

**“Babeş-Bolyai” University of Cluj-Napoca**

**Educational Sciences**

**Long Abstract of PhD Dissertation**

**Effects of Parental Involvement on the Quality of Special  
Education and Students’ Behavior in East Jerusalem**

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# **Effects of Parental Involvement on the Quality of Special Education and Students' Behaviors in East Jerusalem**

## **ABSTRACT**

This thesis was designed to study the effects of parents' participation in the special education process in East Jerusalem. The improvements of many fields of this process were visualized under the involvement of parents. The development of self-esteem amongst the intellectually disables (ID) students, the learning process including outcomes, and social behaviors, the qualities of education, and social competence were important fields that the researcher explored. Many researchers found that parental involvement in education had a positive effect. The general results of this dissertation agreed with most of the previous results. Other factors were considered also, that related to the parents' characteristics such as gender, educational level, and language skills. Its main aims were to investigate several hypotheses and questions in the perceptions of Palestinians parents in East Jerusalem. Both quantitative and qualitative data were collected in the city through a survey questionnaire, unstructured interviews, and focus groups with a range of participants from homes, non-governmental organizations, and other places.

It was no surprise to find positive influences of parental involvement on special education. However, there are situations where parental involvement is proven to be a weak factor, and stronger intervention is needed. The survey in this dissertation illustrates that this factor, besides other factors, is essential to develop the quality of teachers' performance in special education schools (UNESCO 1997), as well as developing the quality of the learning process, and educational services in these schools. The study also proved the considerable effects on both learning outcomes and social behaviors. The semi-structured interviews with ID students showed that participation was a motivating factor to improve self-esteem amongst the ID students. Moreover, the focus group study suggested that intervention was needed to increase parental participation in special education (Borkowski & Cavanaugh, 1979).

The dissertation also reached several important conclusions. It was found, for example, that mothers' participation in special education is more effective than that of fathers. Highly educated

parents also play more impressive roles than uneducated or low-educated parents in developing special education.

### **Motivation and the importance of the study**

Some students in East Jerusalem with ID have an obvious lack of interest in learning or problem-solving tasks. Some students with ID develop learned helplessness, a condition in which a person who has experienced repeated failure comes to expect failure regardless of his or her efforts. The parents' participation can help in minimizing such effects. As directly responsible for ID students in East Jerusalem, this researcher decided to study the influence of this participation on the patterns of learning and social behaviors of the IDs, as well the quality of special education, hoping to prove the positive impacts on the education process.

### **The structure of the study**

Chapter one presents a general introduction to the topic.

Chapter two introduces the nature of the study through the literature review, presenting many concepts related to intellectual disability, or mental disability and their connection with the learning process. A major issue was the influence of parental involvement on the correction of some mental properties, and as a result qualifying special education. The cognitive functioning was intensively studied, including working memory, learning rates, attention, and intersect motivation.

In chapter three, the research methodology proposes the conceptual methodology of the research. Three findings were used to study the effects of parental involvement on the special education process.

Chapter four analyzes four findings of this dissertation - the two questionnaires, a semi-structured interview, and the focus groups. Parental involvement was found to improve teaching, learning, and educational services in special education schools in East Jerusalem (Khan, 2001) and the conclusions of this study agree with much of the research as presented in the literature review. This study further found that other factors are important to improving the quality of special education. Language skills of the parents, educational levels, and gender were found to afford momentum for improvement.



Chapter five is the discussion and recommendations of the thesis.

### **The literature review**

The literature review of this thesis begins with the historical background of the nature of the learning of intellectual disabled students. It also focused on the educational system in East Jerusalem including the special education, giving some statistics concerning the educational and special education processes. Section 2.2 presents some background to the disparity in special and public education in East Jerusalem, including registration and admission problems. Section 2.3 represents the East Jerusalem Parents' Committee whose members protested against the shortages in education system. Moreover, section 2.4 discusses some difficulties facing special education, and section 2.5 deals with the nature of the work of special education teachers.

