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THE IMPACT OF PARENTAL INVOLVEMENT ON ACADEMIC ACHIEVEMENT OF 3RD CYCLE STUDENTS IN SCHOOLS OF SOUTH LEBANON

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Abstract

This study explores the impact of parental involvement "PI" on academic achievements of 3rd cycle students in schools of South Lebanon. This study was conducted during the 2020/2021 school year in schools located in south Lebanon. The participants of the study involved 87 students of 7th, 8th and 9th grades studying at schools of South Lebanon, as well as 76 parents and 63 teachers of 3rd cycle. This study employs quantitative qualitative mixed research methodology to answer research questions and hypotheses. Data were collected through a survey questionnaire containing closed-ended questions and through an open-ended interview questions related to parental involvement and its effect on students' achievement. The descriptive statistics of parents' responses, teachers' responses and students' responses to the items in the study questionnaire were computed and discussed in order to address the questions of the study using SPSS (V. 20).The results showed that parental involvement in the form of home-based involvement had the strongest positive relationship with 7th, 8th and 9th students' academic achievement in schools of south Lebanon. It showed that there is a statistically significant difference at the $p < 0.05$ level between home-based involvement and students' academic achievement.

Keywords: parental involvement; academic achievement; school - based involvement; home-based involvement; home - school conferencing

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1. Introduction

Today we are living in a competitive world, in which we have to strive for excellence. Achievement in different fields is essential for the successful development of people in society. Hence, academic achievement becomes crucial to the future success. The relationship between parental involvement "PI" and students' academic achievement has been the primary interest of researchers over a period of 50 years (Hornby & Blackwell, 2018). Over the past two decades, the researchers and the education specialists emphasized on the concept of PI and its impact on the students' academic achievement, their performance and their intellectual development. Parental involvement in their teen's education has been considered as one of the most important factors to learn effectively. Thus, the parents and the families play an essential role during the students' learning years. The parents' beliefs and their attitudes towards education are transmitted to their teens, which affects their academic achievement and their performance in school. Notably, the active involvement of families in the learning process and the motivation of the students are directly proportional (Carpenter, Young, Bowers, & Sanders, 2016). However, the middle school years are challenging and few studies have examined the impact of PI among middle school students (Do, La Salle, Sullivan, Wang, & Wu, 2018). On one hand, parents are not aware about the importance of their involvement on the students' academic achievement specifically for students aged between 11-15 years. On the other hand, middle school students themselves are reluctant to their parents' involvement (Napolitano, 2013).

1.1. Purpose of the Study

This research paper seeks to examine the impact of parental involvement on academic achievement of 3rd cycle students in schools of south Lebanon. It investigates whether all types of parental involvement have the same effect on the academic achievement of the Lebanese students. It also sheds light on the best strategy of PI in the Lebanese community, in order to improve the process of learning and to acquire knowledge and information. Furthermore, this study develops an understanding of the barriers to PI, hence finding the best ways to increase the level of PI.

1.2. Research questions

This study attempts to answer the following questions:

1- Is there any significant correlation between parental involvement and students' academic achievement?

2- What is the most effective strategy of parental involvement that enhances students' learning and achievement in 3rd cycle in schools of south Lebanon?

3- What are the barriers to parental involvement that affect students' academic achievement in south Lebanon?

1.3. Parental involvement "PI"

The parental involvement has been defined as the active participation of parents in all aspects of their children' social, emotional and academic development (Castro et al., 2015). It has commonly been assumed that the PI includes three segregated significances: (a) school-based involvement where parents are involved in the school activities (b) home-based involvement where parents help students in studying at home and (c) home–school conferencing which means the mutual communication between parents and school staff about the students' behaviors, attitudes and educational processes in the school and at home (P. H. Manz, Fantuzzo, & Power, 2004). Parental involvement was defined also as a complex, multidimensional support that parents can offer to students in education at home or at school (Jensen & Minke, 2017). This involvement can also be defined as any behavior or interest that parents demonstrate toward the education and future of the students at home, at school or through parent–student interactions (Castro et al., 2015).

1.4. Types of parental involvement

In today's educational society, it's necessary to build an effective relationship between parents and teachers. This relationship is crucial to implement the parental involvement strategies that allow the students to acquire new learning skills in the classroom and practice them in their lives (Aldridge, 2015). Correspondingly, many schools request various parental involvement activities especially attending the schools' events and conferences, fundraising, volunteering, helping the students with homework, providing school supplies, or ensuring students' attendance at school (Mohamad, Yaakub, Pearson, Tan, & Sim, 2018). Curry and Holter reported that the parents understand their involvement in the educational process in different ways such as helping students with homework, driving them to school, communicating with teachers, and participating in school conferences and school events (Curry & Holter, 2019). Therefore, three types of parental involvement are identified: school-based involvement, home-school conferencing and Home-based involvement.

