



The Structural Relationship of the Basic Decisions of Parents' Participation and the Forms of their participation in Elementary School Students

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Background and Aim: The dimensions of parents' participation in their children's education are of the variables that can have a major impact on the education of students. Therefore, the aim of the present study was to investigate the structural relationship between the basic decisions of parents' participation and the forms of their participation. **Methods:** The design of the study was descriptive-correlational type. The statistical population was the students of Tehran in the academic year 2020-21. The participants were 384 students who were selected by cluster random method. Parental involvement questionnaires (Hoover-Dempsey & Sandler, 2001) were completed by the participants and the data were analyzed with the structural equation model. **Results:** The findings showed that parental role construction and self-efficacy are sufficient indicators of the structure of parents' motivational beliefs. The structure of parents' motivational beliefs had a positive structural effect on the forms of parental participation. The structure of parents' understanding of inviting others to participate has three indicators that are significantly loaded on this structure. This structure had a significant structural effect on parental participation with two indicators of school-based and home-based participation. The structure of parents' perception of the context of life has two indicators of perception of their time and energy, and perception of their skills and knowledge. This structure had a positive and meaningful structural effect on the forms of parents' participation in their children's education. **Conclusion:** Hoover-Dempsey and Sandler's model can provide a suitable basis for parents' participation. The antecedents of this model in the field of increasing parental participation should be taken into consideration by school administrators and education decision makers.



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Introduction

Since man is a social being and his actions and behavior are affected by social customs and laws, he does not feel secure and peaceful without belonging to a group. Therefore, when the structure of the school is such that it teaches a sense of belonging and integration, parents and students can learn to live, help and work together. Mutual understanding between home and school leads to greater cooperation, commitment and trust between parents and school staff, which results in greater academic and cognitive growth of students (Hoover-Dempsey & Sandler, 1997). The interaction between the child's formal learning experiences at school and the child's informal growth experience at home and family occurs through a continuous process. Close cooperation between home and school is therefore essential if children are to receive the maximum benefits of the curriculum. Also, parents have a special role in creating a positive spirit in the school so that all members of the community and the school can feel a sense of belonging to the school and be interested in the development and progress of the school. Hoover-Dempsey and Sandler state that there are three basic structures at the heart of parental involvement in curriculum decisions: 1) the teacher's opinions and beliefs regarding the roles of parents in the education of their children, 2) the sense of effectiveness of parents in helping their children to succeed in school and 3) the understanding and awareness that both the child and the school require the participation of parents. (Hoover - Dempsey and Sandler, 2000). Changing attitudes and new knowledge about this issue has made the school aware of its essential role in establishing a close relationship with the family. Schools should actively try to develop communication and group and mutual family partnerships. The mutual understanding of these two institutions is effective for understanding each other's needs, possibilities, limitations and abilities.

The dimensions of parents' participation in their children's education is one of the variables that can have a major impact on the education of students. The meaning of the dimensions of parental participation is participation and involvement in children's education in both the home environment and the school environment (Johnson, 2016). Parental involvement is often defined in school-centered terms, such as how

often parents visit the school to volunteer or attend a conference with the teacher (Fantuzzo et al., 2020). However, parental involvement in children's education can take many forms, both in the home environment and at school (Grolnik and Sloviacek, 2021).

The theory of participation is based on the principle that community members should be involved in the design, implementation, management and evaluation of programs. Many researchers have noted the important role that a strong positive bond between home and school plays in children's development and education (Edwards & Aldred, 2000; Henderson & Mapp, 2002; Richardson, 2009). Theories have been supported and reaffirmed by numerous studies showing that good collaboration between schools, homes, and communities can lead to student academic achievement as well as educational reform (Johnson, 2016). Research has shown that successful students have strong academic support from their involved parents (Sheldon, 2009). Additionally, research on schools where students are learning and succeeding has consistently shown that these schools have strong, positive relationships despite often being located in neighborhoods that are socially and economically disadvantaged. (Saunders and Sheldon, 2009). More importantly, these effective schools with a positive learning climate have made a significant effort to communicate with their students' families to create a good partnership. Sanders and Sheldon (2009) believe that schools succeed when there is a strong and positive relationship between students, parents, teachers and the community. All students are more likely to succeed academically if their home environment is supportive (Grover et al., 2016). Considering the important role of parents' involvement in children's education, one of the important issues is to investigate the variables that influence and increase the dimensions of parents' involvement. The most well-known model in the field of how, quality and effectiveness of parents' participation in children's education and variables affecting it was developed by Hoover-Dempsey and Sandler (2005), which is known as Hoover-Dempsey and Sandler's parental involvement process model. This model is an attempt to explain why parents participate in their children's education and how participation

affects their children's academic outcomes, which is designed in five levels. Their model is based on the fact that parents' positive decisions for participation include their choices that determine the choices of intellectual mechanisms, and by being influenced by moderator and mediator variables, it finally explains the child's educational outcomes.