In section 2.6, the definition of intellectual disabilities was formulated upon the I.Q factor. Then the section discusses causes and effects of intellectual disabilities. The concept was related to the subject of this research, that is, to the learning process of the ID students, as well as their social behaviors (Hawkins, Eklund, James, & Foose, 2003). Understanding the learning process of the intellectually disabled students, and how parental involvement in education can develop that facet of life, the nature of the disability or general learning disability must be understood. It is a generalized disorder appearing before adulthood, characterized by significantly impaired cognitive functioning and deficits in two or more adaptive behaviors.

Although, cognitive functioning is an important indicator to measure the effect of parental involvement on learning process of ID, the concept could not be measured directly. General notations on memory, attention, and learning rates were found for the ID students in East Jerusalem; while many previous studies showed that intervention can improve memory and attention of the ID students (Hughes & Rusch, 1989; Woodworth & Schlosberg, 1954).

Section 2.11 introduces the quality of special education. The thesis makes a great effort to verify the effects of parental participation in education to improve educational quality, including teachers' work, learning, and services (public, health, and apparatus services).

The definition of parental participation is introduced, while "parental involvement" has not been universally defined. Diverse terms and meanings appear in the literature that provide information

on this important topic. However, the researcher restricts this concept in most parts of this thesis by what is called “Epstein’s types of parental participation in special education”.

Section 2.15 looked for factors that can influence the participation of parents (Scanlon, Arick, & Phelps, 1981; Caines, 1998) in special education. These factors were thought to be suitable for the situation in East Jerusalem, however, not all were included in the analysis. The researcher saw that three of them were important to the analysis: educational level of the parents, language skills, and gender.

The final section (2.26) discusses the teacher–parent relationships.

### **The research methodology**

This chapter describes the methods the researcher employed in his field research and data gathered in order to answer the key research questions and hypotheses in this dissertation. These questions aimed to explore the extent to which the involvement of parents in special education can add momentum to the development of the learning and teaching processes and educational services. They also aimed to explore the perceptions of the Palestinian community in East Jerusalem of the involvement process and its benefits for all parties - students, educators, and regular people. As in any study of ID the researcher applied the theoretical concepts to the students in special education schools in East Jerusalem assuming the international standards are available.

It was necessary to plan several methodological strategies, thus both qualitative and quantitative methods were employed.

Research methods were combined in order to examine the questions raised in this dissertation. Indeed, combining both quantitative and qualitative methods can be very useful and result in enriched data (Winslow et al., 2002). The strength of data collected through each method combined to provide an opportunity to triangulate the results. In this study of the effect of parental involvement in the educational process in the special education schools of East Jerusalem for ID, the researcher used the methodological framework of analyzing questionnaires. The statistical procedure of allocating and analyzing data collected for two populations in East

Jerusalem is shown. In general, the results of this analysis find good compatibility between the local study and the international studies concerning involvement of parents in education. However, the study focused on the effect of involvement to minimize learning disabilities, not on the way I.D. students receive information for learning, although this is an important point (Schultz, 2002).

It is important to present the different ways in which these methodologies have been deployed. Different approaches were employed to develop a scientific set of data that reflects the stratified structure of Palestinian society. This chapter discusses the diverse research approaches, with each section dealing with one of the methods used in this dissertation. The first part will concentrate on focus groups, the second will discuss semi-structured interviews, and the third will focus on survey methods.

### **The research setup**

This thesis designed to figure the importance of parent's participations on educational quality, the data received from four randomized special educations schools in east Jerusalem (Al Amal, Al Bakreih, Princess Basma and Al Sahel). The data were collected as follows:

- A) Eighty-six parents (out of 105 parents) of students diagnosed as ID, were asked to complete questionnaires for their views of the effects of parental involvement on the quality of education. Forty of them participated in focus group discussion with the researcher, and thirty-eight parents of the whole sample participated in a semi-structured interview. The two samples did not overlap.
- B) Eighteen ID students were chosen randomly from the four schools, where they participated in semi-structured interviews.

### **Parents:**

Eighty-six parents from the four selected special education schools that participate according to the following arrangement, and completed questionnaires about their views of the effects of their involvement on educational quality.

- A) Thirty-eight parents were interviewed to detect the influence of participation in education on social competence and school adjustments of the ID students. The sample was divided

into two groups: a control group of nineteen parents who not participated in education in any way. The other group consisted of nineteen parents who participated in education of there children in some way or other, and were the experimental group.

