

Degree of Public Participation in the Affairs of Islamshahr Education in Terms of Education Professionals and Parents

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ABSTRACT: The school is one of the major training and educational institutions, which requires the effective participation of the people, because participation is as a means to achieve organizational efficiency. This study aims to review the involvement of students' parents and educators in public participation to manage the education affairs of Islamshahr city. Participants in this study consist of the teacher (n = 36) and managers (n = 30) and also students' parents (n=200) of Islamshahr city middle and high schools in the academic year 2012-2013, which were selected by cluster random sampling, and they respond to a twenty-seven questions questionnaire. Single-sample t test was used to assess parents' views that its average was higher than the average. As well the teachers and administrators comments mean were tested (t-independent) that teachers' mean about components of community participation was higher than the average. Since cooperation and participation is a significant factor in the development of comprehensive in all fields seem this issue is not hidden from perspective of education professionals and parents and both emphasize on it. Also, due to the involvement of more professionals in the fields of education emphasis of this group is higher than of students' parents.

Key words: Community Participation, The Education Development And Growth, Public Engagement In Education

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INTRODUCTION

Social scientists believe that the continuity and survival of any society is subject to a set of its beliefs, values, customs, attitude and behaviors, knowledge and skills that are passed from a generation to another that education does this transfer. In the past, the main role of education was life family, teamwork and ceremony religious, but in today's communities, flow of training children start at family but to soon a dedicated organization namely school take responsibility of this task, formally, and continuation of the education and learning affair are considered mainly at organized conditions and status according to the specified programs and in order to realization of the certain target (Alagheband, 2007).

Education always has many problems in the expressed contexts. For example, the state funding of education has faced with defect. As well privatization is considerable from aspect of education performance effect and increases its quality and can be comprised operation of the state section and the private section. But the question arises that education with its shortcomings in the various field how to deal to play its original purpose which are important for any country?

As noted, education has a very important role in society so that distinguishes each community from other communities, culture and specific civilization and maintain existence of the society is contingent to preserve the culture and civilization and education take this key responsibility as this institution are sometimes called the culture.

A problem that all countries rich and poor, developed and developing deal with it, is the growing

social demand for which education services exists. In other words, there is an insatiable appetite for education in these communities. But the transformation of education in many developing countries are carried out so that has become quickly a responsibility of the government, while in Europe and North America, education out of forced education was done by costs of children parents (Alagheband, 1992). But the question arises that finally can be leave the teaching that is a great importance for any community in any cases, or should be deliberate?

In many countries, the central government has performed a reform aimed at strengthening the quality and quantity of training. While this reform concentration is on the global changes and innovation, the centralization in recent years has been focused on changes at the schools level. Actually, this shift is transfer of the focus center to the level that is closer to the practice, namely, school. Creating the clustered schools, local community participation in school activities and many countries motion towards decentralization and school-based management are the examples of these global trends (Alagheband, 1992).

School-based management (PA school) and decentralization is one of the ways in which our country has been considered for several years and has taken steps in this direction that can be mentioned to empowering the administration of education, parents, and students and more involved them in management process of the school. So that the goal of this program (PA school) and the elements of PA school management are make no concentrating, delegating disposal, and contribute (Haji Biglari, 2003).

The point that must be considered is that the school-based management or autonomous school and participation of local and regional communities are correlated. Education institutions requires collaboration and intellectual, fiscal and emotional participation of students' parents and social institutions. According to the opinions of many experts of education and higher education officials, the best way to solve economic problems, social challenges of the education attract public participation and development of local communities. But what is a fact of our society, we are still far from the true sense of partnership and both educational administrators and students' parents of community institutions don't picked a right interpretation from public participation, and always believe that it restricted to the donations (Hajikhani Biglari, 2003).

The purpose of community participation in education is that the actual and potential capacity should be used to better manage the education system and everybody, students' parents, administrators and the institutions and organizations sharing themselves to best provide educational services. Education cannot take handling affairs from scheduling to and government take a primary and even the only role in decision making, and then they be waited to contribute people with spend money. It is not the true concept of participation. This one dimension interpretation of people participation is one the main obstacles to attracting them and people unfamiliarity with the real participation lead to they are not attracted.