The purpose of this research was to investigate the model of influencing factors on the level of parents' belief in participating in their children's education. In this model, parents are assumed to have motivational beliefs to participate in their children's education, and the role of belief in the parent's role and the parent's sense of self-efficacy are examined based on this motivational belief. In addition, parents' perception of being invited to participate in their child's education is another influencing variable on the level of their participation, which can be affected by the perception of invitation from the manager, teacher and student. The third variable that is examined in this model as a variable influencing the level of parental participation in children's education is the variable of parents' understanding of the context of their own lives, which affects the level of participation in their children's education; This can also be affected by the time and energy of parents and their sense of skill and knowledge to participate in their child's education.

Method

The present research method is descriptive-correlation of structural equation modeling. All the elementary school students of Tehran in the academic year 2020-21 formed the statistical population. The number of elementary school students (girls and boys) in public schools in the whole city of Tehran was 494,715 thousand people. According to Morgan's table, the minimum sample size is 384 students. In this study, 400 students were selected considering the missing cases. Cluster random sampling method was used. First, 5 regions have been selected from all the regions of Tehran in the northern, southern, eastern, western and central regions. Then, two schools were randomly selected from each region. Tehran was divided into five regions: North, South, East, West, and Central. One area has been randomly selected from each area. Two schools (girls and boys) have been selected from each region. The number of samples in each region is 40 students, 20 from each girl's school and 20 from

each boy's school. Despite the quarantine conditions of the Corona era, after coordinating with the principal of each school that was selected as a sample, questionnaires (in the form of a file) were prepared; Then it was made available online to parents of primary schools in five districts of Tehran (girls and boys) and they were asked to participate in this matter.

Materials

1. Parental Role Construction for Involvement in the Child's Education Scale:

this scale is a multi-part scale and is based on the open model designed by Hoover-Dempsey and Sandler (2005). This tool is actually multi-layered and multi-part that plays the role of several variables in the model of the dimensions of parents' participation in the education of children (their children) and is scored with a 6-point Likert scale. This questionnaire includes 9 scales, which are: activity role beliefs scale (10 items); parenting self-efficacy scale (7 items); scale of parents' perceptions of invitations to participate in school (6 items); scale of parents' perception of inviting children to participate (6 items); scale of parents' perception of the teacher's invitation to participate (6 items); scale of parents' understanding of personal knowledge and skills (6 items); scale of parents' perception of time and energy for participation (6 items); Scale of participation activities based on home (5 items) and school (4 items). The reliability of the questionnaire was confirmed by the creators and with Cronbach's alpha.

Implementation

In this research, 300 of these men were selected by sampling method and questionnaires were provided to them. The method of data collection, the use of the desired questionnaires was given to the participants by the researcher, and while announcing the results confidentially, they were asked to answer each and every question honestly and completely. Considering all the conditions, the sampling period lasted 4 to 5 months. After collecting the data, the subjects' questionnaires were analyzed with appropriate statistical methods.

Results

In terms of demographic indicators, 47% of the statistical sample of this research are father's parents and 53% of the statistical sample are father's parents. In terms of age, the majority of respondents (52%) were in the age group of 41 to 50 years; Also, 40% of the respondents were

30 to 40 years old. 36% of the parents' jobs were free, 33% of the parents' jobs were

government jobs, and the rest of the parents were unemployed or housewives.