B) Three parents from each of the four school agreed to participate in 30 hours of intensive focus group intervention that last three months, for two hours and half per week.

The intensive course was designed to explore the effects of the parental involvement on their students' educational quality from different aspects such as emotional, social, learning. The course was conducted by school psychologist, social worker and the researcher.

C) Three parents from each school agreed to compare their student's educational quality with the parents of students in the experimental group at the end of the intervention and were considered as a control group.

## **Teachers**

A total of 30 special education teachers from the four selected schools completed questionnaires about their views of the effect of parent's involvement on education quality.

## **The research hypotheses and questions**

The research basically aimed to verify three general hypotheses, and answer five questions. The hypotheses and questions were tested at the significant level of  $\alpha = 0.05$ .

The hypotheses were as follows:

- 1) The parents' participation did not contribute in developing self esteem of the ID students in East Jerusalem.
- 2) The participation of parents' in East Jerusalem in special education did not make a significant improvement in the learning process.
- 3) The participation of parents' in East Jerusalem in special education did not make significant improvement in the quality of special education.

The questions as follows:

- 1) Did parents' participation significantly improve social competence of the ID students in East Jerusalem?
- 2) Did parents' participation significantly improve school adjustment of the ID students in East Jerusalem?
- 3) Did teachers cooperate and respond to parents demands when they participated in education?
- 4) Did the parents' participation develop the social competence and school adjustment of ID students?
- 5) Did intervention programs contribute to encouraging parents to increase their participation in special education?

### **Methodological framework of the research**

This study implemented a mixed approach in educational beliefs – the effects of parental involvement on the quality of special educations and students' behavior in east Jerusalem. The best-accepted approach in this field is the mixed method of analysis methodology, or the pragmatic approach, which is a mixture of qualitative statistical analysis and quantitative analysis. This is adopted in this dissertation for investigating the generalized relationships between the above-mentioned variables.

### **Settings**

The study was conducted in four special education schools in East Jerusalem:

1. The Al- Sahel School located behind the Old City in Jerusalem. It offers special education services for 120 students with mild intellectual disabilities, according to the psychologists report, ranging from six – fifteen years of age.
2. Al-Amal special education school also located in East Jerusalem, in the Issawiya village. This school designed to give service for moderate intellectual disabilities for 250 students aging from three-twenty one years of age from the sounding areas.

3. Princess Bassma special education school also located in East Jerusalem, in the Beit Hanina neighborhood. This school designed to serve eighty-five autistic students from six-twenty one years of age from the sounding area.
4. Al-Bakrieh special education school also located in Beit Hanina in East Jerusalem. This school is designed to serve pupils with cerebral palsy and severe intellectual disabilities for sixty students aged from ten-twenty one years of age from the sounding area.

### **Research tools**

The research basically consisted of four findings, a questionnaire for parents in East Jerusalem, another questionnaire for special education teachers, semi-constructed interviews with ID students, and a focus groups of parents.

#### ***Parents' questionnaire***

The questionnaire was designed for parents in East Jerusalem, in order to collect data concerning the study. A total of 105 parents of ID students were selected randomly. Only 86 of them were found participating in education. The questionnaire contained:

1. Personal data: questions about parents: their gender, educational degree, social status.
2. Empirical data: Data concerning the participation of parents in education for students with special needs in the special schools of East Jerusalem,

This questionnaire aimed to examine the influence of parental involvement in the learning process of ID students. It explored the perceived contribution of involvement in education to enhancing communication and the development of self-esteem amongst ID students in East Jerusalem. The finding also highlighted the effect of both the quality of the teachers' job in special education schools and the educational services provided to students. Another important aim of the survey was to verify the development in social behavioral actions of the ID.

The parent's questionnaire established validity and reliability. Psychometric properties of the survey showed face validity and discriminate validity: The tailed – compression t – test was acceptable. The survey conducted showed also a reasonable stability. The Cronbach's Alpha coefficient value was found to be 0.915 which means that this study was reliable.