The solution which is presented to this problem is decentralized or semi-centralized the administration of the education system, promote a culture of participation in the community and determine the expectations of society and education system from each other. A program is can successfully be implemented that meets the needs and interests of the majority of community. A program in a dynamic society can be successfully implemented in the education system that meets the needs and interests of the majority community. Hence, the development of national education preparation programs everyone should participate extensively. Also, when running the program in addition to the central government and regional government agencies, as well as various social groups should be play a major role. For this reason a degree of decentralization is necessary to run the program at different levels (Alagheband, 1992).

But the other question is who can do the most help to education? In first stage can be cited stakeholders. Perhaps education stakeholders are indirectly all of people because cause to sustainable

development of the country (Ghasemi Pouya, 2001), but those who are closest to the radius of the benefit are students and their parents. Consistent with this, others who have a very important role in school are the teachers and administrators.

Human participation in various affairs of life such as economic, social, cultural and political issues raised in all human societies, but each community has its own special way. Participation is an issue which should be learned and education can also have a special role in its training and it can also be one of the institutions which emerge greatest effects of participation and as one of the most basic social institutions be the best environment to achieve the participation of the people. So that a group considers it essential that the interaction between citizens and administrators (Mortazavi, 1999).

Many studies have been done in the areas mentioned. So that Samadi (1994) argues that decentralized education has a significant role in the its growth and people awareness of the issues and problems in education, decentralized management of education, more active regional councils, providing proper communication by administrators with parents, assign a portion of the costs to parents and develop private schools can be important.

In addition, the participation can be effective in the areas of school construction, remove student problems, and protect property, libraries construction, participation in extracurricular, training equipment and participation in parents and teachers society (Jahani Ghaleh, 1995). In this context Mirkamaly (1995) also states that the effectiveness and efficiency of schools rises through people participation in the education affairs.

Accordingly, in this study with attention to the role of education and its inability to solve all the problems alone, the role of public participation is reviewed from perspectives of students' parents and teachers and administrators, and the views of these two groups are compared with each other.

MATERIAL AND METHODS

This research is a survey and causal- comparative non-experimental study. The population of study sample composed of all administrators of middle schools and high schools in the education of Islamshahr city (40) and their teachers (N = 34) and parents of students who had attended family training (417 individuals) in the academic year 2012-2013. A clustered sampling method was used to select participants that among a target population 36 administrators, 30 teachers and 200 students' parents were selected.

Measurement questionnaire of popular participation in education:

A researcher made questionnaire was designed to measure public participation. The questionnaire included 27 five-option questions with Likert spectrum (very low, low, medium, high and very high) and was scoring from 1 to 5, respectively. The questionnaire consists of six components of Public engagement in the planning process (Questions 1-8-14), Public engage in the budgeting process (questions 9-13), Public engage in the Administration (questions 23-24), Promoting a culture of participation in community (questions 27-26-25-16-15-10- 3-2), Inform parents and community from the role of education in development (questions 20-18-17-11-5-4), and Inform parents and community from the issues and needs of education (questions 22-21-19-12-7-6).

Experts' perspectives were used to investigate the validity of questionnaire that they confirmed the content validity of questions. Also, internal consistency (Cronbach's alpha) method was used to verify the validity of questionnaire that its value for total of questionnaire was equal to 0.90.

Procedure

This study began by getting a referral from Islamic Azad University of Islamshahr Branch and a visit to Education of Islamshahr city, and after getting permission from its education was referred to the target schools and with introducing the enforcement of study and objectives of the participants were asked to answer the questions, they were also asked to do

not ask the question when answering, after answering their questions answered. After responding to the questionnaire, they were thanked. Information obtained was tested through the application 21 SPSS using single-sample and independent t tests.

RESULTS

Descriptive parameters (mean and standard deviation) component of community participation in education are reported in Table 1.