Table 1. Descriptive indices and correlation matrix of research variables							
	Mean	SD	1	2	3	4	5
1. Forms of parental participation			1				
2. Parents' motivational beliefs	40.88	69.9	**0.785	1			
3. Parents' understanding of inviting others	98.89	20.9	**0.778	**0.679	1		
4. Parents' understanding of the context of life	93.85	85.8	**0.770	**0.644	**0.670	1	
5. Home based behaviors	26.05	4.18	**0.660	**0.534	**0.579	**0.636	1
6. School-based behaviors	25.76	4.32	**0.689	**0.651	**0.607	**0.561	**0.668

**P<0.05

Table 2 shows the correlation coefficients between the components of the present research variables. As can be seen, the variables of parents' motivational beliefs, parents' understanding of inviting others to participate, parents' understanding of the context of life, home-based behaviors have the least correlation, school-based behaviors are positively correlated with the forms of parental participation and at a significance level of 0.01. Variables of parents' motivational beliefs have

the highest correlation and home-based behaviors have the lowest correlation.

In order to examine the conceptual model of the research, the partial least squares structural equation modeler was used to examine the relationships between the research variables, validity and reliability coefficients, and the quality of the model using the test results. First, the model related to path coefficients (Figure 1) and then the model related to T values (Figure 2) are reported.

