

Social Media Networks and Parents' Motivations for Involvement

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Abstract

The technological revolution has filtered into the sector of education and among other things, impacts the dynamic interpersonal connections between parents and teachers through digital means and social media networks. The current study aims at examining the relationship between teacher use of social networks for home-school communication and parent motivations for involvement in their child's schooling in Moroccan public schools. A sample comprising 430 participants, 214 parents (N214) and 216 teachers (N216) of grades 1 through 12 from both urban and rural areas, were invited to participate in two distinct and separate online surveys. The surveys adapted versions of scales used by Hoover-Dempsey et al. (2002) and Walker et al. (2005) to apply Hoover-Dempsey and Sandler's (1995, 1997) model of the parent involvement process. The results of a Spearman Rho correlation test revealed a positive correlation between teacher use of social media platforms and most of parents perceived motivations for involvement. This finding indicates that the use of social media networks may represent an efficacious emerging strategy to surmount life-context setbacks to parental involvement. Furthermore, a significant positive correlation was also found between teacher beliefs about parental involvement's importance and efficacy and parent perceptions of contextual invitations from the child and the teacher. This additional finding extends Keyes' (2000) seminal work, where she identified communication as the central aspect of Epstein's typology of the parent involvement process. Results, as well as implications, are discussed herein, in addition to suggestions for practices that may enhance parent involvement in their child scholastic experience.

Keywords: Parent involvement motivations, home-school communication, social media networks, students' achievement.

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1. INTRODUCTION

Hoover-Dempsey et al. (2001) conceptualised a parent's active involvement in a child learning as social-emotional in nature; consolidating parental or scholastic expectations, helping the child with homework, reinforcing self-management skills, monitoring the child's emotional responses to school, establishing physical and psychological structures for performance, or catering for the child unique needs. Across socio-economic and demographic groups, parent constructive involvement in children's schooling has been positively linked to a host of student outcomes encompassing improved behaviour (Sheridan et al., 2017), student academic achievement (Jeynes, 2012), positive relationships with schoolmates (Garbacz et al., 2018), social skills (Sheridan et al., 2012), absenteeism reduction (Avvisati et al., 2014) and mental health and well-being (Wang and Sheikh-Khalil, 2014). Given all these enormous benefits linked to parental involvement, what can be done to nurture and maintain such a home-school relationship?

A review of the literature shows that digital technologies have the potential to increase the number, range, speed, frequency, efficiency, and richness of connections possible and the concomitant expectation that these improved connections will yield productive parent-school relationships (e.g., Ho, Hung, and Chen, 2013). In the same vein, the use of digital methods for interpersonal communication enables the immediate transfer of messages to a large number of recipients; moreover, it is efficient and ensures transparency of actions and policies (Sword, 2014). Guo, Wu, and Liu (2018) observed how the use of social media networks (SMN for short) like WeChat capitalised on multimodal forms of communication to enhance parent involvement. SMN allowed parents and teachers to exchange audio or written messages, share information from the Internet, attach photos and videos instantly, share resources, and timely discuss topics of interest (Guo et al., 2018). Yet, we still have limited knowledge concerning the role teachers' SMN use play in enhancing parent motivations for involvement given the direct positive impact such motivations have on parent involvement's behaviours and practice (Epstein, 2018; Johnson, 2015; Warnasuriya, 2018). Understanding this issue is of utmost importance as it can inform educators' efforts to streamline the active participation of a diverse array of families. Even though much of that research has pointed out the ability of teacher-parent communication to promote children's achievement and wellbeing (Kuusimaki et al., 2019; Baker et al., 2016), there is not any unanimous agreement among scholars about how parents should be involved and what constitutes involvement in the first place (Harris and Robinson, 2016; Johnson, 2015; Olmstead, 2013). In addition, using digital means as communication avenues between parents and teachers also suffers disadvantages, this is because the boundaries between the home and professional spheres and social sphere can become blurred (Agger, 2011).