The independent t-test was used to examine the differences of indicators of public participation in the development of education among teachers and administrators and students parents. The results of t-test showed (Table 2) in which the components of public engage in the budgeting process ($t_{1,264}=3.18$ and $p =0.002$), public engage in the administration ($t_{1,264}=2.45$ and $p =0.002$), promoting a culture of participation in community ($t_{1,264}=5.04$ and $p =0.0001$), informing parents and community from the role of education in development ($t_{1,264}=3.47$ and $p =0.0001$), informing parents and community from the issues and needs of education ($t_{1,264}=4.86$ and $p =0.0001$), there was a significant difference between the mean of teachers and administrators' comments, and parents'. The mean of teachers and administrators were higher than the mean of parents about all components. About public engagement in the planning process there was no a significant difference between two groups of the teachers and administrators and students' parents ($t_{1,264}=1.32$ and $p =0.18$).

Table 1. Descriptive indicators of public participation components in education

Row	Variable	Administrators and Teachers		Parents of students	
		Average	Standard deviation	Average	Standard deviation
1	Public engagement in the planning process	3.5	0.76	3.38	0.82
2	Public engage in the budgeting process	4.06	0.62	3.74	0.89
3	Public engage in the Administration	4.40	0.61	4.12	0.80
4	Promote a culture of participation in community	4.35	0.45	3.91	0.64
5	Inform parents and community from the role of education in development	4.39	0.49	4.05	0.71
6	Inform parents and community from the issues and needs of education	4.37	0.48	3.92	0.65

Teachers and administrators group size = 66, parents group size= 200

Table 2. Comparison of mean of two groups of administrators and teachers with students' parents

Row	Variable	Amount t	Degrees of freedom	Significant level
1	Public engagement in the planning process	1.32	264	0.18
2	Public engage in the budgeting process	3.18	264	0.002
3	Public engage in the Administration	2.45	264	0.015
4	Promote a culture of participation in community	5.04	264	0.0001
5	Inform parents and community from the role of education in development	3.47	264	0.0001
6	Inform parents and community from the issues and needs of education	4.86	264	0.0001

To answer this question that how much is the views of parents' students in relation to people's participation in education, the weighted average of the questions of the component was calculated and was compared with the Likert average that was equal to 3. The results of t-test showed (Table 3) that the components mean of public engage in the planning process ($t_{265}=6.33$ and $p =0.0001$), public engage in the budgeting process ($t_{265}=12.33$ and $p =0.0001$),

promoting a culture of participation in community ($t_{265}=18.2$ and $p =0.0001$), informing parents and community from the role of education in development ($t_{265}=21$ and $p =0.0001$), informing parents and community from the issues and needs of education ($t_{265}=18.4$ and $p =0.0001$) has a significant difference with the mean of Likert (3). The mean of all components was higher than the Likert mean.

Table 3. Comparison of average of the parents' comments and Likert mean (3)

Row	Variable	Average	Amount t	Degrees of freedom	Significant level.
1	Public engagement in the planning process	3.38	6.33	265	0.0001
2	Public engage in the budgeting process	3.74	12.33	265	0.0001
3	Public engage in the Administration	4.12	22.4	265	0.0001
4	Promote a culture of participation in community	3.91	18.2	265	0.0001
5	Inform parents and community from the role of education in development	4.05	21	265	0.0001
6	Inform parents and community from the issues and needs of education	3.92	18.4	265	0.0001

DISCUSSION

The purpose of this study was to examine how the views of students' parents of middle schools and high schools in the city of Islamshahr in public participation in education and the development of the training institutions and compare teachers and administrators' ideas with the parents' in components of public participation in education.

Now, the group thinking is the basis of development and progress. The group thinking is not realized without the participation of all the people. The group thinking means that all those who can act in areas such as intellectual, financial or scientific assistance are called to assist and cooperate.

Participation and how to realize it, is rooted at the long history of nations and some aspects of education in many countries including in our country are based on it. Nowadays, this concept has found a great importance and participation in various field has always considered by many of thinkers and the practitioners especially in the field of education, so that in perspectives of some thinkers the major axis of development is on the basis of participation in education. According to these experts, for development it is essential always to strengthen both the education and participation in economic and social macro policy making. Because global experience shows that any country that has been attend to her education and has been act in active participations filed has been able to gain an acceptable level of scientific, cultural, social, economic and political development (Ghasemi Pouya, 2001).