1.5. School - based involvement

Communicating with the school and attending the school events are some ways of school-based involvement of parents. This kind of involvement has demonstrated positive results on students' academic achievement in high schools (Stacer & Perrucci, 2013). Manz suggested other behaviors of school-based involvement of parents such as volunteering in the classrooms, communicating with other parents and assisting with fundraising (P. Manz, 2012). Likewise, attending the parent education workshops is an effective way to support the students' education at the school (Hornby & Lafaele, 2011). Moreover, many schools offer some opportunities for parental involvement such as participating in the decision-making and the governance of the school (Smith, Wohlstetter, Kuzin, & De Pedro, 2011).

1.6. Home - school conferencing

It has been suggested that parents who reported higher levels of home-school conferencing and self-efficacy had the healthiest relationships with their children. Minke showed that home-school communication may be useful in finding ways to enhance students' achievement (Minke, Sheridan, Kim, Ryoo, & Koziol, 2014). Similarly, Lawton stated that home-school communication builds up trust between the teachers and their students (Lawton, 2017). This mutual trust guides the teachers for making humanistic orientations toward their students and then improving the teachers' ability in providing helpful information to meet their students' individual learning needs and to promote their academic achievement. In fact, the above researches proved that teachers play an essential role in supporting the relationships between schools and families and between parents and their teens. These mutual relationships enrich the students' learning and their emotional well-being (Smith et al., 2011). Engagement of parents in the students' educational process will stimulate the students' motivation and their enthusiasm towards learning. Wehrspann demonstrated that high level of parental involvement was positively correlated with the GPA of the students (Wehrspann, Dotterer, & Lowe, 2016). Further researchers stressed on the importance of building a successful parent-teacher relationship to improve the student's learning environment. Parent-teacher conferences play a crucial role in helping parents understand the school's expectations and standards for students' behavior and homework and they will be able to help their teens at home (Yin, 2019). Manz stated many forms of home-school based involvement such as attending the conferences, talking on the phone, or informing the teacher of family events (P. Manz, 2012). Thus, many factors intervene to build a strong parent-teacher relationship such as the mutual respect and the cooperation (McFarland-Piazza, Lord, Smith, & Downey, 2012).

1.7. Home - based involvement

The home-based Involvement entails many behaviors of families at home such as reading, limiting television, and taking the teens to the library. It has been proven that these behaviors support the students' learning (P. Manz, 2012). There are many other home-based activities that have a positive impact on the well-being of the students such as listening to them read and supervising their homework (Hornby & Lafaele, 2011). Home-based involvement strategies include creating a quiet home environment, making a daily routine for homework, and organizing the family calendar (Hill et al., 2016). According to Puccioni, during the early childhood stage, there is a positive relationship between home-based involvement and students' academic achievement (Puccioni, 2018). In the primary levels, a long-term and systemic parents' involvement demonstrates a significant impact on teens' literacy development (Crosby, Rasinski, Padak, & Yildirim, 2015).

1.8. Barriers to parental involvement

Parental involvement in their teens' education is considered to be essential to student success. However, many parents are encountered with various barriers that hinder parental involvement. A research study done by Lawton showed that the primary barriers to parental

involvement include parents' low- income, limited educational achievement, limited time and low self-confidence. Lack of parents' knowledge and skills, as well as the gaps of communication between home and school are all preventing parents from being involved in their children's education. The research also revealed that parents with highest education levels are more engaged in their children's education than parents with low education levels (Lawton, 2017). Another study done by Stone showed that parents living in poverty are less involved in their children's education due to the need to support their family financially and the difficulty of participating in school events especially if there is only one parent in the house (Stone, 2016).

1.9. *Strategies for promoting parental involvement*

Providing a positive pattern of PI in education may be shrinking the gap between the theoretic and reality of PI (Hornby & Blackwell, 2018). In his study, Lawton showed some of the possible strategies that stimulate communication and foster PI in the students' education, such as parents' cooperation in the classrooms, parents' volunteering, and hiring teachers and school staff from the neighborhood (Lawton, 2017). The findings of Diermen also revealed some aspects that facilitate effective PI such as providing parent workshops in the school, or providing other services such as therapists and social workers (Diermen, 2019).

2. Method

2.1. Participants

The participants of the study involved 7th, 8th and 9th grade students studying at schools of South Lebanon, as well as their parents and teachers. 75 parents, 87 students aged between 11 and 15 years, and 63 teachers filled out the questionnaires. Interviews were also conducted for 9 teachers and 9 parents from the participants who were interested in improving parental involvement to promote students' learning. The population of this study is significant since it includes the essential stakeholders in the educational system: the students, the parents and the teachers. This evolves the research by studying the research questions and hypotheses from their perspectives.

2.2. Data collection

A mixed model analysis was used to study the research problem. Data were collected using a questionnaire with closed-ended questions and an interview with open ended ones. Different questionnaires were given to teachers, parents, and students. The three questionnaires investigated the relationship between PI and students' academic achievement, the most effective strategy of PI that enhances students' achievement, and the barriers to PI in the students' education. The questionnaires were with a 5-point Likert scale with 20-25 statements

in each. Answers were also collected using an interview with 8 open-ended questions that addressed parents and teachers.