The current study frames parent involvement as an ongoing and multifaceted social process that is facilitated by the use of the inexorable and interactive SMN, like WhatsApp and Facebook. Digital tools that have enabled an increase in communication between parents and educational staff (Thompson, 2008). Consistent with this, the National Telecommunications Regulatory Agency (NTRA, 2020) found that WhatsApp is the most preferred SMN in Morocco, used by 98.8% of respondents; closely followed by YouTube (94.8%); then comes Facebook (83.4%). Social media have become highly popular in almost every walk of modern life. Thanks to their exponential accessibility and ease of use, social media networks like WhatsApp and Facebook allow immediate and timely communication through a number of platforms, messages, films, and photos. As a result, conventional forms of electronic parent communication, such as email and websites, are being replaced and reimagined (Natale and Lubniewski, 2018). Schneider (2016)'s findings that parents preferred the convenience of using smartphones to communicate with teachers seems to align with the Moroccan National Telecommunications Regulatory Agency (2020)'s report which found that 81.8% of Moroccans are equipped with smartphones and exceed the 95% threshold for social media attendance. The use of SMN as tools for home-school communication is an emerging strategy for parent-teacher partnerships that could help make it easier for teachers and administrators to involve parents in their child's learning journey (Flowers, 2015).

1.1 Parent Involvement in the Moroccan Context

Bronfenbrenner (1979) proposed that a child develops within different circles of influence including their immediate family or school communities, and the child's environmental culture; and that the child's development is impacted by the quality of the mutual relationships between these different circles of influence. In Morocco, family-school relations are perceived as being strained and complex. According to Moroccan school principals, the percentage of parents who discussed their child's progress with a teacher on their own initiative was 25% (41% on average across the Organisation for Economic Cooperation and Development (OECD) countries in 2018), 28% of Moroccan parents discussed their child's progress on the initiative of one of their child's teachers (57% on average across OECD countries) (OECD, 2020). Moreover, Moroccan teachers reported that they felt isolated because parents were not playing their roles as should be (The Higher Council for Education, Training and Scientific Research, 2021) (HCETSR for short). Another group of teachers further elaborated that the poor commitment of parents to children's schooling was essentially manifested in the fact that most of them did not monitor their children's homework assignments (HCETSR, 2021).

Concerning life context variables such as the availability of time and energy, Moroccan parents perceived that these might represent real challenges, especially for under-served families, as parents have to juggle job demands (sometimes more than one job), extended family needs, and requests for involvement in their children's education (PISA, 2018)

2. Research Design

The current quantitative research study used a survey design to gather data from participants. The instrument was administered to teachers with the aim of measuring their beliefs about the importance of parent involvement and its efficacy, as well as measuring their self-reported use and frequency of social media networks for home-school communication. Another distinct instrument was administered to parents to measure firstly their psychological motivators for involvement, secondly their perceptions of contextual invitations for involvement, and finally their perceptions of life context variables using the pre-validated and revised scales by Walker et al. (2005) to apply Hoover-Dempsey and Sandler's (1995, 1997) model of the parental involvement process. Worth noting that the design is cross-sectional and non-experimental as data was collected in one instance, at the end of the school year, and did not involve any intentional changes in the environment.

2.1 Setting and Sample

Using basically personal and professional networks such as WhatsApp, Facebook, Gmail, phone calls, and face to face contact, the researcher invited grade 1-12 Moroccan public-school teachers from different Regional Academies of Education and Training (Académies Régionale de l'Education et de la Formation) in Morocco to take part in this survey. Then, among these, he recruited only those who confirmed using social media networks for home-school communication during the current academic school year to take part in the study, while discarding those who said they did not. Teachers who responded to the invitation, affirming their actual use of social media networks for home-school communication, were recruited and requested to encourage their students' parents to participate in the parent online survey via a Google Form link.