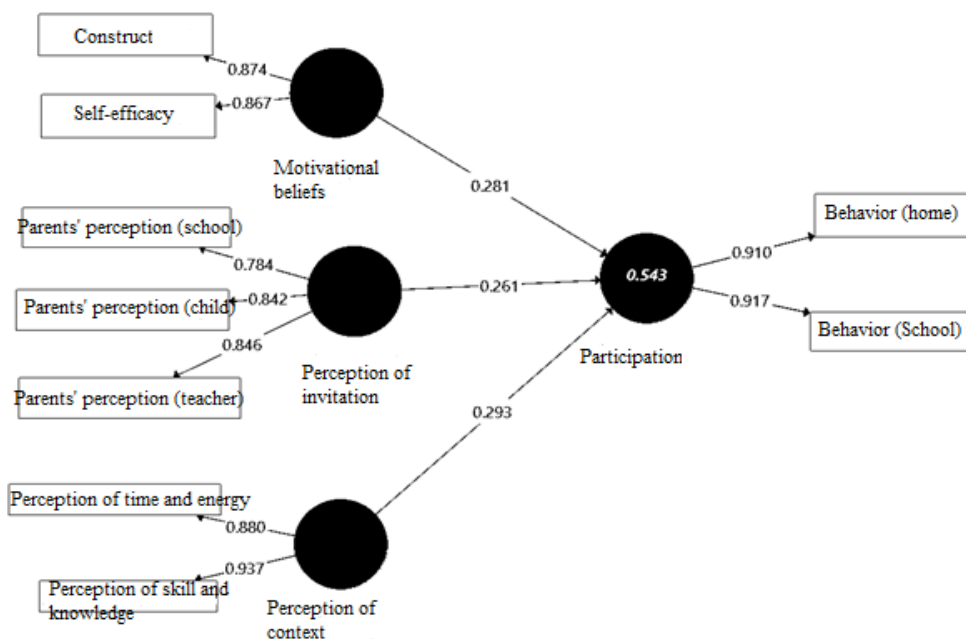


Figure 1. Direct effects

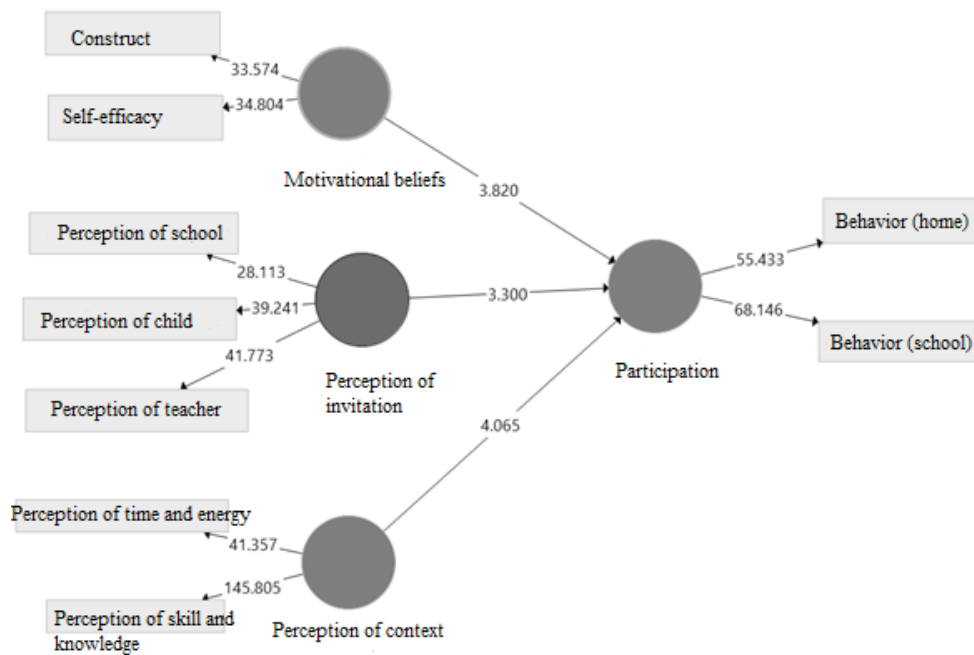


Figure 2. t-values

The results of the model fit test showed that the latent variable sharing validity verification index was positive for all constructs, and the SRMR index (second root of the standardized residual mean square) was also used. This index is reported as 0.079, which is smaller than 0.08, which shows that the experimental data

confirms the generality of the theoretical model. And the measurement model has a suitable quality. Finally, after confirming the required sufficiency, reliability and validity, the direct, indirect and total effects of the research variables on the forms of parental participation have been investigated.

Table 2. Direct effects for the main model

Path	S. E	β	t	p
Direct impact				
Motivational beliefs of parents to Forms of parental involvement	0.074	0.281	3.82	0.0001
Parents' understanding of the context of life to Forms of parental participation	0.072	0.293	4.06	0.0001
Parents' understanding of inviting others to participate to Forms of parental participation	0.079	0.259	3.30	0.001

According to the contents of the above table, the direct effect of parents' motivational beliefs on the forms of parental participation was significant ($P < 0.01$, $\beta = 0.281$). Also, the effect of the latent construct of parents' understanding of inviting others to participate on the latent construct of forms of parental involvement was significant ($P < 0.01$, $\beta = 0.293$). The effect of the latent structure of parents' understanding of the context of life on the latent structure of forms of parental participation was significant ($P < 0.01$, $\beta = 0.259$).

Conclusion

The present study was conducted with the aim of structural relationship between the basic decisions of parents' participation and the forms of their participation in elementary school students. The results of the research showed that the structure of parents' role as well as the structure of self-efficacy was positively and significantly loaded on the underlying variable of parents' motivational beliefs, and this variable also had a positive and significant

impact on the forms of parental participation in children's education. Parental role structure basically means parents' beliefs about what they can do about their children's education. This result was consistent with the results of Zoghi Padayar, Yaqoubi and Nabizadeh (2014), Kad (2020), Shank and Pentrich (2012), and Ruf and Boes (2014). Role constructs serve as a motivator for parental involvement because they help parents envision and expect how they should behave in order to participate in activities that are relevant to their children's educational success (Hoover-Dempsey & Sandler, 1997). Lu and Choi (2013) state that performing a task and playing a role by people with similar skills in different situations is weak, medium or strong or by the same person in different situations. Therefore, if parents have a feeling of playing a role, and the stronger this feeling is, it makes their motivational beliefs stronger, and these motivational beliefs cause them to participate more in their children's education. It can be added that the sense of role (role structure) in parents strengthens the motivational belief because the failure in their child's education can become a state of anxiety or threat for them, and this in turn creates a motivational belief. Also, if their child is in a good academic situation, they will be motivated to maintain this situation again, and this in turn will increase their children's participation behavior in their studies, both at home and at school. Codd (2020) states, people who value something, raise the possibility of doing that work and are motivated for it; This is exactly the same as the role construct in which it is proposed that if parents feel that they can play a role in their children's education, they will have a motivational belief to do so; This motivational belief will lead to an increase in the likelihood of home-based or school-based cooperative behaviors.

Parents who believe that their own role is important in influencing their child's progress in school are more likely to facilitate the development of their child's interests, compared to parents who do not see their role as important. Belief in role is equivalent to belief in value. Value beliefs are the key determinants of choice, persistence and participation in tasks. Eccles and Wigfield (2002) stated four components of work value: achievement value, intrinsic value, utility value and cost. In the case

of parental involvement, these components refer to (a) the personal importance parents attribute to positively contributing to their child's learning; (b) the genuine pleasure the parents feel in doing so; c) The relationship that parents consider between positive participation in their children's learning and their personal goals in life. and (d) the amount of effort or negative experiences parents feel they have to make to do so.