2.3. Data Analysis

Quantitative data were analyzed using the Statistical Package for Social Sciences (SPSS) version 20 to compute Pearson Chi-Square, One-Way ANOVA, and Scheffe Post Hoc to attempt to answer the research questions. The qualitative data were coded and categorized before being analyzed. The answers to the survey questions guided the coding process. Theoretical sampling was used to place data collected in themes or concepts.

3. Results

The findings from the quantitative and qualitative data analysis are discussed below. A closer look at the results will show that the statistical significance was higher than 0.05 in all strategies of PI.

3.1. Reliability of the questionnaires

A Cronbach's alpha test was conducted to examine the internal consistency of the questionnaires. The total Cronbach's alpha of the parents' survey is 0.9 while the total Cronbach's alpha of the teachers' survey is 0.88. Moreover, the total Cronbach's alpha of the students' survey is 0.9. The results of Cronbach's alpha test for all the variables in the questionnaires indicated an acceptable consistency in measurement which is higher than 0.7 and lower than 0.9. This also indicates that there is a good correlation between the items in each of the questionnaires.

3.2. Correlation between the strategies of PI and students' academic achievement

Different tests were used to study the correlation between home-school conferencing and students' academic achievement, school-based involvement and students' academic achievement, and home-based involvement and students' academic achievement.

Home-School conferencing and students' academic achievement

Table 1. Summary item statistics for home-school conferencing from parents' perspectives

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.003	3.373	4.413	1.040	1.308	.102	8
Inter-Item Correlations	.296	.034	.479	.445	14.148	.011	8

Table 1 displays parents' responses to the questionnaire for home-school conferencing. The results display a mean of 4.003 which indicates that most parents agree that home-school conferencing improves their teen's academic achievement. The Inter-item correlation is 0.296 so there is a correlation between the items.

Table 2. Summary Item Statistics for home-school conferencing from teachers' perspectives

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.891	3.143	4.302	1.159	1.369	.175	8
Inter-Item Correlations	.246	-.089	.613	.702	-6.903	.037	8

Table 2 displays teachers' responses to the questionnaire items for home-school conferencing. The results display a total items mean 3.891 which indicates that most teachers agree that home-school conferencing improves students' academic achievement. Since the Inter-item correlation is 0.246 so there is a correlation between the items.

Table 3. Summary Item Statistics for home-school conferencing from students' perspectives

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.486	2.609	4.034	1.425	1.546	.197	8
Inter-Item Correlations	.367	.114	.684	.571	6.022	.021	8

Table 3 displays students' responses to the questionnaire items for home–school conferencing. The results display a total items mean 3.486 which indicates that most students agree that home-school conferencing improves students' academic achievement. Since the Inter-item correlation is 0.367 so there is correlation between the items.

School-Based involvement and students' academic achievement

Table 4. Summary item statistics for school-based involvement from parents' perspectives

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum /Minimum	Variance	N of Items
Item Means	3.470	3.200	3.667	.467	1.146	.031	8
Inter-Item Correlations	.446	.201	.750	.549	3.733	.017	8

Table 4 displays parents' responses to the questionnaire items for school-based involvement. The results display a total items mean 3.470 which is less than the total item mean 4.003 of the questionnaire for home-school conferencing. Hence, this indicates that most parents cannot take a decision if school-based involvement improves their teen's academic achievement. Since the Inter-item correlation is 0.446 so there is correlation between the items

Table 5. Summary Item Statistics for school-based involvement from teachers' perspectives

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.018	2.571	3.556	.984	1.383	.151	8
Inter-Item Correlations	.414	.236	.719	.483	3.040	.014	8

Table 5 displays teachers' responses to the questionnaire items for school-based involvement. The results display a total item means 3.018 which is less than the total item mean 3.891 of the questionnaire for home-school conferencing. Hence, this indicates that most teachers cannot take a decision if school-based involvement improves students' academic achievement. Since the Inter-item correlation is 0.414 closer to 0.4 so there is correlation between the items.

Table 6. Summary Item Statistics for school-based involvement from students' perspectives

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.085	2.908	3.437	.529	1.182	.035	8
Inter-Item Correlations	.453	.239	.709	.470	2.969	.014	8

Table 6 displays students' responses to the questionnaire items for school-based involvement. The results display a total item means 3.085 which is less than the total item mean 3.486 of the questionnaire for home-school conferencing. Hence, this indicates that most students cannot take a decision if school-based involvement improves students' academic achievement. Since the Inter-item correlation is 0.453 so there is a correlation between the items.

Home-Based involvement and students' academic achievement

Table 7. Summary Item Statistics for home-based involvement from parents' perspectives

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.205	3.947	4.507	.560	1.142	.030	8
Inter-Item Correlations	.309	.066	.700	.634	10.616	.021	8

Table 7 displays parents' responses to the questionnaire items for home-based involvement. The results display a total items mean 4.205 which is greater than the total item mean 4.003 of the questionnaire for home–school conferencing. Hence, this indicates that most parents agree that home-based involvement improves their teen's academic achievement. Since the Inter-item correlation is 0.309 so there is a correlation between the items.