2.2 Measures

Parents and teachers were provided with two distinct online surveys separately. The teacher survey gathered data on teachers' perceptions about the importance and the efficacy of parent involvement as well as their self-reported use of social media networks for home-school communication (independent variable). The parent

survey served to collect data on parents' psychological motivators, contextual invitations for involvement, and perceptions of life context variables (dependent variables). The researcher used correlational analysis and means comparisons to assess the relationship between the data collected from the two surveys. The scales used in the parent survey were taken directly from Walker, Wilkins, Dallaire, Sandler, and Hoover-Dempsey (2005), and most of the measures were not modified, so they maintained their reliability. Hoover-Dempsey et al.'s (2002) individual scales were combined to create three subscales and two total scores (teacher and parent), for which the researcher ran Cronbach's alpha reliability checks and confirmed that the measures retained sound reliability of 0.7 or higher. Cronbach's alpha was also run for one section of the teacher survey that was adapted from Hoover-Dempsey et al.'s (2002) instrument to measure teachers' specific use of social media networks for involvement. Of a total of 509 teachers who completed the teacher survey, 216 confirmed their use of social media for home-school communication and hence were recruited. The 216 teachers represented different regional academies of education and training across Morocco. They employed 3 different social media networks, including WhatsApp, Facebook, and Messenger, to communicate with their student's parents during the current school academic year. Quite often, in Moroccan public schools, encompassing primary, middle, through high school, the mode of communication between staff members and parents is in Arabic, so the parent survey was provided in both languages English and Arabic. Taking into account the diverse subjects taught in the three educational levels, some of the participating teachers required the teacher survey to be translated into Arabic as well.

2.3 Instrumentation

Teacher survey encompasses 38-items in the form of multiple-choice questions and was divided into three sections. The first two sections served to ask teachers to delineate their beliefs about parents' involvement and their own sense of self-efficacy in making a difference in children's scholastic experience. The teachers rated their agreement with the statements on a 6-point Likert scale, including 1 (disagree very strongly), 2 (disagree), 3 (disagree just a little), 4 (agree just a little), 5 (agree), and 6 (agree very strongly). As far as section three is concerned, the latter was dedicated to asking teachers to self-report their utilization of social media networks to send specific invitations of involvement to families. Teachers rated their agreement with the statements on a 6-point Likert scale including 1 (never), 2 (once this year), 3 (once each semester), 4 (once a month), 5 (once every 1-2 weeks), and 6 (1+time(s) each week). The average of all items was used to calculate a total teacher score to evaluate hypothesis one. Items on the teacher survey were adapted from the scales reported in Hoover-Dempsey, Walker, Jones, and Reed (2002). The latter scales in turn had been originally adapted from Epstein (1986), Epstein, Salinas, and Horsey (1994), Hoover-Dempsey, Bassler and Brissie (1992), Stipek (D. Stipek, pers. comm., December 1998), and from a local programme-wide evaluation effort (see Hoover-Dempsey et al., 2002). Similarly, the 60-items on the parent survey were also in the form of multiple-choice questions divided into three subscales. Questions for this survey were taken from the revised scales (Walker et al., 2005) used to apply Hoover-Dempsey and Sandler's (1995, 1997) model of the parental involvement process. The average of all items was used to calculate a total parent score to evaluate hypothesis one. The following is a description of each parent subscale variable.

Subscale 1: Psychological Motivations for Involvement. The 19-items in this subscale asked parents to report on their role activity beliefs and their sense of self-efficacy. Parents' role activity beliefs measured what activities parents believe they should be involved in with respect to their child's education. For example, "I believe it is my responsibility to communicate with my child's teacher regularly" (Walker et al., 2005). Parental self-efficacy assessed parents' beliefs about their ability to impact their child's scholastic outcomes. For example, "I know how to help my child do well in school" (Hoover-Dempsey, Bassler and Brissie, 1992). Parents rated their agreement with the statements on a 6-point Likert scale, including 1 (disagree very strongly), 2 (Disagree), 3 (Disagree just a little), 4 (Agree just a little), 5 (Agree), and 6 (Agree very strongly).