In addition to the structure of parents' role or motivation to participate and help their children in academic matters, parents' self-efficacy is also significant in their motivational beliefs, and motivational beliefs also have a significant effect on the forms of parental participation in children's education. This result was consistent with the results of Zare and Ghorbani (2021), Nemetken et al., (2022), Borich and Kim (2020), Okan and Ahmet (2013). Explaining the significant relationship between parents' sense of self-efficacy and their motivational beliefs to participate in their children's education can be solved and explained in the framework of the motivational theory of expectation multiplied by value. This theory states that people are motivated to work if they have the feeling and belief to succeed in that action, and in addition to this expectation, the results of that goal action are also significant and valuable for them (Loh, 2019). Therefore, it can be inferred that parents who believe in self-efficacy to influence their children's education will have motivation and motivational belief for this action. Lillian (2012) has also shown that the feeling of self-efficacy constitutes the motivation belief for effort. Probably, parents with a sense of self-efficacy have one of the important conditions for participation in their children's education, they will persevere in the face of their child's academic challenges, and it creates a lasting interest and motivation to participate in their children's education in the form of home-based or school-based participation. Parents with more self-efficacy will have more confidence to influence their children. This belief and feeling of empowerment can lead to a feeling of motivation and belief in creating more opportunities for their children, so it can be concluded that the feeling of self-efficacy plays a significant role in motivation (Bau & Wang, 2020).

Another result of the research was that parents' understanding of inviting others to participate (in children's education) with three indicators had a positive and significant effect on parental participation (with two indicators of participation based on school and home). First, it should be mentioned that all three indicators of invitation from the child, invitation from the teacher and invitation from the manager are significantly loaded on the latent variable of invitation. Invitation by the teacher, invitation by the child and invitation by the manager have created the most meaningful factor load, respectively. These results can mean that parents take the teacher's invitation more seriously because the teacher is directly and directly aware of the student's academic status more than anyone else. Also, any message or invitation from him to parents is considered more important for parents. This finding was in line with the findings of Saracosti and Lara (2019), Jurisic and Bonijvach (2017), Shajis and Archal (2014), Epstein and van Vries (2011) and Power, Krustis and Habusch (2001); However, it was inconsistent with the research of Zoghi, Yaqoubi and Nabizadeh (2014), this research has shown that the invitation to school did not increase the academic achievement of children, and in this context they state that the invitation to school was probably not taken seriously by parents and the reason This disparity can be seen in the society and the research samples. In the mentioned research, parents with hyperactive children were studied, but in the present research, normal students and parents were studied. In explaining the effect of invitation for participation on participation in children's education, it can be said that by inviting the school staff, especially the teacher, who has the most role and the most familiarity with children's education, the message of importance is sent to parents. When a parent receives the message of the importance of his presence and intervention from the teacher and principal, his participation (whether at home or at school) in the child's education will increase. In addition to the effect of invitation in creating importance, invitation by school agents creates responsibility, that is, in parents, a schema or attitude is formed based on the fact that he has equal or similar responsibility for his child's learning with the teacher and manager. This in turn increases home or school based participation. Especially these effects (message

of importance and creation of responsibility) are greater when the invitation is multi-sided (by the teacher, the child or the child and the manager). Previous studies have shown that invitations (from any source) promote and improve the academic status of children. This issue increases the amount of parental participation at home or school-based because the promotion and improvement of children's educational status acts as a strengthening factor for parents, and by receiving this strengthening factor, parents continue or increase their participation. This issue can be explained with the concept of agency in the social cognitive theory that was stated earlier. Kad (2010) states that whenever a person feels agency in something, his role, his behavior and behavioral patterns in that context are promoted and increased and continued. Therefore, a parent who increases participation in his child's education following the invitation (from the teacher, manager and child) and subsequently observes the effect on the improvement of his child's educational status, the concept of agency is formed in him. In addition to the mentioned cases, Shajis and Archal (2014) also state that the invitation from the teacher and the manager has an effect on increasing the participation of parents (based on home and school) through creating a positive relationship and intimacy and creating a common language and goal. Jurisic and Bonijvach (2017) also point out that inviting the school in another way also increases the forms of parental participation in children's education. They state that school decision making refers to the involvement of parents in school decisions and parent leaders and representatives. Parents participate in school decision-making when they become part of school management committees or join organizations such as parent/teacher associations. Other decision-making activities include taking on leadership roles that include disseminating information to other parents; Includes: participation in other parent organizations, advisory councils, or parent leadership and involvement committees, independent advocacy groups for consensus for school reform and improvement, networks to connect all families with parent representatives. All these things promote parents' participation in their children's education. The third result of the research was that parents' perception of the context of life with two