Table 8. Summary Item Statistics for home-based involvement from teachers' perspectives

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.143	3.762	4.413	.651	1.173	.043	8
Inter-Item Correlations	.291	-.031	.612	.642	-20.003	.036	8

Table 8 displays teachers' responses to the questionnaire items for home-based involvement. The results display a total items mean 4.143 which is greater than the total item mean 3.891 of the questionnaire for home–school conferencing. Hence, this indicates that most teachers agree that home-based involvement improves students' academic achievement. Since the Inter-item correlation is 0.291 so there is a correlation between the items.

Table 9. Summary Item Statistics for home-based involvement

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.836	3.598	4.195	.598	1.166	.041	8
Inter-Item Correlations	.483	.253	.719	.466	2.844	.014	8

Table 9 displays students' responses to the questionnaire items for home-based involvement. The results display a total items mean 3.836 which is greater than the total item mean 3.486 of

the questionnaire for home–school conferencing. Hence, this indicates that most students agree that home-based involvement improves students' academic achievement. Since the Inter-item correlation is 0.483 closer to 0.4, then there is a correlation between the items.

3.3. One - way ANOVA Test

Table 10. Results of ANOVA for Home-School Conferencing

ANOVA					
Home-School Conferencing					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	770.459	2	385.229	15.745	.000
Within Groups	5431.781	222	24.467		
Total	6202.240	224			

One-way ANOVA test is performed for the home-school conferencing score. The main objective was to see the difference in means across different categories. A one-way between subjects' ANOVA was conducted to test the impact of home-school conferencing at schools of south Lebanon. The results in table 10 indicate that there is a statistically significant difference at the $p < 0.05$ level between home-school conferencing and students' academic achievement. In addition, there is a significant effect of the home-school conferencing (dependent variable) on students' academic achievement (independent variable). Hence, the researcher accepts the alternative hypotheses H_11 and H_12. The researcher accepts the hypothesis H_11 which means that there is a significant relationship between parental involvement and students' academic achievement. Also, the hypothesis H_12 is accepted which means that there is a significant relationship between the strategy used for parental involvement and students' academic achievement.

Table 11. Results of ANOVA for School-Based Involvement

ANOVA					
School-Based Involvement					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	557.173	2	278.586	7.298	.001
Within Groups	8474.383	222	38.173		
Total	9031.556	224			

The results in table 11 indicated that there is a statistically significant difference at the $p < 0.05$ level between school-based involvement and students' academic achievement. In addition there is a significant effect of the school-based involvement (dependent variable) on students' academic achievement (independent variable). Hence, the researcher accepts the alternative

hypotheses $H_1 1$ and $H_1 2$. The researcher accepts $H_1 1$ which indicate that there is a significant relationship between parental involvement and students' academic achievement. Also, $H_1 2$ is accepted which indicates that there is a significant relationship between the strategy used for parental involvement and students' academic achievement.

Table 12. Results of ANOVA for Home-Based Involvement

ANOVA					
Home-Based Involvement					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	404.225	2	202.113	8.307	.000
Within Groups	5401.615	222	24.332		
Total	5805.840	224			

The results in table 12 indicate that there is a statistically significant difference at the $p < 0.05$ level between home-based involvement and students' academic achievement. In addition, there is a significant effect of the home-based involvement (dependent variable) on students' academic achievement (independent variable). Hence, the researcher accepts the alternative hypotheses $H_1 1$ and $H_1 2$. The researcher accepts $H_1 1$ which indicate that there is a significant relationship between parental involvement and students' academic achievement. Also, $H_1 2$ is accepted which indicates that there is a significant relationship between the strategy used for parental involvement and students' academic achievement.