Subscale 2: Contextual Motivators for Involvement. These 20-items measured parents' perceptions of invitations to involvement from child, teacher, and school. These items asked parents to report whether the school invests efforts to make them feel valued and welcome to participate in the child education. For example, "teachers at this school are interested and cooperative when they discuss my child" (Walker et al., 2005). Parents rated their agreement with the statements on a 6-point Likert scale, including 1 (disagree very strongly), 2 (disagree), 3 (disagree just a little), 4 (agree just a little), 5 (agree), and 6 (agree very strongly). Furthermore, this subscale asked parents to report on direct requests for involvement at home or in school-based activities from the child and teacher. For example, "my child's teacher asked me to talk with my child about the school day" (Walker et al., 2005). Parents rated their agreement with the statements on a 6-point Likert scale including 1 (never), 2 (once this year), 3 (once each semester), 4 (once a month), 5 (once every 1-2 weeks), and 6 (1+ time(s) each week).

Subscale 3: Life Context variables. This section comprised 21-items to measure parents' perceptions of their personal life context variables and included questions about parents' perceptions of their own skills and

knowledge that are relevant to making a difference in the child's education. Two examples include "I know enough about the subjects of my child's homework to help him or her" (Walker et al., 2005) and "I have enough time and energy to attend special events at school (Walker et al., 2005). Parents rated their agreement with the statements on a 6-point Likert scale, including 1 (disagree very strongly), 2 (disagree), 3 (disagree just a little), 4 (agree just a little), 5 (agree), and 6 (agree very strongly). Besides, this subscale comprised parents' self-reported involvement in home-based practices. For instance, "someone in this family talks with this child about the school day" (Walker et al., 2005). An additional question was included to assess the frequency of parents' use of social media platforms for home-school communication. Parents rated their agreement with the statement on a 6-point Likert scale including 1 (never), 2 (once this year), 3 (once each semester), 4 (once a month), 5 (once every 1-2 weeks), and 6 (1+ time(s) each week).

2.4 Procedures

Once approval and permission for this study were received from the supervisor, Professor Khadija Anasse, and another academic certificate for conducting field research on the current topic was obtained from the Dean of the Faculty of Languages, Literature, and Arts in Kenitra, Dr. Mohamed Zarrou, requesting public educational institutions to offer whatever help needed to accomplish this inquiry; the researcher randomly contacted all teachers that are included in his contact-lists via different digital platforms including WhatsApp, Facebook, Messenger, and Gmail. The researcher also met some teachers in-person or contacted them through phone calls to explain the research objectives and request their participation. After that, the researcher discarded all teacher-informants who said that they did not use social media platforms for home-school communication and recruited only those who met the sampling criteria by explicitly confirming their use of social media networks to communicate with their student's parents. The researcher provided interested teachers with a Google Form link to the online teacher survey. Parent surveys were distributed to parents by students' teachers using email and/or the social media platforms employed to connect to parents (e.g., WhatsApp and Facebook). During their initial communication, the researcher also asked the teacher about the parents' language preferences. In total, 430 respondents (216 teachers and 214 parents) participated in the study.

3. Operational Variables

Independent variable. The independent variable was the use of social media platforms by teachers to communicate with students' parents.

Dependent variables. The dependent variables were parents' psychological motivators for involvement including role activity beliefs and parent self-efficacy, parents' perceptions of contextual invitations to involvement from school, teacher, and their child; and eventually parents' perceptions of life context variables including time, energy, knowledge, and skills. Worth mentioning at this point that the variables were measured using the revised scales that Walker et al. (2005) used to apply Hoover-Dempsey and Sandler's (1995, 1997) model of the parental involvement process.

4. Summary, and Hypotheses

This exploratory study applied Hoover-Dempsey and Sandler's (1995, 1997, 2005) model of the parental involvement process to a sample of Moroccan public-school teachers and parents. Based on prior tests of model constructs across cultural and developmental lines (Anderson and Minke, 2007; Deslandes and Bertrand, 2005; Green et al., 2007), it is hypothesized that the model's Level 1 constructs (personal-psychological beliefs; contextual motivators of involvement; and perceived life-context variables) would be positively correlated with the Moroccan teachers' self-reports use of social media networks for home-school communication.

