedel et al., 2015) intervene in it. A student with high intelligence cannot guarantee automatic success, and similarly, a student with low intelligence cannot give in to despair. Therefore, factors other than intelligence contribute to achieving academic success, most notably the extent of parents' school participation.

Parents' school participation helps to develop the pupil's mental, social and emotional abilities. It has a positive and long-term impact on their performance, development, different dimensions of behavior, social adjustment, self-image, and mental well-being (Dunst & Trivette, 2010). In this context, the participation of parents in the educational process has been the focus of many types of research and studies, which have been examining the relationship between parental participation and the impact on the progress and development of the student in terms of many aspects of the student. Parents' school participation is reflected not only on the achievement aspect but also on the importance of their role in enhancing students' emotional and emotional aspect when self-perception becomes a priority goal by both parents and school (Ackerman, 2018). Several types of research have indicated that self-perception serves as a moving and dynamic emotional factor throughout the stages of human development so that the self-perception is affected by the dimension of the human perception of his abilities and self-impressions such as the academic self, the intellectual self, and the emotional and moral self. Accordingly, the self-perception becomes dynamic towards each stage in human life that presents a specific change with these compounds (Maïano, Ninot & Billard, 2009).

In light of what was mentioned above, the current research examines the impact of parents' school participation on the student's self-perception and its reflection on his growth and progress in many aspects. To examine the subject of the research, the following hypotheses were determined: 1. There is a positive relationship between the attitude of the school staff and the administration towards the parental participation process and between the extent and percentage of participation. 2. There is a positive relationship between parents' participation in school and the high level of the student's self-perception. 3. There is a difference between the degree of education of the students' parents and the percentage and extent of their participation in the school.

It should be noted that preliminary studies have been conducted on this subject in schools in the Palestinian Arab community in Israel, hence the urgent need for this type of research. Therefore, the current study seeks to answer the central research question: What is the impact of parents' school participation on the self-perception of sixth graders in primary schools in the Palestinian Arab community in Israel?

Theoretical background

The school is considered one of the essential exemplary frameworks in students' lives, as it constitutes an integral part of the developmental formation of the student from his inception until he graduates from it. When students enter school, they carry their personalities and identities, including values, skills, knowledge, and interests related to their life outside of school. Hence, the school serves as a link between the student's role in the educational process and the family life represented by the parents, and this allows for the emergence of different types of challenges facing the student in the school (Grant, 2009).

One of the reflections of the importance that parents attribute to education is their participation and investment in their children's education. Parental involvement has increased in recent years, in part due to the extensive knowledge they have accumulated regarding the positive impact of parental involvement in their children's education in schools. Parents' participation in school work is considered a positive social

phenomenon in many areas. After parents' participation was limited to treating and evaluating children's behavior, their participation became a significant educational value. Successive research has proven that parental participation has a positive impact on student development and all the elements involved in the educational process and a positive spirit on the school climate (Friedman, 2011; Seginer, 2006). In addition, the participation of parents in school work positively affects the mental, behavioral, and emotional aspects of the student, and works on his growth and progress, and improve his attitudes towards the school and the teaching staff, and a sense of psychological comfort, and raise the level of self-confidence and self-acceptance, in addition, reducing behavioral problems. This increases the motivation for education and thus is reflected in the progress of their educational attainment and self-perception. (Halgunseth et al., 2009) The researcher Noy (Noy, 1999) confirms that the participation of parents contributes to improving and developing various skills of students, such as increasing self-confidence, self-esteem and reducing behavioral problems. Fisher and Friedman (2009) indicate that the extent of parents' participation within the school is related to and affected by the role of the principal: the way he manages the school, and the extent of the school's trust in the parents so that this trust grows when the level of participation is noticeable, and the extent of the school's interest in the parents' participation in the school's vision and goals for Promoting effective parental participation (Fisher & Friedman, 2009).