3.4. Scheffe Post Hoc Test

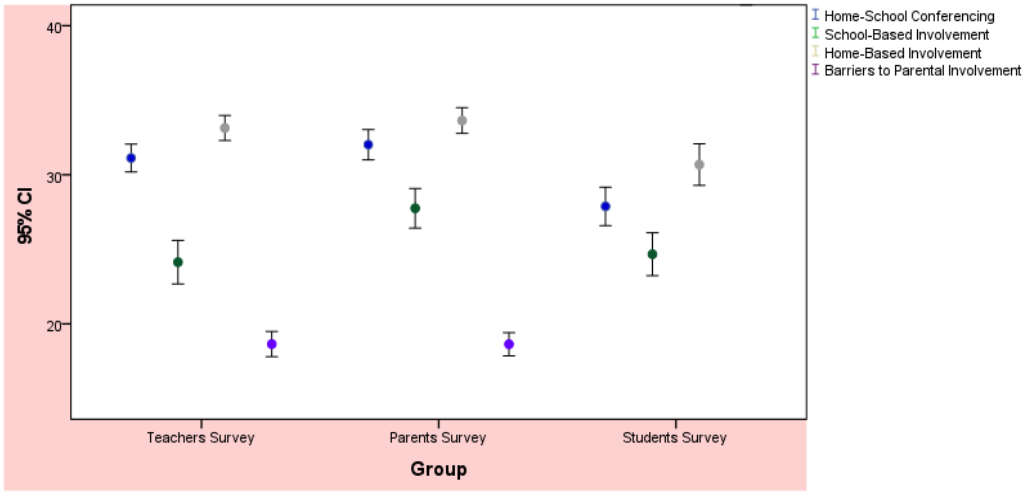

Figure 1. Score of teachers 'survey, parents' survey and students' survey

According to the results of the Scheffe Post Hoc Test on Home-School Conferencing and by referring to figure 1, parents believe more than teachers that home school-conferencing improves students' academic achievement. And, these teachers believe more than the students that home school-conferencing improves students' academic achievement. In parallel, the results of the Scheffe Post Hoc Test on school-based involvement and the results shown in figure 1 demonstrate that the parents believe more than students that school-based involvement improves students' academic achievement. And, these students believe more than the teachers that school-based involvement improves students' academic achievement. Also the results of the Scheffe Post Hoc Test on home-based involvement and by the results shown in figure 1 prove that the parents believe more than teachers that home-based involvement improves students' academic achievement. And, these teachers believe more than the students that home-based involvement improves students' academic achievement. Additionally, the analysis of figure 1 shows that the score of home-based involvement is the highest from parents', teachers' and students' perspectives.

3.5. Correlation between the barriers to parental involvement and students' academic achievement

Barriers to parental involvement and students' academic achievement

Table 13. Summary Item Statistics for barriers to parental involvement

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.728	3.613	3.840	.227	1.063	.007	5
Inter-Item Correlations	.377	-.015	.684	.699	-46.409	.051	5

Table 13 displays parents' responses to the questionnaire items for barriers to parental involvement. The results display a total items mean 3.728 which indicates that, in average, most parents agree that the barriers mentioned in the questionnaire are the barriers to parental involvement that affect students' academic achievement. Since the Inter-item correlation must be value between 0.2 and 0.4 and the Inter-Item correlation is 0.377, then there is correlation between the items.

Table 14. Summary Item Statistics for barriers to parental involvement

Summary Item Statistics							
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.730	3.127	3.968	.841	1.269	.117	5
Inter-Item Correlations	.438	.173	.685	.511	3.954	.027	5

Table 14 displays teachers' responses to the questionnaire items for barriers to parental involvement. The results display a total items mean 3.730 which indicates that, in average, most teachers agree that the barriers mentioned in the questionnaire are the barriers to parental involvement that affect students' academic achievement. Since the Inter-item correlation must be value between 0.2 and 0.4 and the Inter-Item correlation is 0.438 closer to 0.4, then there is correlation between the items.

3.6. Independent T-test

Table 15 displays the independent t-test results on the statistical significant difference of barriers to parental involvement between teachers' survey and parents' survey. According to table 15, there is no difference in the parents' and teachers' scores (18.65 ≈18.64) for the barriers to parental involvement.

Table 15. Results of T-test for barriers to parental involvement

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Barriers to Parental Involvement	Teachers Survey	63	18.65	3.366	.424
	Parents Survey	75	18.64	3.396	.392

We tested if there are differences in the barriers to PI between parental' survey and teachers' survey. We conducted the two-independent sample test, by which the mean of the teachers' survey on the barriers to parental involvement was 18.65 while the mean of the parents' survey on the barriers to parental involvement was 18.64. The mean difference is equal to 0.01 with p-value equal to 0.98 greater than 0.05. There are no difference regarding to the barriers to parental involvement between parental' survey and teachers' survey.

3.7. Results of parents' interview

Table 16. Results of parents' interview

		Responses	N	%
1)	**What does parental involvement mean to you as a parent ?**	Home-school conferencing	1	11.11%
		Home-Based Involvement	5	55.56%
		Home-school conferencing + Home-based involvement	3	33.33%
2)	**Do you think that your self-efficacy may affect (positively or negatively) your involvement in your teen's learning? And why?**	Yes, parents' self-efficacy affects positively students' academic achievement because self-efficacy and self-confidence will be transmitted to their teens.	8	88.89%
		No, it doesn't affect students' academic achievement because the teens can achieve well without the help of their parents.	1	11.11%
3)	**Do you think that perceiving invitations from your teen's school affects you involvement in his learning? And why?**	Yes, it's better to invite parents because some parents don't have the initiation to come to the school and they wait for the school invitation to ask about their teens and to engage in school events.	7	77.78%
		No, it doesn't affect students' academic achievement, because some students achieve well without parents' following up.	2	22.22%
4)	**Do you think that your employment status my affect (positively or negatively) your teen's academic achievement? And why?**	It affects negatively because the students miss the guidance of their parents, which leads some students to achieve less.	2	22.22%
		It doesn't affect students' academic achievement because the teens can achieve well without their parents' guidance.	7	77.78%
5)	**What are the barriers that have prevented you from participating with your teen at school events?**	Work, employment and lack of time.	7	77.78%
		Lack of knowledge about the advantages of PI.	2	22.22%
		School	1	11.11%
6)	**Who do you feel is responsible for educating your teen's education?**	School + Parents	8	88.89%
7)	**Did your teen's school provide opportunities for parents to learn new strategies of parental involvement to support their teen's learning?**	No	9	100%
8)	**In your opinion, what is the most effective strategy of parental involvement that may enhance students' achievement?**	Home-based involvement.	6	66.67%
		Home-school conferencing + Home-based involvement	3	33.33%