The missing values percentage is far less than 5% as it does not exceed 1.9%. Additionally, the Little's MCAR test indicates $\text{Sig.} = .313$, which is greater than 0.05; as a result, the best option to deal with missing values is to replace them with the median of nearby points.

Little's MCAR test: $\text{Chi-Square} = 1065.798$, $\text{DF} = 1044$, $\text{Sig.} = .313$

5. Results

5.1 Parents' Reported Levels of Motivations for Involvement

As noted by the descriptive statistics in Table 1 below, parents recorded varied but generally high levels of endorsement for the full set of motivators included in the study. In alignment with other reports (Anderson and Minke, 2007; Deslandes and Bertrand, 2005; Green et al., 2007), there was a high home-based level of parents' involvement ($M = 4.132$, $SD = 1.342$). Higher scores on the 6-point Likert scale indicate more involvement (e.g., 6 = 1+time(s) each week); lower scores indicate less involvement (e.g., 1 = never).

Table 1. Descriptive Statistics of parents' subscales

	N	Minimum	Maximum	Mean	Std. Deviation
Parents' Role Activity Beliefs	214	2.3	6.0	4.941	.4518
Parents' self-efficacy	214	2.4	5.3	4.321	.5034
Invitations from school	214	1.0	6.0	4.284	.7832
Invitations from the child	214	1.0	5.4	3.892	.6256
Invitations from the teacher	214	1.4	5.1	3.457	.9727
Time and energy	214	2.1	6.0	4.668	.6033
knowledge and skills	214	2.1	6.0	4.668	.6033
Parent Involvement in Home-Based Activities	214	1.0	6.0	4.132	1.3424
Valid N (listwise)	214				

Teachers' Perceptions of Parental Involvement's Importance and Self-Reports of Social Media Use:

As noted by the descriptive statistics in Table 2 below, teachers recorded varied but generally high levels of positive beliefs towards parental involvement importance in children's schooling experience ($M = 4.612, SD = .5944$), and moderate levels towards parents' efficacy to make a positive impact on their children education ($M = 3.949, SD = .5956$). Similarly, concerning teachers' self-reports of invitations to involvement, moderate levels of social media use were recorded by teachers ($M = 3.017, SD = 1.1513$). Higher scores on the 6-point Likert scale indicate more involvement (e.g., 6 = 1+ time(s) each week); lower scores indicate less involvement (e.g., 1 = never).

Table 2. Descriptive Statistics of teachers' subscales

	N	Minimum	Maximum	Mean	Std. Deviation
Teacher perceptions of parents' involvement importance	216	2.3	6.0	4.612	.5944
Teacher perceptions of parents' involvement efficacy	216	2.2	5.5	3.949	.5956
Teachers' self-reports of invitations to involvement	216	1.3	6.0	3.017	1.1513

The results of the Spearman's rho non-parametric correlations are provided and are discussed in the following sections corresponding to hypothesis number one.

5.2 Assumptions of Normal Distribution

To test the normal distribution of the data, the Kolmogorov-Smirnov and Shapiro-Wilk statistics were performed on the three teacher subscales and total teacher score variables and showed obvious violations of assumptions of normality of data. Thus, the assumption of normality for all teacher data variables was not found to be tenable at the .05 alpha level (see Table 3).

Table 3. Kolmogorov-Smirnov and Shapiro-Wilk Tests of Normality on Teacher Survey Data (n =216)

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Teacher perceptions of parents' involvement importance	.101	216	.000	.969	216	.000
Teacher perceptions of parents' involvement efficacy	.072	216	.008	.985	216	.019
Teacher self-reports of invitations to I.	.113	216	.000	.949	216	.000
Average teacher total score	.073	216	.007	.979	216	.003

a. Lilliefors Significance Correction

Based on the Kolmogorov-Smirnov test results shown in Table 4, the null hypothesis of normal distribution of data was rejected at the $p < .05$ alpha level for all the four parent variables.