Parental School Participation Patterns

The researcher Fisher (2010) categorizes the patterns of parents' school participation into five patterns:

1. Parents as viewers: This style is characterized by parents not taking an active role in the events taking place in the school, but instead observing them from afar, and this is the most common style so that the viewing activities in all schools consist in reading leaflets and information sheets through which the school informs parents Matters about important information from trips, payment arrangements, year-end certificates.
2. Parents as service providers who do not participate directly in the educational process: This pattern is represented by the participation of parents in voluntary activities that do not constitute an essential part of the educational process; Such as decoration, bazaar, party preparation, and others. This pattern is supported by principals and school personnel and is directed mainly to external factors; Such as local authorities and the Ministry of Education.
3. Parents as learners (partial participation): This category includes enrichment activities for parents; Ex: education and psychology; it also includes recreational and personal empowerment activities (sewing, cooking, gymnastics) that aim to enable parents to exhaust themselves as human beings and to assume that they can be better parents.
4. Parents as partners in the educational process: This mode of participation focuses on the educational process, including curricula, teaching methods, and teacher placement, so that parents feel that the more they pay attention to school assignments and exams, they will contribute to the achievements of their children, paving the way for a better future.
5. Parents as goal-setters and decision-makers (full participation): The best and optimal way to participate in school life is the participation of parents in the decisions taken by the school staff and their consideration as equal partners in the decision-making processes in the school.

Factors affecting parents' school participation

A group of researchers points out (Fisher & Friedman, 2009; Friedman, 2011; Avgar, Berkowitz, and Shalev-

Vigisser, 2012; Ingber & Dromi, 2009) to a group of factors affecting parents' school participation, including:

1. The level of education of parents (the higher the level of education of parents, the higher the level of participation with the school)
2. A single-parent or matriarchal family (a two-parent family shows a higher level of participation than a single-parent family).
3. The child's generation (the older the child's generation, the lower the parents' participation rate).
4. The number of opportunities to invite parents to participate through the school (the greater the number of opportunities to invite parents to participate, the higher the participation rate).
5. The degree of compatibility between the parents and the school and the feeling of trust from the parents towards the school (the higher the percentage of parents' trust with education goals, the higher the percentage of parents' participation with the school).
6. Parents' belief in the importance of education (the greater the degree of parental interest in the importance of education, the higher the percentage of parents' involvement with the school). When the school's compatibility with the school decreases, the parents are not satisfied with the school customs and values are given to their children, so the participation rate between the parents and the school decreases.

Self-imagining

Self-perception is defined as the amount of the image in which a person views himself positively or negatively, and this image is a set of perceptions, beliefs, and information formed and drawn by the person in his imagination through his qualities, abilities, skills, and position in society. His actions and feelings. Although many of us consider self-perception and self-esteem to be two terms that are similar in meaning, there is a difference between them. Self-perception is the set of attributes and features that a person attributes to himself, while self-esteem is the value that a person attributes to these attributes and features (Ackerman, 2018). The researchers Bar-El and Neumar (2010) point out that the self-perception is a set of emotional and social components that reflect the assessment of how a person feels about himself at different times, events, and places, and therefore, self-perception is a reflection of the human personality in himself, and his evaluation of the effectiveness of the dimensions of communication and the interaction between him and the surrounding environment. The researcher Hezekiah (2016) adds that self-perception is related to how we evaluate ourselves and our actions in the social environment or our social status. Previous research has indicated that self-perception is a dynamic and dynamic emotional factor throughout the stages of human development (Trzesniewski, Roberts, Robins & Caspi, 2004). Furthermore, the bodily self, so that a person can differentiate between these compounds that he has and what he aspires to, and accordingly, the self-perception becomes dynamic towards each stage in his life that presents a specific change with these compounds (Maïano, Bégarie, Morin & Ninot, 2009).

The relationship between parents' participation in School and students' self-perception level

Several studies and research have indicated a positive relationship between parents' participation in School and the student's level of self-perception. For example, researcher Benshtok (2007) confirms that the participation of parents in School contributes to raising the level of self-efficacy of the student, strengthens the feelings of his self-perception, and motivates him to evaluate himself and positively view himself. In another study, researcher Kaplan-Toren (Kaplan-Toren, 2013) found that family involvement in School positively affects student achievement, personal assessment of academic ability, and self-esteem in general.

In this context, researchers Hoover Dempsey et al., 2009 assert that parental involvement positively affects students' self-image, aptitude, academic ability, and intrinsic motivation to learn.