3.8. Results of teachers' interview

Table 17. Results of teachers' interview

		Responses	N	%
1)	**What does parental involvement mean to you as a teacher?**	Home-school conferencing	1	11.11%
		Home-Based Involvement	4	44.44%
		Home-school conferencing + Home-based involvement	4	44.44%
2)	**Do you think that parents' educational background may affect (positively or negatively) students' academic achievement? And why?**	Yes, parents' education background affects positively students' academic achievement since parents are capable to council and guide the students effectively.	8	88.89%
		No, some students are high achievers despite their parents' low level of education.	1	11.11%
3)	**Do you think that parents' low self-efficacy prevent them from being involved in their teens' learning? And why?**	Yes, parents' self-efficacy will be imposed among students. It helps the students to achieve more, to be more enthusiastic, to participate, ask and share their knowledge.	8	88.89%
		No, it may impact negatively students' academic achievement.	1	11.11%
4)	**Do you think that parents who perceive invitations from school are more involved in students' learning? And why?**	Yes, it's better to invite parents because some parents don't have the initiation to come to the school and they wait for the school invitation to ask about their teens and to engage in school events.	7	77.78%
		No, it doesn't affect students' academic achievement.	2	22.22%
5)	**Do you think that parents' employment status my affect (positively or negatively) students' academic achievement? And why?**	It may affect positively and negatively.	4	44.44%
		Positively, it helps the teens to become more confident and independent, which leads some of them to achieve more.		
		Negatively, the teens miss the guidance of their parents, which leads some students to achieve less.		
		It doesn't affect students' academic achievement.	5	55.56%
6)	**What are the barriers that have prevented parents from participating with their teens at school events?**	Work, employment and lack of time.	4	44.44%
		Lack of knowledge about the advantages of PI, parents' academic background, transportation and limited income.	5	55.56%

7)	**In your opinion, do parents' beliefs about parental involvement affect (positively or negatively) their teens' academic achievement?**	Yes , parents' positive beliefs about PI will impact directly or indirectly their teens' performance and achievement.	8	88.89%
		No, they don't affect.	1	11.11%
8)	**In your opinion, what is the most effective strategy of parental involvement that may enhance students' achievement?**	Home-based involvement.	5	55.56%
		Home-school conferencing + Home-based involvement	4	44.44%

4. Discussion

The guiding research questions served as the basis of this study, and answers were sought for the following: 1) Is there any significant correlation between parental involvement and students' perception of academic achievement? 2) What is the most effective strategy of parental involvement that enhances students' learning and achievement in 3rd cycle in schools of south Lebanon? 3) What are the barriers to parental involvement in the students' education?

4.1. Answering Research Question 1: Is there any significant correlation between parental involvement and students' perception of academic achievement?

Research has provided a plethora of data and evidence that parental involvement improves students' academic achievement (O'Donoghue, 2014). Based on the findings from the questionnaires and interviews and according to the results of this study, there is a positive impact of PI on students' academic achievement in third cycle students. In surveys, 88% of parents, 73% of teachers and 63.2% of students agree that PI improves students' academic achievement. This is consistent with what has been found in latest studies that assure that parental involvement in students' education is positively linked to students' outcomes (Ogg & Anthony, 2020). A similar pattern of results was obtained concerning the positive effect of PI on the overall school grades of middle school students (Perkins et al., 2016).

Also, the theoretical framework of this study focuses on the social cognitive theory, the Vygotsky's sociocultural theory and the Epstein's Framework of parental involvement. Starting with the social cognitive theory that emphasizes the crucial role of social environment on motivation and learning. The focus was on the social cognitive theory proposed by Bandura who assumed that learning results from behaviors, environment and personal factors (Bandura, 1993). This sheds light on parents' self-efficacy and its impact on enhancing students' academic outcomes. In the light of Vygotsky's sociocultural theory, three elements were emphasized: Scaffolding, the Zone of Proximal Development (ZPD) and the More Knowledgeable Other (MKO) (Al-Mahdi, 2019). Therefore, Vygotsky assumed that learning occurs in ZPD while moving from the learner's capability to carry out a task under guidance currently to the learner's capability to resolve a problem independently later. This process of enlarging the ZPD is called Scaffolding. Also, the MKO could be the parents or the teachers. Hence, enhancing the relationship between the MKO could enlarge the Zone of Proximal

development and eventually improve the students' academic achievement. The Epstein's framework of parental involvement aligns with Vygotsky's theory. Epstein's model of involvement includes three major spheres of influence: the parents, the school and the community (Epstein, 2011). And a plethora of research proved how the partnership between these spheres of influence fosters students' academic development. The findings were directly in line with this theoretical framework that supports the research study.