Table 4. Kolmogorov-Smirnov and Shapiro-Wilk Normality Test on Parent Survey Data (N=114)

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Parent Role Activity Beliefs	.133	214	.000	.891	214	.000
Parent self-efficacy	.195	214	.000	.904	214	.000
Average of parent contextual invitations to involvement	.152	214	.000	.918	214	.000
Average of parent perceptions of life context variables	.163	214	.000	.962	214	.000

a. Lilliefors Significance Correction

Consequently, for H1, the Spearman's rho non-parametric correlation tests were used to explore the relationship between the teachers' use of social media networks and all parents' variables.

5.3 Hypothesis One

Null hypothesis one states that no significant relationship exists between teachers' use of social media networks for home-school communication and parents' perceptions of motivations for involvement (N=214). Spearman's rho correlation test was computed to test hypothesis one. The tests' results shown in Tables 5 and 6 below revealed a positive correlation between the parent and teacher variables, including a statistically significant correlation ($r(214) = .14, p = .030$) between teacher total score ($M=3.859, SD=.582$) and parent perceptions of invitations from the child ($M=3.892, SD=.525$). Additionally, a positive correlation ($r(214) = .03, p=.590$) between teachers' reports of social media use for involvement ($M=3.017, SD=1.1513$) and parents' self-efficacy ($M=4.321, SD=.5034$) was revealed. However, two insignificant negative correlations were computed between teachers' reports of social media use and parents' role activity beliefs ($r(214) = -.044, p=.526$) on the one hand and with parent perceptions of invitations from the school ($r(214) = -.019, p=.785$) on the other hand. Three additional significant correlations are listed in Table 7. Based on these results, the null hypothesis was rejected.

Table 5. Correlations Matrix of All Teacher and Total Average Parent Subset Variables

			Parent personal motivators	parent contextual invitations	perceptions of life context variables	Parent total score
Spearman's rho	Teacher perceptions of P.I. importance	Correlation Coefficient	.043	.156*	.064	.013
		Sig. (2-tailed)	.529	.022	.353	.100
		N	214	214	214	214
	Teacher perceptions of parents' efficacy	Correlation Coefficient	.030	.145*	.048	.101
		Sig. (2-tailed)	.660	.034	.486	.141
		N	214	214	214	214
	Teacher self-report of involvement invitations	Correlation Coefficient	-.010	.082	.107	.075
		Sig. (2-tailed)	.880	.231	.119	.273
		N	214	214	214	214
	Teacher total score	Correlation Coefficient	.015	.130	.091	.098
		Sig. (2-tailed)	.833	.058	.183	.152
		N	214	214	214	214

Table 6. Correlations Matrix of All Teacher and Parent Subset Variables

			Parent Role Beliefs	Parent efficacy	school Invitation	child Invitation	teacher Invitations	Time/energy	Knowledge/skills	Parent Home-Activities
Spearman's rho	Teacher perceptions of P. I. importance	Correlation Coefficient	.124	.006	.082	.207**	.076	.064	.064	-.012
		Sig. (2-tailed)	.071	.933	.235	.002	.269	.353	.353	.862
		N	214	214	214	214	214	214	214	214
	Teacher perceptions of P. I. efficacy	Correlation Coefficient	.022	.048	-.014	.172*	.181**	.048	.048	.031
		Sig. (2-tailed)	.753	.489	.835	.012	.008	.486	.486	.656
		N	214	214	214	214	214	214	214	214
	Teacher reports of invitations to I.	Correlation Coefficient	-.044	.037	-.019	.061	.106	.107	.107	.031
		Sig. (2-tailed)	.526	.590	.785	.375	.123	.119	.119	.649
		N	214	214	214	214	214	214	214	214
	Teacher total score	Correlation Coefficient	.012	.036	-.004	.149*	.138*	.091	.091	.038
		Sig. (2-tailed)	.865	.599	.949	.030	.044	.183	.183	.580
		N	214	214	214	214	214	214	214	214

Table 7. Significant Relationships Between Teacher and Parent Variables
 Variable 1 Variable 2 Correlation