Ferguson (2008) also pointed out the positive impact of parents' school participation on many aspects, including student achievement, sense of self-efficacy, positive self-image, psychological adjustment, high social participation, and low levels of problematic behaviors. A group of researchers (Shechtman and Bushrian, 2015; Schaedel et al., 2015) found that parents have an important place in the student development process. So that the participation of parents in the School positively affects the emotional and social development of the student, which contributes to improving their self-image and positively affects their academic achievement. Wang and Sheikh-Khalil, 2014; Fisher and Friedman, 2009; Noi, 1999; Noi, 2014; Dunst and Trivette, 2010; Rosenblatt and Peled, 2003; Ross & Broh, 2000, confirm that parental involvement in School not only affects the student's academic achievement but also positively and significantly affects his behavior. It also improves his self-image and mental health, raising his motivation to learn and develop high intellectual skills.

In light of the above, it can be said that the participation of parents in School contributes to the progress of the student and has a positive and long-term impact on his performance, development, different dimensions of his behavior, social adjustment, self-image, and mental well-being. Hence, the self-perception is the product of both a family and self-evaluation, whereby the student feels the parents' satisfaction with his achievement performance as strength and faith in his abilities, which opens the horizons for him to develop his self-perception positively at School.

Research methodology and method

The research method is mixed, and it depends on the quantitative and qualitative method (mixed method) to collect data from the 120 participants from the parents of sixth-grade students in Arab schools in Israel. A questionnaire was distributed containing paragraphs related to the research topic, in addition to conducting interviews with 20 mixed parents in terms of generation, gender, and educational degree.

search tools

Two main tools were used in the research, namely, questionnaire distribution and interviews. The validity and credibility of the form were examined based on previous research (Ainhoren & Racciah-Addi, 2012)) in which the first part of the form was used related to the topic of parents' participation in the form School and the relationship between the school staff and the administration. The Cronbach factor showed a high credibility value for the sequence and structure of the paragraphs used in the form $\alpha = 0.86$. The second part of the questionnaire contained paragraphs (13-20) related to the level of the student's self-perception in the School-based on the extent and depth of parental participation and its impact on this related variable. Ten items were selected related to the variable related to "self-perception" from the research of Jensen et al., 1991, translated by Ashville (אשווילי, 1998), in which a questionnaire containing 40 items was used related to parent participation and its impact on the emotional and emotional side of the student. Including his self-perception and the impact of parents' participation in School on the student's behavior and self-evaluation. The reliability of Cronbach's alpha factor showed a value of $\alpha = 0.75$, which is considered to be of relatively high reliability ($\alpha > 0.7 < 0.9$).

Quantitative Research Method

The form is divided into two parts:

1. The first section contains personal and demographic information about the research participant.

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2. Section Two: Paragraphs. The form includes paragraphs related to the nature and importance of parents' school participation according to the personal perspective of each parent and is divided into two parts:

The first section of the questionnaire includes

- 13 paragraphs related to the process of parental participation in the School,
- the role of the school administration and staff in promoting participation, and
- the impact of parental participation on the personal, educational and pedagogical aspects of the student.

The second section of the form contains paragraphs related to the parent participation process and its impact on the student's self-perception and social and emotional components.

qualitative research method

Interviews were conducted with a certain number of research participants (20 parents), and the participants were randomly selected. The interview included questions related to the role of parents in the educational process and how the role of the school staff and administration is reflected in promoting this participation within ways and strategies aimed at supporting the student, improving his abilities and academic achievement, and raising the level of self-perception.

research results

The researchers presented the results of the research by analyzing data in both research methods: quantitative (analyzing forms and examining the relationship between variables to refute or prove research hypotheses) and qualitative by analyzing the interview answers of the research participants through the distribution and classification of the participants' answers into themes.

Results of questionnaire analysis (quantitative method)

The credibility of the response sequence scale in the questionnaire known as Alpha Crow Nabach was examined, which indicated a high value that reflects the high credibility of the participants' answers in the research (parents), and it was 81.1%.

Personal and demographic data:

The results of the questionnaire analysis (120 forms) indicated the following data:

Gender: The majority of the research participants are of the female gender (64), compared to the male gender (56).

Generation: The majority of the research participants are from the middle age group (45-55, 43.3%), in the second category comes the young age group (35-45, 33.3%), and in the third category is the adult age group (55+, 23.3%).

Occupation: The majority of the research participants belong to the category of self-employed or workers (64 participants), while 56 participants belong to the category of employees or workers in the academic framework.