### ***Teachers' questionnaire***

A total of 30 special education teachers were surveyed in East Jerusalem. The survey contained 25 questions, arranged in three sections:

- a) The personal information about gender, educational degree, and the student which was selected randomly
- b) The measuring scales, the first for social competence, and the second for school adjustment.
- c) The assessment section

The survey aimed to study two aspects. The first aspect is the influence of parental participation on social competence and school adjustment. The second is the influence of the teachers' gender and educational degree on the cooperation of teachers with parents, the inducement to improve teaching, and the tendency to maintain adaptation in classes.

The teachers' questionnaire established validity and reliability. The questionnaire was submitted to four evaluations and specialized educators. The statements of the measures were correctly assessed for the involvement process of parents. Moreover, the two measuring scales of social competence and school adjustment were found to establish factorial validity. The survey which was conducted showed reasonable stability. The Cronbach's Alpha coefficient value was of the whole questionnaire was found to be 0.91 which indicates that the survey was reliable

### ***The interviews***

The interview method was chosen as a qualitative research tool to obtain in-depth information from ID students about parents' participation. A total of 24 interviews were conducted with ID students. These interviewees were chosen from two schools: 12 from the Al Sahel school and 12 from the Al Amal school. The interviews were intended to detect the effect of parental participation from the point of view of ID students. Questions were asked in the interview (see appendix A3 in the thesis) of the ID students regarding the development of their self-esteem abilities when parents participated in education.

### ***Focus group***

Twelve parents were involved in the intervention compared to the other group of twelve parents (a controlled group) where intervention was not performed with them. The intervention was

basically asymptotes that guided parents to the methods of modern technique of learning and assisting ID students. The lecture lasted about 2½ hours. There were three meetings (once each week) through the month of March of 2015 (Clark, 2006).

The aim of the focus group study here was to see how intervention can encourage persons to participate in education more (Borkowski & Cavanaugh, 1979).

#### **4. Research findings: Results and conclusions**

The results of this thesis in general agreed with most of the previous studies on the subject of parents participations in special education, and with the common sense. And more importantly, discovered the weak parts in the body of parents' participations.

##### ***Results of parents' survey***

The parents' survey discovered the following results:

- The parents' participation through Epstein's types improved the self-esteem processes of the ID students – independence, reduced hyperactivity and satisfaction. The quantitative analysis based on the independent sample T –test rejected the hypothesis that “The parents' participation did not contribute in developing self esteem processes of the ID students in East Jerusalem”, meaning that participation had positive effects appeared as increasing independence of the ID student, reducing hyperactivity and establishing satisfaction.

Moreover, in a more detailed search, the qualitative analysis based on Chi squared test showed that support the ID at home improved independence, reduced hyperactivity and increased satisfaction, while programmatic interventions increased independence and established satisfaction. The other results are shown in the thesis.

- The research found that parental participation improved the learning process, which studied three aspects: the general learning, the outcomes, and the social behaviors (Gutman and Vorhaus, 2012).



A) In the general learning process, issues such as adaptation of classes, and receiving information was rejected in the hypothesis, "The participation of parents' in East Jerusalem in special education did not make a significant improvement in the general learning process". Many other important factors were also considered as affecting learning. The two way (bi-directional) ANOVA test showed that parental participation was a significant factor in improving general learning, together with the following results:

- 1) The educational degree of the parents was a significant factor. The highly educated parents ( B.A or higher) contributed better to improving learning of the ID.
- 2) The language skill factor was an important factor. The quantitative test showed that normally speaking parents were much more effective in improving learning than parents who had speech problems.
- 3) The study found that mothers were more effective in improving IDs' learning process than fathers.

B) The research found that parents' participation improved IDs' outcomes (grades, assessments, etc.). The two way ANOVA test showed that participation of parents in East Jerusalem in special education made a significant improvement in the IDs' outcomes. The p – values considering each of the three factors: educational level, language skills, and gender were all less than the significance level  $\alpha = 0.05$ . Moreover, the three factors themselves were important:

- 1) The educational degree of the parents: the highly educated parents (diploma or higher) contributed better in raising outcomes of the ID.
- 2) The language skill factor: The quantitative test showed that normally speaking parents were more effective in improving outcomes than parents who had speech problems.
- 3) Mothers were more effective in raising IDs' outcomes.

- Another important field of study in this thesis was educational quality. The researcher restricted the study on the teachers performance in educating I.D students (teaching

techniques, respect, and the quality of services in special schools ( public services such as mending classes, health services such as cleaning, and apparatus services such as books and boards).