indicators of perception of their time and energy and perception of their skills and knowledge has a positive and significant effect on the forms of parents' participation in their children's education. Also, parents' understanding of their skills and knowledge has created a greater factor load, so it has also shown a greater impact on the forms of parental participation. This finding was consistent with the findings of Friedni (2021), Zira et al. (2021), Jurisic and Bonijvach (2017), Hornby and Witt (2010), Kim (2009), Green et al. (2007), and Epstein (2001). Goodall and Montgomery (2014) state that when parents show skill and expertise in their child's education, this issue is valued by teachers. This valuation, in turn, is returned to the parents and causes greater synergy and participation of parents in their children's education. Goodall (2018) states that the paradigm of education worldwide is changing drastically, from one where teachers know the facts about all academic content to one where students are strong participants in learning. Based on this, the model of teacher-parent relations must also follow the same principles. Teachers are no longer the only ones with valuable information to pass on to parents, and parents are no longer the only recipients of information about children's achievement and behavioral outcomes. Instead, parents' knowledge and thoughts should be heard and welcomed because they have valuable information about children's learning and development that the teacher does. According to Gudal (2018) and in accordance with the change of teacher-centered to participation-centered education model, parents who have more information, knowledge and skills in this new model will have a more colorful and prominent role; In this new system, the participation in the education of these parents is more. From another point of view, explaining the effects of sufficient time and energy of parents to participate in their children's education seems simpler. Considering the specific issues specific to Iran's culture and society, naturally, parents who are not under economic pressures, long-term work shifts and do not have two or even multiple shifts have more opportunities to participate in their children's education. In addition to the perception of time and energy, one of the other components is the perception of skill and knowledge by parents to participate in their

children's education. In explaining this component, we can mention the psychological effect of perception of knowledge and skill. From a psychological point of view, a parent who feels that he has enough knowledge and skills to participate in his child's education is considered a self-efficacious person. According to Bandura's self-efficacy theory, he will naturally take more action in that field; In other words, a parent who feels that he has enough knowledge and skills to participate in his child's education will naturally have more home-based and school-based participation in the education of his child or children.

The current research also faced limitations. One of the limitations of this research is that only home and school-based intervention was examined, and the quality of parental intervention and how it was done in children's educational affairs has not been examined. It has not been investigated, therefore, families with one child may have different levels of participation in their children's education due to the influence of the number of children. Considering the impact of the role structure on the forms of parents' participation in their children's education, the first suggestion is to create a sense of role and create self-efficacy for parents in the field of playing a role in their children's education, which in turn increases participation. In this context, calling the school, meeting parents and teachers, etc., to educate and understand the importance of parents' participation can be helpful. Therefore, experts, teachers, education, etc. are suggested to take action in the field of creating this attitude, belief and culture. Following the formation of this belief, parents will consider time of the day or week to participate in education (based on home or school). Considering the impact of the perception of knowledge and skills on the forms of parents' participation in their children's education, the role of the school in the formation of this knowledge and skills is colorful. Considering the limitations and the possibility of paying less attention to this issue, perhaps it seems useful to produce knowledge and skill content for parents to participate in the education and learning of their students. Considering the impact of inviting parents (by teachers, students, and principals) to participate, it is suggested that school meetings with teachers be taken seriously and its importance

conveyed to parents. Also, due to the expansion and access to the virtual space, the capacities of this space can be used to create and expand the link between parents and schools and their children's education. It is suggested to examine the role of schools as an influencing variable in creating, maintaining and increasing the participation of parents in their children's education. It is suggested to check or control other intervening variables such as the number of children of the parents whose participation in the child's education is checked by them.

Conflict of Interest

According to the authors, this article has no financial sponsor or conflict of interest.

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