Education Degree: The results of data analysis indicated that most of the research participants belong to a secondary education degree or have qualification certificates (64 participants); in contrast, 56 participants in the research have academic degrees.

Examination of research hypotheses

First Hypothesis:

The research results indicate a direct and positive relationship between the attitude of the school staff and the administration towards the parental participation process and between the degree and level of participation. The more positive the attitude of the school staff and administration towards the parents'

participation in the educational process, the more positively it is reflected in the degree and level of participation. Lists (1 and 2):

List (1): Examining the attitude of the school staff and the administration towards the parental participation process, and the extent and percentage of participation

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.502	1	.502	4.574	.041 ^b
	Residual	3.073	28	.110		
	Total	3.575	29			

a. Dependent Variable: parents participation
* $P < 0.05$

b. Predictors: (Constant), crew role

List (2): Beta coefficients for examining the attitude of the school staff and the administration towards the parental participation process and between the degree and level of participation

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.809	.863		3.256	.003
	Crew role	.386	.181	.375	2.139	.041

a. Dependent Variable: parents participation

The results of analyzing the data of respondents in the questionnaires indicate that there is a relationship between the role of the school staff and the participation of parents (sig. = 0.041) and what it entails in urging parents to participate and the use of strategies related to strengthening the channels of communication between parents and school staff. The index $F = 4.574$ indicated a relatively high positive value, which confirms the existence of a positive relationship between the two variables; The role of the school staff as the "independent variable" and the participation of parents as the "related variable." Accordingly, the first research hypothesis was confirmed.

The second hypothesis:

The research results indicate a positive relationship between the participation of parents in school and the high level of self-perception of the student. That is, the more parents participate in school, the higher the student's self-perception level.

Factor Analysis:

The results of the Pearson factor test, $R = 0.305$, indicating that there is a strong relationship between the participation of parents as the "independent variable" and the level of the student's self-perception as the "related variable," as stated in Lists (3-5):

List (3): Parents' School Participation

Model Summary

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Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.305 ^a	.093	.061	.35276

a. Predictors: (Constant), parents participation

List (4): The relationship between parents' school participation rates and the student's level of self-perception.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.357	1	.357	2.872	.001 ^b
	Residual	3.484	28	.124		
	Total	3.842	29			

a. Dependent Variable: self-perception
b. Predictors: (Constant),parents participation

List (5): Beta coefficient between parents' participation in school and the student's level of self-perception.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Self-perception	3.187	.846		3.767	.001
	Parents participation	.311	.183	.305	1.695	.101

a. Dependent Variable: self
**P < 0.05

The data analysis indicates a low value for Pearson factor (005. sig. 001 <), and a positive value for beta B factor (higher than 0.2), which supports the hypothesis that there is a strong relationship between parents' participation in school, and the high level of the student's self-perception, and this indicates Until the second hypothesis was confirmed.

The third hypothesis:

There is a difference between the degree of education of parents and the percentage of their participation in the teaching and educational process in the school. Parents with a high educational degree (academic) participate more in the school than parents with low educational degrees (secondary qualification certificate).

To test this hypothesis, we t-test the unrelated variables and their relationship to the related variables, which contain secondary components that show a difference in education degree (1. secondary education 2. qualification certificate 3. academic education)—and then examining these compounds with the variable related to "parent participation." The hypothesis states that there is a difference in terms of the degree of

education and the degree of parents' school participation (parents who have an academic degree of education show a greater level of readiness to participate in school based on the items related to this variable related to "parent participation").

The examination results indicate that the degree and level of school participation of parents with an academic educational degree are very close to the participation rate of parents with a low education degree (high school or qualification certificate). Lists (6-7).

List (6): Averages and Standard Deviation

Group Statistics					
	Educational level	N	Mean	Std. Deviation	Std. Error Mean
Parents participation	High school or certificate	64	4.6250	.35355	.12500
	academic	56	4.6429	.36314	.09705

List (7): Parents' education degree and school participation rate.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	95% Confidence Interval of the Difference	
									Lower	Upper
Parents participation	Equal variances assumed	.098	.075	-.112	20	.0912	-.0178	.1594	-.35050	.31479
	Equal variances not assumed			-.113	15	.0918	-.0178	.1582	-.35509	.31937

The t-test indicated that there was no relationship between the degree of education (the independent variable) and the percentage of parents' participation in school, and this is evident in the convergence of the response rates (mean) and the standard deviation (std.) of the research participants from the gender side (male-female). The Pearson index also showed the result ($.05 < sig. = .0758$). Based on this result, the hypothesis was refuted.

