



Study of the Relationship between the Rate of Parents Presence at School and Social Development and Rate of Students' Independence among Minab's Students in First and Second Grade

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ABSTRACT

This study is a descriptive and correlational research whose aim is to investigate the relationship between the rate of parents presence at school and social development and rate of students' independence among Minab's students in first and second grade of elementary. The statistical population includes all of preschool students who were studying in Minab's elementary schools, in the 2013-2014 school year. The sampling method was convenience sampling. A total of 120 individuals were selected and studied. The three questionnaires of Vineland social development, Degree of indecency and parents' involvement were used. Descriptive and inferential statistics were used by SPSS to analyze the data. In Inferential part, the reason of Pearson correlation and t-test usages was to compare dependent and independent variables. The results show that there is a significant difference between parents presence at school and children's independence and social development. There are also significant differences in social development and rate of independence between girls and boys.

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INTRODUCTION

Today, the serious involvement of families of children with special needs in the education and rehabilitation of such children is more important than ever because the child's progress will run into problems without the parents' cooperation and attention. Providing effective education to these children at schools is not possible optimally without parents' serious participation. (Behbudi, 2011) Besides, teachers and school staff are required to be aware of the living environment of children with special needs and culture and values dominating this environment so that they could implement their training and rehabilitative programs using students' life experiences and by cooperation with their parents. (Fowerz, 1998) Consequently, given the significance of the relationship between the family and the school in solving educational and rehabilitative problems of students with special needs, it is needed to identify the factors affecting the relationship between home and school with the aim of removing possible challenges and threats facing such relationship (Pour Hosseini, 2006). Family is one of society's institutions that transfer the morally accepted rules, values, norms, and practices to people and thus contributes in social integrity and balance (Saeedi, 2003). Family as the children's first teacher plays a significant role in educating and nurturing children and makes them ready to enter stage another stage of their life (school). In the socialization process, the children often make their parents, especially their mother as their model and imitate them their behaviors. Therefore, an understanding of children's needs and the correction of their behavioral patterns will play an important role in the formation of children's personality (Ameri, 2008). One of the distinctive characteristics of humans is children's socialization (Alizadeh, 1997). Nowadays, as the result of new knowledge about parental involvement with the school, the change of attitudes, and new information about this issue, schools are getting aware of their fundamental role in establishing a close relationship with families so schools should actively participate in the development of group communication and interaction with family (Park, 1997). The mutual understanding between the school and the family, understanding their needs, possibilities, limitations, and capabilities are very effective in creating the communication between these two institutions (Alborzi, 2003).

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Research Methodology:

As the present study aims to describe and examine factors in question and to establish their relationships, it is considered a descriptive-correlation study. The sample under study included 120 persons who were selected by availability sampling. In addition, three questionnaires - Vineland's Social Development Questionnaire, Independence Questionnaires, and Parent Involvement Questionnaire- were used to measure the research variables. Descriptive and inferential statistics were also used to analyze the collected data. Demographic characteristics of respondents and the distribution of responses in terms of the characteristics of respondents were described using frequencies, percentages, and means through descriptive statistics. In addition, inferential statistics including Pearson correlation coefficient and t-test were employed to compare independent and dependent variables. All data analysis was performed by SPSS Software Package.

*Results of the study:***Table 1:** Frequency of the participants' data in terms of their gender.

Gender	Frequency	Percentage
Female	64	53.33%
Male	56	46.77%
Total	120	100%

Table 2: Normality of distributed variables at 95% confidence level.

Indexes Variables	Sample size	Significance level	Sig.	Data normality
Staff's participation	120	0.05	0.80	Normal
Independence	120	0.05	0.25	Normal
Social development	120	0.05	0.41	Normal

Table 3: Results of Spearman correlation coefficient for the relationship between parents' presence at school and social development.

Variables	Correlation coefficient (R)	Significance (P)
Parents' presence at school	0.303	0.023
Social development		

Table 4: Results of Spearman correlation coefficient for the relationship between parents' presence at school and independence.

Variables	Correlation coefficient (R)	Significance (P)
Parents' presence at school	0.708	0.049
Independence		

Table 5: Scores obtained by each group on independence and variance homogeneity test.

Statistics Groups	Frequency	Mean	SD	F Levine	Sig.
females	64	33.33	2.73	3.15	0.08
Males	56	33.29	3.53		

Table 6: A comparison of male and female participants' scores on independence.

Mean difference	t-value	df	Sig.
0.04	1.59	28	0.11

Table 7: A comparison of male and female participants' scores on social development.

Mean difference	t-value	df	Sig.
0.77	2.14	28	0.35

Discussion and Conclusions:

As the value of the correlation coefficients (0.303) and the significance level (0.023) show, there is a significant relationship between parents' presence at school and students' social development. Since the significance level is less than 0.05 ($P \leq 0.05$), the null hypothesis is rejected. Consequently, the main research hypothesis suggesting the existence of a relationship between parents' presence at school and students' social development is confirmed. The serious participation of family and school has always been considered by education professionals and families. However, sometimes parents' unawareness of the objectives and functions of the school makes it difficult to create an appropriate level of partnership between the family and school. On the other hand, the actual participation takes place a time when families are involved in school affairs and the schools see families as their supporters and contributors. Research shows that whenever parents show more involvement in the school affairs, their children will experience higher educational attainment. Therefore, the reinforcement of cooperation between families and schools is a prerequisite for an effective program that should be taken into account. Besides, as the value of the correlation coefficients (0.708) and the significance level (0.049) indicate, there is a significant relationship between parents' presence at school and independence. Since

the significance level is less than $0.05 \leq (0.05)$, the null hypothesis is rejected. Accordingly, the main hypothesis suggesting the existence of a relationship between parents' presence at school and their independence is confirmed. Finally, it can be said that given the current educational conditions and the necessity of parents' involvement in the school affairs and children's education, the establishment of communication between family and school is indispensable. Parents' communication with the school will align instructional and educational methods making them more efficient, result in more awareness about students, schools, and educational contents, induce families' support for the school and educational programs. Furthermore, the relationship between parents and schools will promote this common belief that providing education to students is the duty of all people in the society as they are supposed to help each other to achieve this important goal and the result of such action will be healthy and thriving human beings.

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