Variable 1	Variable 2	Correlation
Teacher Total Score <i>M</i> =3.859, <i>SD</i> =.582	Invitations from child <i>M</i> =3.892, <i>SD</i> =.6256	$r(214) = .207^{**}, p = .002$
Teacher Total Score <i>M</i> =3.859, <i>SD</i> =.582	Invitations from teacher <i>M</i> =3.457, <i>SD</i> =.9727	$r(214) = .138^*, p = .044$
Teacher perceptions of P.I. importance <i>M</i> =4.612, <i>SD</i> =.5944	Average parents' contextual invitations <i>M</i> = 3.878, <i>SD</i> = 0.572	$r(214) = .156^*, p = .022$
Teacher perceptions of parent efficacy <i>M</i> =3.949, <i>SD</i> =.5956	Average parents' contextual invitations <i>M</i> = 3.878, <i>SD</i> = 0.572	$r(214) = .145^*, p = .034$
Teacher perceptions of parent efficacy <i>M</i> =3.949, <i>SD</i> =.5956	Invitations from child <i>M</i> =3.892, <i>SD</i> =.6256	$r(214) = .172^*, p = .012$
Teacher perceptions of parent efficacy <i>M</i> =3.949, <i>SD</i> =.5956	Invitations from teacher <i>M</i> =3.457, <i>SD</i> =.9727	$r(214) = .181^{**}, p = .008$

6. Discussion

The aim of this quantitative, non-experimental survey design study is to investigate the relationship between teachers' use of social media networks for home-school communication and parents' motivations for involvement in their child schooling experience. The study was guided by the following primary research question. What is the relationship between teachers' use of social media networks for home-school communication and parents' perceptions of motivations for involvement?

Based on previous literature, it is hypothesised that:

H10: No relationship exists between teachers' use of social media networks for home-school communication and parents' perceptions of motivations for involvement.

H1A: A relationship exists between teachers' use of social media networks for home-school communication and parents' perceptions of motivations for involvement.

To test H1, given the non-normality of the data collected, a Spearman' Rho order rank correlation test was run and revealed a positive correlation between teachers' use of social media networks for home-school communication and most of the parents' perceptions of motivations for involvement. Based on these results, H10 was rejected.

Statistics about parents:							
	Prs' Role Activity	Prs' S- efficacy	school Invitations	child Invitations	teacher Invitations	Time/energy	Knowledge / skills
Mean	4.941	4.321	4.284	3.892	3.457	4.668	4.668
Std. Deviation	.4518	.5034	.7832	.6256	.9727	.6033	.6033
Description	Agree	Agree	Once every 1-2 week	Once a month	Once a month	Agree	Agree

Statistics about teachers:			
	Teachers' perceptions of P.I. importance	Teachers' perceptions of P.I. efficacy	Teachers' self-reports of invitations to involvement
Mean	4.612	3.949	3.017
Std. Deviation	.5944	.5956	1.1513
Description	Agree	Agree just a little	Once a month

Parents' motivations for involvement directly impact parental involvement behaviour (Hoover-Dempsey and Sandler, 1995; 1997; Whitaker and Hoover-Dempsey, 2013), and as such, are important indicators of parents' involvement practices (Green et. al., 2007; Schueler, McIntyre, and Gehlbach, 2017). The findings of this study indicated that parents of children in Moroccan public schools where teachers use social media networks for home-school communication generally perceive their motivations for involvement positively. These positive results can be linked to Keyes' (2000) seminal work, where she identifies communication as the central aspect of Epstein's (1983; 1995) typology of parent involvement. Keyes' (2000) parent-teacher partnership model illustrates how, within the dynamic and multidimensional social process of parent involvement, social media networks can streamline communication and promote congruent involvement beliefs between the two key stakeholders. In alignment with Keyes' (2000) theoretical framework, the current study also found a positive correlation between teachers' use of social media networks for home-school communication and most of parents' perceived motivators for involvement except for two weak insignificant negative correlations, one with parent role activity beliefs and the other with parent perceptions of invitation from school. Overall, these results align with Keyes' (2000) conjecture that an emphasis on communication can "prepare teachers to work more effectively with the diverse parents they now encounter in schools" (p.115).