Interview Analysis Results (Qualitative Method)

This section aims to complete the research results according to the qualitative method by conducting in-depth semi-structured interviews regarding the structure and type of questions directed to the research participants.

Analysis of the interview answers conducted with the participants (20 parents) showed the crystallization of two main themes, which are related to the research questions and hypotheses, which are as follows:

First Value

Parents' participation in the school is a reciprocal process with the school staff.

The results clearly showed that parents see teachers and the school administration as a significant factor in motivating parents to participate in school. On the other hand, the general participants found that the attitude of teachers towards the participation of parents has a significant impact on the efficiency of the educational process, as the results of the research showed that all parents find that the attitude of the teacher towards the participation of parents - whether positive or negative - has a significant impact on participation. That is, the more effective the school staff is in terms of developing plans and strategies that support the participation of parents in the school (through social communication, home visits, or even phone calls), the more it will enhance trust between the two sides and then translate this trust on the ground with large participation:

Hassan: "...The school administration must always keep in mind the percentage of parents' participation and work to raise it in several ways and means, such as a home visit to the student, opening channels of social communication that would increase knowledge and cooperation between parents and the teacher, and thus increase their participation in the school. The administration is essential because it sets a model for the rest of the teachers..."

Amani: "I think that joint work between parents and the school is vital, and this begins with the school's initiative, in my opinion, to educate parents and the need for their participation in the success of the school and the teacher, and also the school staff should strengthen the partnership with the parents and take the initiative..."

Issam: "The relationship between parents and the school is linked to the factors of responsibility and mutual respect, and the recognition of each of the complementary roles of the other. Perhaps the school should develop strategies to strengthen this partnership from an educational and educational perspective..."

Taghreed: "In my opinion, the participation of parents in schools, in general, has decreased due to the lack of knowledge and practical organization in the school to enhance the participation of parents. We cannot blame the parents, but we as staff must do everything in our power to attract parents to the school..."

Layali: "The harmony of cooperation between parents and teachers falls on the responsibility of the teacher and administration first more than on the parents, because we are all aware of the situation of parents and their long working hours. All necessary educational and social means and methods must be provided for the success of this cooperation..."

Second Value

Parents' participation effectively contributes to raising the student's self-perception and enhancing his academic achievement.

The results of the analysis of the interviews of the research participants indicated that the majority of participants (83.3%) find that the participation of parents in the school plays a vital role in the educational process and the personal level of the student. The respondents' answers indicated that the parents'

participation reflects positively on the student's psyche and self-perception when his parents actively participate in events and school frameworks that increase his self-confidence and motivate him to learn through raising his self-perception. The research participants explained that the student's self-perception variable is primarily related to the extent of his parent's participation in school, which is a positive direct relationship. Parents' participation, according to what was stated in the participants' answers, contributes to refining the student's behavior in school, improving his academic achievement, and raising his level of self-perception:

Layali: "As a parent and guardian, I am interested in visiting school frequently because this topic and experience raise my son's level of achievement and develop his personality among his friends. In my opinion, self-perception is the sum of the personal qualities that every person in society enjoys, and school is the foundation of society. We must support it in every possible way..."

Issam: "According to my opinion, the student's success in school and the refinement of his personality depends largely on the support that his parents provide him with good treatment at home and a constant interest in his school situation. The student gives him social values that enhance his belief in his abilities and raise the level of his self-perception..."

Iman: "...of course. The self-perception increases whenever the student feels that the school cares for him and his needs, and this is achieved when the parents are persistent in interfering in the school and knowing what their son or daughter needs. The school cannot raise the student's achievement level without the support of the parents as partners in The teaching process. They constitute a source of great information and support, and this must be exploited through effective and efficient participation.