4.2. Answering Research Question 2: What is the Most Effective Strategy of Parental Involvement that Enhances Students' Learning and Achievement in 3rd Cycle in Schools of South Lebanon?

According to the results of this study, there is a positive impact of PI on students' academic achievement. In this study, we discussed three types of PI: home-school conferencing, school-based involvement and home-based involvement.

Firstly, concerning the first strategy of PI, which is home-school conferencing, we display the participants' responses to questionnaires. The parents believe more than teachers that home-school conferencing is a strategy that improves students' academic achievement. Besides, the teachers believe more than students that this strategy improves their academic achievement.

Secondly, concerning the second strategy of PI, which is school-based involvement, we display the participants' responses to the questionnaires and interviews. The parents believe more than students that school-based involvement is a strategy that improves students' academic achievement. Besides, the students believe more than teachers that this strategy improves their academic achievement.

Thirdly, concerning the third strategy of PI, which is home-based involvement, we display the participants' responses to the questionnaires and interviews. The parents believe more than teachers that home-based involvement is a strategy that improves students' academic achievement. Besides, the teachers believe more than students that this strategy improves their academic achievement.

Concerning the responses in interviews, 55.56% of teachers and 66.67% of parents affirm that parental home-based involvement is the most effective strategy that enhances students' academic achievement. We mention that 44.44% of teachers and 33.33% of parents think that the combination between home-school conferencing and parental home-based involvement is the best strategy to improve students' academic achievement.

Finally, this study showed that most of parents, teachers and students think that home-based involvement is the most effective strategy of parental involvement that enhances students' learning and achievement in 3rd cycle in schools of South Lebanon. A similar conclusion was reached showing that parental guidance on academic performance and future academic plans and parental aspirations had a positive effect on math performance of students while school-based involvement doesn't have any effect on it (Choie, Chang, Kim, & Reio Jr, 2014). Furthermore, the findings are consistent with research showing that Home-based involvement (extent to which parents structure after-school time for study and provide enriching materials and events) had positive impact on teenagers' GPA in schools while School-based involvement (extent to which parents attend school events and volunteer at school) had no effect on their

GPA (M. Te Wang & Sheikh-Khalil, 2014). In line with this, McNeal demonstrated that Parent-child discussions about school matters had positive effect on the science achievement of students while school-based involvement had no effect on it (McNeal, 2012).

Hence, we can conclude that there is a significant impact of home-based involvement as the most effective parental involvement strategy on 3rd cycle students' academic achievement in schools of South Lebanon.

4.3. Answering Research Question 3: What are the barriers to parental involvement that affect students' education in south Lebanon?

According to the results of this study, the barriers to PI affects negatively the students' academic achievement. In this study, we discussed many types of barriers to PI. The participants' responses to questionnaires and interviews showed no statistically significant differences among them.

We discuss the barriers to PI mentioned in the questionnaires, they are: Parents' low self-efficacy, parents' negative beliefs about PI, parents' work (lack of time), parents' educational background and lack of parents' invitations for PI in schools.

In agreement with previous studies showing positive relationship between high self-efficacy and the ability to engage in activities and expend effort (Schunk & DiBenedetto, 2020), parents' low self-efficacy is a barrier to PI in students learning in the belief of 70.7 % of parents and 74.6 % of teachers who participated in the surveys. While in interviews, 88.89% of parents and 88.89% of teachers think that parents' low self-efficacy prevent them from being involved in their teens 'education .Parents' beliefs and attitudes toward education transfer to students and affect their academic achievement (Carpenter et al., 2016). Accordingly, parents' negative beliefs about PI is considered as a barrier to PI in students' learning in the opinion of 70.6% of parents and 77.8% of teachers who participated in the surveys. In addition, the interview responses show that and 88.89% of teachers think that parents' believes about PI affect their teens' academic achievement and 22.22% of parents think that the lack of knowledge about the advantages of PI is a barrier that prevented them from involving in their teens' learning. In parallel, parents' work (lack of time) is considered as a barrier to PI in students' learning by 76% of parents and 74.6% of teachers who participated in the surveys. While in the interviews, 77.78% of parents and 55.56% of teachers think that parents' employment status doesn't affect students' academic achievement. These differences in opinions can be explained by the presence of other factors that also contribute towards the academic achievement of the adolescents like private tuitions, socio-economic status and home environment (Kaur, 2020). The parents' educational background is a barrier to PI for 70.6% of parents and 76.2% of teachers who participated in the surveys. Concerning the participants' responses in the interviews, 88.89% of teachers think that parents' educational background affect students' academic achievement. Besides, 66.6% of parents and 39.7% of teachers who participated in the surveys considered the lack of parents' invitations for PI in schools as a barrier to PI in students' learning. As well as in interviews, where 77.78% of parents and 77.78% of teachers think that parents who perceive invitations from school are more involved in their teens' learning. Additionally in the interviews, some parents realized

