Evaluation of the Participation of Parents of Students in Department of Secondary Schools in the Department of Education in Mohr City from the Secondary Teacher’s Perspective in the Academic Year 2014-2015

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Abstract
The purpose of this study was to investigate the Evaluation of the participation of parents of students in Department of secondary schools in the Department of Education in Mohr city from the secondary teacher’s perspective in the academic year 2014-2015. This study in term of purpose is applied and in term of data collection is descriptive survey. The study population consisted of 244 secondary school teachers in the academic year 2014-2015 in the city of Mohr. Using stratified random sampling 189 subjects were determined. Instruments included a questionnaire and receipt of registration information. Validity was confirmed by experts and its validity was confirmed using factor analysis 0.85 and reliability using Cronbach’s alpha method is 0.87. The results of this research show that parents, students participate in four dimensions identified in this study as well not take place.

Key words: participation, student’s parents, planning, secondary schools.

Introduction
Participation in an interactive process between the actor and targeted action aimed at the social environment in order to achieve certain pre-determined targets has been defined; the process by which people consciously, voluntarily and collectively, taking into account certain goals that they share social resources (Ghaffari, quoted Salimi, 2010, p. 42). Official institutions such as schools and deliberate on the map and plan in order to achieve certain objectives, they have emerged as the measures and devices to meet the vital needs of society caused by the broader process of social change from day to day and they are more complex and diverse and have different objectives to achieve its objectives and activities are planned. Activity involved the use of human resources, material and financial. Research shows that parental involvement in school policy more positive attitudes towards school students, the community and the family will followed (Banks, 1993). Parental participation in the school curriculum makes decisions and increase parental knowledge and skills has more positive attitude towards their teachers and schools. This makes parents more closely and programs that make schools stronger and more responsive. When parents participate more actively in decisions related to their children’s schools to participate in decision-making on issues such as curriculum, selection and implementation are more relevant to the content of the curriculum with the education their children and more responsibility for their children are encouraged additional efforts are also students. Empower the parents to participate in schools is an issue that many schools faced. This study aimed to answer to the main question that how is participation of parents in secondary schools in the Mohr city? Other research has been done on the subject of this study suggest that the results of the investigation. Hosseini Niaz (2012), in research as factors in the active participation of parents in the educational perspective, high school students in Tehran concluded that the dependent variable (turnout) than any other variable is influenced by psychology. Sepehri (2005), awareness about how the participation and contribution of education is as the most fundamental way of participation is parental involvement. Ghasemi Pouya (2001), strengthen cooperation in culture, education factors, in education, such as managers, teachers, out of training TV and radio advertising and research and
development such as the encouragement of employee participation in research is important. Akbari (1997), the study examines the strategies of public participation in education Hamedan and results showed that the number of schools to help cover the costs of institutions and organizations involved in the program implementation and feedback from the public about the specific part of the proceeds benefit the banks and municipalities and factories to take account of education. Samadi (1994), in a study entitled the study of parents, students and school administrators in Khomeini Shahr, public participation in education has been examined. The findings suggest that the best and most effective ways of participation are in education and raising awareness and culture to the role of education in the development of society, and decentralized management of education and more active regional councils and giving more responsibility to the parents of students of educational training, provide managers with a family background of students and their schools to pass on part of this cost is a non-profit schools. Velstner and Smith (2006), in this research in order to demonstrate the effectiveness of our cooperation with teachers and parents showed the cooperation in achieving the goals of the curriculum and help students at risk is effective. Motalle Kho (2003) found that help parents organize and control emotions positive correlation school students. Another study conducted by McDaniel (1987), the barriers to participation in adult education classes was conducted. The main barriers are found in this area to duplicate the program in classes, geographical location, and the cost of training and lack of access to information in their adult education programs.

The major research questions:

- How is teacher’s perspective of Mohr in institutional participation (Administration) parents of students in secondary schools?
- How is teacher’s perspective of Mohr about parents of student’s participation in planning in secondary schools?
- How is teacher’s perspective of Mohr on parents of student’s participation in economic issues in secondary schools?
- How is teacher’s perspective of Mohr on parents of student’s participation in cultural dimension (advertising) in secondary schools?
- Is there significant different between the administrators and teachers of secondary school in Mohr city about the participation of students in the management of secondary schools?
- Is there significant different between male and female secondary school principals and teachers in the Mohr city about the participation of students in the management of secondary schools?

Research Methodology

The purpose of this study was to investigate the Evaluation of the participation of parents of students in Department of secondary schools in the Department of Education in Mohr city from the secondary teacher’s perspective in the academic year 2014-2015. This study in term of purpose is applied and in term of data collection is descriptive survey. The study population consisted of 244 secondary school teachers in the academic year 2014-2015 in the city of Mohr. Using stratified random sampling 189 subjects were determined. Instruments included a questionnaire and receipt of registration information. Validity was confirmed by experts and its validity was confirmed using factor analysis 0.85 and reliability using Cronbach’s alpha method is 0.87.