The results of the current study showed that students' parents opinions in all participation components (Public engagement in the planning process, Public engagement in the budgeting process, Public engagement in the administration, Promotion of a participation culture in community, Informing parents and community from the role of education in development and Informing parents and community from the issues and needs of education) is higher than the average.

The results of some research of (Akbari, 1997) obtained in this field show due to the efforts was done and reviewing education specialists, directors of schools and education headquarters staff and students' parents, meeting the cost of a number of schools by other institutions and organizations, participation of people in the executive programs and tweaks them, belonging a part of the earnings of banks and municipalities and factories into account of education, providing educational space by them and closet relationship of the parents of students in the education have been the achievements of popular participation in this institution. Basti (1998), as well as in a study showed that strengthening and running the law of education councils, entrusting to manage some of the particulars, the notification of the people from constructive role of education, legalization of parents and teachers association Having a sanction could have a significant role in the growth of education.

Jahanian (2010) also in the study of ways to create and enhance people's participation in education in the province of Semnan achieve to the findings that the most important ways to create and

enhance people's participation in education can be in six fields of: Matters relating to learning and teaching matters related to student, affairs relating to staff, school-community relations, equipment and facilities needed and finance and administrative for training units. However, it should be noted that factors such as authoritarian style managers (Arab Shahrab, 2010; Gholam Ali and Abdolmaleki, 2012), and management factors (Sadeghi Haddad, 2011) could be affected on participation level.

In field of the lack of participation Smerika and Cotman- Wegel (2001) explain that the lack of parents' participation in schools affair is not due to the lake of desire of them in their children's achievement, but such factors as time, distance and routines involved. They also believe that parents of the low level social-economic classes tend to communicate with the school, but because they think their role is limited less engage themselves.

According to the results obtained and were done studies it seems that in regard to school-based policies and devolution to schools and to develop partnerships, collaboration and use of teachers experience, educators and parents of students in the school administration, improvement of the decision-making process, promoting quality education and administrative activities, annual planning and coordination and monitoring of school activities in each of the schools and establish the school council in perspectives of students' parents lead to improve the education organization.

As well as, the relationship between the school and the family is considerable as a mutual and bilateral cooperation. Also, the relationship between schools and families is a reciprocal relationship. Many school needs mental help professional parents in the school through is possible.

When parents and teachers cooperation council is made up actively, favorable conditions for training the family provide faster and easier and educational perspectives of trainers influence on society and trainer will aware of certain issues related to children and adolescents and against each follow an appropriate response and a proper way of resourcefulness.

In addition to examining the relationship between the components of the partnership between students' parents and teachers and administrators the results showed that the mean comments of teachers and administrators in the components of public engagement in the planning process, Public engagement in the budgeting process, public engagement in the administration, promotion of a participation culture in community, Informing parents and community from the role of education in

development and Informing parents and community from the issues and needs of education is higher than parents comments.

In regard to difference of the view between parents and education experts it seems that many teachers welcome to increased participation in decision their career and at where it be successful the morale of teachers and school environment are improved, significantly. Nowadays, the role of administrators becomes more difficult day to day on the basis of frequent restructuring of schools, complex and variable regulations, forces and political trends and high expectations of citizens and requires that a director ceded a part of his powers to the people who are able to work with it, effectively (Salimi, 2001).

In this regard can also be referred to the studies that why the teachers and administrators have a higher average than students' parents in the components of participation, for example, Hoy And Miskel (1994) in this area concluded that 1) the opportunity to participate in educational organizations is an important factor about morale of teachers and their advocacy of educational organizations, 2) Participation in the decision making positively correlated with teacher satisfaction from teaching career, 3) teachers expect from administrators be involved in decisions, particularly decisions regardless of their affiliation needs.

It is important that a school-based management is much more than achieving a goal or purpose or new reformation and is a process that involved teachers in school administration and create a balance of power. On the other hand the active participation provides students' parents and other citizens as consumers and not a school affairs policymakers (Salimi, 2001). It seems that in a situation where teachers and administrators, families and students manage schools as a coordinated group with a group, undoubtedly educational aims and objectives, which are realized arguably in order to better realization of three goals.

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