A) The research found that parents' participation developed teachers' performance in special schools. The two way ANOVA test rejected the hypothesis of "The involvement of parents in East Jerusalem in special education did not make a significant improvement in the teachers' job performance". The p – values considering each of the three factors: educational level, language skills, and gender were all less than the significance level  $\alpha = 0.05$ . Moreover, the three factors themselves were important:

- 1) The educational degree of the parents: the highly educated parents (B.A or higher) contributed better in developing teachers' performance.
- 2) The language skill factor: The test showed that normally speaking parents were more effective in developing teachers' performance than parents who had speech problems.
- 3) Mothers were more effective in inducing teachers to qualify their jobs.

B) It was concluded also that parents' participation improved services in special schools of East Jerusalem. The one way ANOVA test found that participation improved public service ( $p = 0.002$ ), health services ( $p= 0.000$ ), and apparatus services ( $p = 0.001$ ).

### ***Results of the teachers' survey***

This survey aimed to verify the influence of parents' participation on three aspects: social competence, school adjustment, and teacher–parents' relationship.

#### ***The effect of participation on social competence***

Two groups of parents were compared to verify the influence of participation on social competence. In the sample, after a random selection of ID students from classes of the four schools, the researcher found that 11 out of 30 participated in one way or another. The ranks of the S.C. measure were the total of the twelve assessments' scores. The qualitative procedure to

answer the research question “did participation improved social competence of the ID” was the Mann-Whitney test. The researcher concluded that participation was a marvelous factor in improving competence. The mean rank of the non-participating parents was 11.29, while for participating parents 22.71. The two groups differed significantly, with  $p= 0.001$ .

### ***The effect of participation on school adjustment***

The same survey was conducted to compare the effect of participation on school adjustment, through two groups of parents. The ranks of the S.A. measure were the total of the seven assessment scores. The qualitative procedure to answer the research question “did participation improved school adjustment of the ID” was also the Mann-Whitney test. The researcher concluded that participation was an important factor in improving school adjustment. The mean rank of the non participating parents was 11.55, while for participating parents 22.32. The two groups differed significantly, with  $p= 0.000$ .

### **The teacher–parent relationship**

One of the central issues in the teacher–parent connection is whether teachers respond to parents’ demands and notations. The researcher concluded, from the survey, that female teachers cooperate and respond to parents more, while the response of highly educated teachers is the same as low educated teachers.

Cooperation can take many forms. Through surveying teachers, the researcher noted that some of them complained about parents’ nervous actions. For example , one male teacher from the Al Amal school faced angry parents because one of the students hit his son, so he could not continuing argued with him, and sent him to principal. One the other hand, some teachers cooperated with parents by the Face book, or Tweeter, exchanging ideas and thoughts. Whatever the form of cooperation was, the researcher decided to measure cooperation by assessments (weak, accepted, strong, and very strong). In addition, some aspects of educational quality from the teachers’ point of view were studied, including teaching technique and adaptation of classes.

The qualitative procedure of Chi – square test was used to test the following secondary questions:

- 1) Do male teachers and female teachers cooperate in the same manner with parents?

- 2) Do female teachers respond to qualify their teaching technique better than male teachers?
- 3) Do female teachers respond to increased adaptation of classes better than male teachers?
- 4) Do BA, MA, and diplomaed teachers cooperate in the same manner with parents?
- 5) Do BA and MA degree teachers respond to qualify their way of teaching better than diplomaed teachers?
- 6) Do BA and MA degree teachers respond to increased adaptation of classes better than diplomaed teachers?

Numerically, out of 12 male teachers, it was found that 3 of them (25%) gave “strong” and “very strong” assessments for the cooperation, while 15 females out of 18 teachers (83%) gave the same assessments. The test showed a significant difference ( $p=0.009$ ) between the two groups. The researcher also found that 33.3% of the male teachers assessed their response to improving technique as a consequence of parental participation as “strong” and “very strong”. The test demonstrated that also female teachers responded more ( $p=0.035$ ). Moreover, the significant value  $p = 0.006$  indicated that female teachers also responded more to adapting classes.