Results

The first research question: How is teacher’s perspective of Mohr in institutional participation (Administration) parents of students in secondary schools?
Table 1. Descriptive results of the institutional participation of student’s parent in secondary school

<table>
<thead>
<tr>
<th>Component</th>
<th>Percent Frequency</th>
<th>Statistic descriptive indicators</th>
<th>Overall view</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional participation</td>
<td>/86 29</td>
<td>2/12 2 2 0/51 /88 0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>36/84</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>25/28</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7/5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0/97</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results suggest that the degree of participation of institutional (administrative) authorities to develop students who can contribute to learning and student achievement; and this causes more parents to participate in activities that require students and their contribution to the goals set out, the desired results and is not intended to be aborted schools. The results of the study is consistent with results of Hassani Niaz (2012), Sepehri (2005), Fathabadi (1381), Ghasemi Pouya (1381), Zendeh Talab (1998), Akbari (1997), Samadi (1994), Velster and Smith (2006), McDaniel (1987).

The second question Study: How is teacher’s perspective of Mohr about parents of student’s participation in planning in secondary schools?

Table 2. Descriptive results pertaining to the participation of parents of students in secondary schools planning

<table>
<thead>
<tr>
<th>Component</th>
<th>Percent Frequency</th>
<th>Statistic descriptive indicators</th>
<th>Overall view</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>3/35 33/87</td>
<td>2/13 2 0.54 0.98</td>
<td></td>
</tr>
<tr>
<td></td>
<td>25/54</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7/44</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/75</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results show that the question of participation in the decision of the parents in secondary schools in the form of arbitrary set and this recession is not desirable and educational goals of the school. The results is consistent with the study results Hassani Niaz (2012), Sepehri (2005), Fathabadi (1381), Ghasemi Pouya (1381), Zendeh Talab (1998), Akbari (1997), Samadi (1994), Velster and Smith (2006), Xu and Korno (2003), McDaniel (1987). The third research question: How is teacher’s perspective of Mohr on parents of student’s participation in economic issues in secondary schools?
Table 3 Descriptive results of the participation of parents of students in economics (material) secondary schools

<table>
<thead>
<tr>
<th>Component</th>
<th>Percent</th>
<th>Very low</th>
<th>Low</th>
<th>Average</th>
<th>High</th>
<th>Very high</th>
<th>Middle</th>
<th>Middle</th>
<th>Mode</th>
<th>Skewness</th>
<th>Standard deviation</th>
<th>Overall view</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics participation</td>
<td>64/29</td>
<td>53/29</td>
<td>30/71</td>
<td>8/44</td>
<td>1/52</td>
<td>2/32</td>
<td>2</td>
<td>2</td>
<td>0/31</td>
<td>/99</td>
<td>0</td>
<td>Lower than the average and poor</td>
</tr>
</tbody>
</table>

The results of this question and the sub elements show that the parents of the students involved in resolving the financial needs of schools and the planned systematic and financial aid as well as efforts to reduce the financial burden on schools and assistance in providing equipment needed (consumer durable) schools will not be as good and this has caused many school activities due to lack of funds as well as the difficulty in attracting resources to fully done and it all academic, the school also provides training; because most school activities are facing a financial burden and costs and the lack of access to financial resources and lack of compliance parents of students achieve these goals simply not possible. The results is consistent with the study results of Hassani Niaz (2012), Sepehri (2005), Fathabadi (1381), Ghasemi Pouya (1381), Zendeh Talab (1998), Akbari (1997), Samadi (1994), Velster and Smith (2006), Xu and Kyrvn (2003), McDaniel (1987). The fourth question research: How is teacher’s perspective of Mohr on parents of student’s participation in cultural dimension (advertising) in secondary schools?

Table 4 Descriptive results of the students’ parents to participate in the cultural dimension in secondary schools

<table>
<thead>
<tr>
<th>Component</th>
<th>Percent</th>
<th>Very low</th>
<th>Low</th>
<th>Average</th>
<th>High</th>
<th>Very high</th>
<th>Middle</th>
<th>Middle</th>
<th>Mode</th>
<th>Skewness</th>
<th>Standard deviation</th>
<th>Overall view</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural participation</td>
<td>24/42</td>
<td>35/1</td>
<td>31/3</td>
<td>7/93</td>
<td>1/23</td>
<td>2/31</td>
<td>2</td>
<td>2</td>
<td>0/31</td>
<td>1/05</td>
<td>0</td>
<td>Lower than the average and poor</td>
</tr>
</tbody>
</table>

The results show that the participation of parents, students, the question of the cultural dimension including participation in the religious programs, celebrations and national programs as well as educational and the development and implementation of educational projects as well as create opportunities for students vote on cultural programs as well as community and schools. The results of the study is consistent...

**Conclusion**

The results of this research show that parents, students participate in four dimensions identified in this study as well not take place. Therefore, it is necessary to plan appropriate policies to achieve this important statutory and paid; to create appropriate conditions for the participation of students in various aspects of school authorities to be expedited. Undoubtedly, the development of financial participation, social and cultural framework would not be possible without culture without providing active and conscious participation of the people in which to conduct financial assets and thinking and participation in the schools.

**Suggestions**

- Strengthen associations of parents and teachers, according to the Forum a good place to build a spirit of cooperation and school administrators can rely on the principles of scientific, philosophical and religious school associations strengthened and their decisions based upon their advice.
- Parents Associations (NGOs), such that they can meet their families with similar needs and help each other, support each other’s emotional needs and provide information. The Forum, allowing parents to find a voice, express their needs and goals and community leaders and community leaders to share and makes the development of their participation in various aspects of their schools.
- It is recommended that the implementation and adoption of the training program on an individual basis if the opportunity is created to advisers, teachers, parents and other school personnel in order to improve educational outcomes for students with disabilities to work together in this program are the parents of one of the members of the group. Because a lot of the abilities and needs of their children and can offer suggestions for improving the education of their children in the group.

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