Rabbi: "...Unfortunately, in recent years, the participation of parents has become limited only to certain occasions in the school throughout the year, and this is a mistake in my opinion. The participation of parents in all school fields contributes to motivating the student to love school and education and makes him trust the teachers when he sees his parents as active participants. In the school, they do not criticize the work of the administration and the staff of the teachers. In my opinion, self-perception requires refining the student's identity and personality in the school in a cooperative manner between us as parents and the staff and administration..."

Hana: "...It is obvious that the student is affected by the participation of his family in the school, as they exchange information and work with the staff in order to improve his educational attainment and raise his educational level. A person's self-perception is reflected in his achievements, so when parents participate effectively, the student's achievement increases, and this leads to "To raise the level of his self-perception of himself..."

Discussing the results

This research sought to reveal the relationship between parents' school participation and students' self-perception in sixth grades in Arab schools in Israel.

The results of the questionnaire analysis indicated the existence of a positive relationship between the work and role of the school staff that seeks to promote and support the participation of parents according to strategies and plans studied by the administration, and between increasing the degree and level of participation among parents. The Pearson indicator showed a value less than the value of the general sensing base for examining the relationship between independent and variable variables ($P = .041 < .05$), and this indicates that the audience of research participants (120 parents) believe, in their view, that the school and the administration have an essential role in promoting Partnership and cooperation with parents. group of researchers (Fisher & Friedman, 2009; Friedman, 2010; Avgar, Berkowitz and Shalev- Vigisser, 2012)

They supported this research result by saying that the school principal and the teachers' staff have a significant influence in determining the course of the relationship between the school and the parents - its extent and quality - and seek to develop and consolidate this relationship to become a thread in the fabric of the school's vision and culture. The results of the research also indicated the importance of providing teachers with communication skills and communication with parents through training and rehabilitation, as the teacher has a vital role in enhancing the participation of parents by showing acceptance and interest in them, enhancing mutual trust, and providing them with important information about their children. This result is consistent with the results of previous research (Al-Hassan, 2008; Fisher & Friedman, 2002; Shmai, 2008), which indicated the importance of the role of the teacher as a communication channel with parents because of its educational and educational importance at the same time. Accordingly, the first hypothesis was approved as Supported by the results of the interviews.

In addition, the results of the research, after analyzing all the forms, indicated that there is a strong relationship between parents' school participation and raising the level of the student's self-perception ($P = .001 < .05$), according to the parent's point of view in their answers to the forms that the relationship is considered positive and direct between the two variables. This result is consistent with the study of Shechtman and Bushrian (2015) as well as the study of Schaedel and others (Schaedel et al., 2015), who indicated that parental participation in school positively affects the emotional and social development of the student, and positively affects the level of self-perception. he has. In light of this, the second research hypothesis was approved, which was supported by the results of the interviews.

The research results also indicated no relationship between the degree of education of the research participant and the extent of his effectiveness and participation in the school ($.05 < .0758 = sig.$). The majority of the research participants are women (64 women compared to 56 men). The majority of the participants have secondary education degrees or qualification certificates (64 participants); in return, 56 participants belong to the academic category. This search result is inconsistent with the studies of Fisher & Friedman, 2009; Friedman, 2010; Avgar, Berkowitz and Shalev-Vigisser, 2012), which indicated that the higher the level of education of the parents, the higher the level of participation with the school. In light of this result, the third hypothesis was refuted, which indicated that the degree and level of parents' school participation are affected by the parents' education level.

Summary and recommendations:

In addition to the obstacles and barriers that exist for parents' participation, we can point out the importance of the school in bringing parents closer and involving them in favor of processes and steps related to their children. The school should be proactive and effective in promoting this issue. The school should promote relationships based on mutual respect that help parents participate in the school and provide a space for them to have their voices heard. The school should also adopt policies and strategies that affect the degree and level of parental participation, including developing communication channels; Encouraging parents to participate in the work of the school, and providing them with the skills and values necessary for effective participation in decision-making; awareness of parents; Providing guidance and training to parents in order to expand and deepen their knowledge and parenting skills, which aims to change their behavior towards their children; Providing parents with knowledge of educational systems and practices; Training of teachers to enhance communication skills and work with families. In addition to all this, the role of the school principal - as a true leader and supporter of partnership relations - in enhancing the participation of parents and their participation in decision-making, increasing cooperation and consolidating mutual trust between the school and parents in order to achieve a positive change in the students' personality, stands out.

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