The test, on the other hand, showed that diplomaed teachers, and those with a B.A, and M.A degree assessed the influence of participation on cooperation, developing teaching techniques, and response to increase adaptation of classes on significantly equal footing. The values  $p = 0.635$  ,  $p = 0.161$  , and  $p = 0.240$  indicated that there were no significance differences between educational degree levels.

### ***Result of the interviews***

A total of 24 ID students were interviewed to verify the influence of parents’ participations from the IDs’ students point of views. The interviews aimed to answer two questions:

- 1) Did any programmatic intervention for the ID (physical training, assistance, etc.) contribute to making parental participation more effective in improving self-esteem (ID satisfaction, independent, and adaptive behaviors)?

- 2) Did the type of disability (mental illness, physical disability and Down syndrome) affect the way that parental participation improved self esteem process (ID satisfaction, self – dependent, and adaptive behaviors)?

The qualitative analysis based on a chi square test found that sharing in a programmatic intervention did improve self-esteem amongst the IDs as the following results show. The intervention significantly achieved satisfaction (  $p=0.014$ ), increased independence ( $p=0.046$ ), and improved behaviors ( $p=0.001$ ).

Furthermore, the Chi square test found that the type of disability had no effect on the improvement of participation on IDs' satisfaction, where  $p = 0.682$ , as the results of the table illustrated. Also, the type of disability had no effect on the improvement of participation of IDs' independence, and social behaviors; the significant values were  $p = 0.828$ , and  $0.605$  respectively.

#### ***Focus group study results***

A total of 24 parents were divided into two focus groups: 12 parents in a controlled group without intervention, and 12 parents who were exposed to intensive intervention guiding them to increase participation. The aim of the focus group study here is to see how intervention can encourage people to participate in education.

The nonparametric procedure based on the Mann–Whitney test was used to compare the two groups. The mean rank of the controlled group was 7.33 and for the experimental group 17.67. The value of  $p = 0.000$  indicated a significant difference between the two groups, so the researcher concluded that the intervention was effective in increasing participation.

#### **Discussion, conclusions, and recommendations**

As was hoped, the findings of this thesis were compatible with those of international studies on the subject of parental involvement in special education. However, because East Jerusalem has a special situation, this researcher is pleased to say that parental participation in education is still a marvelous factor that pushes the wheels of educating, and special education, forwards. The research aimed to investigate several hypotheses and questions related to the phenomenon of

parental involvement. Since this phenomenon does not have a particular definition, he tried to be more specific and describe it, taking into account the unique nature of the Arab East Jerusalem community.

As the principal of the special Al Noor school for the intellectually disabled, the researcher was aware of discovering the mechanical system that gathers the parents' community and special education for the benefits of all parties, particularly students. The first of these discoveries was that parents are stronger than any military or political occupation. The people in East Jerusalem try to live their lives as any other community. They are interested in their beloveds' education. The research highlighted two major reforms: the influence of parental participation in education to correct some ID nature or behaviors in life, and the improvement of their educational quality.

At the heart of this thesis, the quality of special education was a major area of research. The study illustrated that quality, in general, was developed through parental involvement. The study sample represented a source for information of the East Jerusalem community, basically, because it embraced all ethnic groups (Muslims, Christians, and others). It also represented all economic and educational groups in the community. The first aspect studied in this thesis was the performance of teachers, or the quality of their jobs (teaching methods), and explored processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities. Outcomes that encompass knowledge, skills and attitudes, are linked to national goals for education and positive participation in society. The quantitative methods used proved that involvement is an effective factor. The involvement as a single factor significantly improved the teacher's job. Additionally, a bi-directional ANOVA test proved that other factors were also effective. The educational degree of parents was found to be an impressive factor. The involvement of highly educated parents (B.A. or higher) had greater pressure on developing teachers' jobs. In some cases, teachers told me that educated parents are more persuasive, and more obvious in conversations. "In hospitals, when patients are treated unkindly, patients' relatives speak directly to the department. In schools, when a problem occurs, teachers talk to the highly educated parents directly" one teacher told the researcher.