that they face social situations which hindered their ability to be involved in students' learning such as low level of educational background, working multiple shifts or struggling with poverty. For teachers, they mentioned many barriers to PI. Parents' work, employment and lack of time are barriers to PI in opinion of 44.44% of teachers while lack of knowledge about the advantages of PI is a barrier to PI in opinion of 55.56% of teachers. Remarkable result to emerge from the sixth question of parents' interview is that 88.89% of parents answers that both schools and parents are responsible for educating the teens. This reflects a high awareness about the role of parents in their teens' education. Unexpectedly, 100% of parents who participated in the interview mentioned that their teens' schools don't provide opportunities for parents to learn new strategies of PI. This means that these schools provide only traditional strategies of PI. This result provides important insight into promoting knowledge about new strategies of PI in schools of South Lebanon.

The evidence from this study points towards the idea of investigating the most effective strategy of PI in 3rd cycle students' learning. However, huge research has focused on elementary students and less attention has been given to PI in 3rd cycle, especially with respect to how teenagers perceive PI. Certainly, the researcher believes that PI remains important in the 3rd cycle, though teenagers' behaviors appear to change and they demonstrate some refuse toward their PI. Also, the researcher agree with the findings of this study and assumed that home-based involvement is the most effective strategy of PI that promotes 3rd cycle students' academic achievement. However, the researcher suggested the combination between two strategies of PI: home-based involvement and home-school conferencing in order to ensure higher academic outcomes.

5. Conclusions

Results of the study revealed that most parents, teachers and students believe in the positive impact of parental involvement on students' academic achievement. For this, parents, teachers and principals should be aware of developing the parental involvement strategies and setting pedagogical strategies and methodologies to contribute in facilitating the parental involvement through three strategies: home-school conferencing, home-based involvement and school-based involvement. And especially, by focusing on improving the most effective strategy of parental involvement in schools of south Lebanon which is home-based involvement.

Taken together, these results suggest the cooperative work between the education stakeholders to develop the strategies of home-based involvement including: Asking the student about his day at school, helping the student at home to acquire the academic skills he is struggling with, providing assistance in homework, taking the student to the library and museums, portraying a positive attitude at home about schools and education by expressing enthusiasm toward the new things the student learns, the parents show that they value learning and education, talking with the student at home about the content being taught in the classroom, helping to correct the assignments and assessments that have already been graded and encouraging the student to engage in educational activities outside of the classroom (e.g., Adventurous activities, sports and cultural tours).

By integrating the perspectives of diverse youth, their parents, and teachers this study highlighted the various barriers to PI. Clarification of these barriers is considered a necessary precursor to the further development of the practice of PI in education. These include: parents' low self-esteem, lack of parents invitation to school events and conferences, parents' believes about PI, lack of knowledge about the advantages of PI, parents' educational background and limited income and transportation difficulties. Along with this, strong effort is required to help eliminate the obstacles. For this, we recommend higher cooperation between education stakeholders and non-profit organizations to reach out their community with the importance of supporting parental involvement. Additionally, parents can be encouraged to be involved in their teens' education when they have flexible work schedules and easy access to school.

Directions for Further Study

The researcher's sole purpose was to examine the impact of home-school conferencing, school-based involvement, and home-based involvement on students' academic achievement in the intermediate level as well as the extent of barriers to parental involvement on them.

This study is significant as it enlightens parents, teachers and principals on the importance of parental involvement for students' academic achievement in middle schools and its consequences. The results of this study showed that most parents, teachers and students believe that parental involvement improves students' academic achievement, a linkage that should not be taken lightly or kept unnoticed. The results also revealed that home-based involvement is the most effective parental involvement that improves 3rd cycle students' academic achievement. At the same time, many barriers to parental involvement are discussed in this study. Further future studies should examine the effect of parental involvement on student's academic achievement in the elementary, intermediate and secondary levels; as well as a contrast comparison of the extent of barriers to parental involvement, grade level, gender, classrooms' environment and socio-economic status on students' academic achievement in public and private schools all over Lebanon.

This study revealed the impact of four factors "home-school conferencing, school-based involvement, home-based involvement and barriers to parental involvement" affecting students' academic achievement. While this study provides a starting point to understanding parent involvement practices in schools of south Lebanon, several questions remain: Do students in public schools suffer from lack of parental involvement more than their colleagues in private schools? Do barriers to parental involvement hinder Lebanese students' academic achievements at the long term? Does parental involvement decrease when students advance to the secondary level? Does technology affect positively or negatively the parental involvement in students' education? These and many other questions should be cornerstones for further studies and future researches.

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