Other results were found in the thesis as stated in this brief discussion. The research according to these results suggested the following recommendations:

1. Qualifying the pattern of home–school communication, such as visits to schools must be short and not wasted. This can be achieved by discussion with parents, obeying roles of visits.
2. Increase the quality and quantity of parents’ volunteering. The volunteering factor was found to be a very weak one, so the researcher suggests increasing the number of symposiums, and encouraging parents to participate through written and visual media.
3. The researcher also suggests that teachers and educators show high respect for these parents, show perceptions of interest, and cooperate with them.
4. Encourage fathers to participate more in special education. The voices of fathers are usually stronger than of mothers. This could increase improving teachers' performance, learning by students, and can have more effects on improving services. The researcher suggest forming groups of fathers, where this researcher found none in East Jerusalem (such that those in other parts of the world).
6. Increase intervention: This researcher suggests intensifying memory intervention programs. Educators must quickly encourage this. Intervention for learning rates is also necessary. This researcher suggests greater cooperation between schools that do not provide this kind of intervention and specialized centers, such as the Princess Bassma center. In his opinion, ID students must have a better chance of education in East Jerusalem, and as a result of our study, the following is recommended:
  - i. That the Ministry of Education create a special program or working hours for the parents, teaching them the basic psychological and logistical way they participate in education for the I.D. students. This will improve the involvement process.
  - ii. Using other connection technologies other than telephones to contact schools, such as Tweeter or Facebook.
  - iii. Increasing the creativity of meetings and symposiums attended by educator teams and parents.
  - iv. That the educational materials will include principles to integrate students with special needs in future careers.
  - v. That teachers take the initiatives of parents of I.D. students seriously.

## **Recommendations for the benefit of parents, teachers, and schools**

Through many studies, it has been proved that there are positive effects of parent involvement on children with I.D., families, and school when schools and parents continuously support and encourage the children's learning and development. The most accurate variables of student's achievement in school are not income or social status but the extent to which the student's family is able to create a home environment that encourages learning.

### **A. Benefits for the children**

- a. Children tend to achieve more, regardless of background, socioeconomic status, or parents' education level.
- b. Children generally achieve better grades, test scores, and attendance.
- c. Children consistently complete their homework.
- d. Children have better self-esteem, are more self-disciplined, and show higher aspirations and motivation toward school.
- e. Children's positive attitude about school often results in improved behavior in school and less suspension for disciplinary reasons.
- f. Fewer children are being placed in special education and remedial classes.
- g. Children from diverse cultural backgrounds tend to do better when parents and professionals work together to bridge the gap between the culture at home and the culture in school.
- h. Junior high and high school students whose parents remain involved usually make better transitions and are less likely to drop out of school.

### **B. Recommendations for the family**

It is further important to

- a. Express high (but not unrealistic) expectations for their children's achievement and future careers
- b. Become involved in their children's education at school and in the community
- c. Some studies show that parent involvement activities that are effectively planned and well implemented result in substantial benefits to children, parents, educators, and the school.



- d. Parents increase their interaction and discussion with their children and are more responsive and sensitive to their children's social, emotional, and intellectual developmental needs.
- e. Parents are more confident in their parenting and decision-making skills.
- f. As parents gain more knowledge of child development, there is more use of affection and positive reinforcement and less punishment on their children.
- g. Parents have a better understanding of the teacher's job and school curriculum.
- h. When parents are aware of what their children are learning, they are more likely to help when they are requested by teachers to become more involved in their children's learning activities at home.
- i. Parents' perceptions of the school are improved and there are stronger ties and commitment to the school.
- j. Parents are more aware of, and become more active regarding, policies that affect their children's education when parents are requested by school to be part of the decision-making team.

C Recommendations for the educators

- a. When schools have a high percentage of involved parents in and out of schools, teachers and principals are more likely to experience higher morale.
- b. Teachers and principals often earn greater respect for their profession from the parents.
- c. Consistent parent involvement leads to improved communication and relations between parents, teachers, and administrators.
- d. Teachers and principals acquire a better understanding of families' cultures and diversity, and they form deeper respect for parents' abilities and time.
- e. Teachers and principals report an increase in job satisfaction.

D. Recommendations for the school

- a. Schools that actively involve parents and the community must tend to establish better reputations in the community.
- b. Schools also must experience better community support.
- c. School programs that encourage and involve parents usually must do better and have higher quality programs than programs that do not involve parents.

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