Communication between home and school using social media networks constitutes implicit and explicit invitations to different types of parent involvement (Baker, Wise, Kelley, and Skiba, 2016; Natale and Lubniewski, 2018; Olmstead, 2013; Palts and Kalmus, 2015; Schneider, 2016). Hoover-Dempsey and Sandler (1995, 1997) found that invitations to involvement and information shared by the child, teachers, administrators, and other parents, can influence parents' personal motivations for involvement, specifically their role activity beliefs and self-efficacy. In the current study, general invitations from the school were positively perceived by parents. Similarly, the parents reported receiving specific invitations from their child and teachers once a month. Likewise, teachers reported using social media networks once a month to involve parents as well. Parents also reported participating in home-based activities once every 1-2 week(s). Worthwhile shedding light here on the concordance between teachers' monthly rate of using social media for home-school communication and parents' perceptions of invitations to involvement from teachers, which echoed the vital role social media can play to harmonise beliefs and practices between the two overlapping spheres _home and school. Hoover-Dempsey and Sandler (1997) found that parents can shed negative predispositions and surmount impediments to involvement when their motivations for participation are positive, and schools provide invitations for involvement. The findings of this study reinforce the decisive role teachers can play in the establishment of the home-school partnership as a significant positive correlation was found between teachers' involvement beliefs and efficacy, and parents' overall perceptions of contextual invitations for involvement. Since social media networks are becoming a ubiquitous part of home-school communication, it is imperative for educators to understand the relationship social media networks have with parent involvement behaviours and practices. Based on the findings of this study, using social media networks for home-school communication appears to facilitate the dynamic and multidimensional social process of parent involvement. Frequent, accessible, and media-rich invitations for involvement shared by the child, teachers, and administrators, help to develop congruent beliefs and practices between home and school, which in turn encourages parents to engage in their child's scholastic journey. Hence, the use of social media networks influences parents' perceptions of motivations for involvement, which are considered important indicators of parents' involvement practices. Effective home-school communication enhances constructive parent involvement and helps establish a community that values similar educational approaches and outcomes.

7. Implications

By examining the relationship between parent motivators for involvement and the use of social media interactive technology to eliminate barriers to involvement, this study adds to current research on parent involvement as a dynamic and multidimensional construct (Harris and Robinson, 2016; Magwa and Mugari, 2017; Tovar, 2016). It also furthers Epstein's (2010, 2018) recommendation for researchers to explore ways to help schools purposefully organize their work to involve all families. As a result, this study has extended almost three decades of parent involvement research on the use of digital media and parents' motivations for involvement and has significant implications for teachers, administrators, as well as policy makers.

7.1 Implications for educators

Research continues to indicate that educators need to understand the context of their students and their students' families to be able to build and maintain effective parent-teacher partnerships (Epstein, 2018). Communication between home and school plays a central role in developing such understanding as it provides both key stakeholders with essential information that enables effective collaboration (Baker, Wise, and Kelley, 2016; Blitch, 2017; Keyes, 2000; Thompson, Mazer, and Flood Grady, 2015). In this study of Moroccan public schools, the use of social media networks by teachers was found to be positively correlated with most of the parents' motivators for involvement. This is important, given the fact that researchers consistently agree that parental involvement correlates positively with students' academic performance. Moreover, these results appear to confirm that social media networks are increasingly becoming parents' preferred form of communication with schools (Schneider, 2016). Additionally, unique communication features in social media platforms like WhatsApp, and Facebook seem to have the potential to provide novel opportunities for teachers to directly engage students' parents regularly and efficaciously in their child's education and minimise or eliminate some of the traditional barriers to parent involvement such as the non-availability of time and energy. Hence, teachers might consider the use of social media networks for home-school communication and seek training to learn how to make this emerging technology work better for them, their students, and their student's families.

7.2 Implications for administration

Schools do not operate in a vacuum. They are situated in society and culture. To accomplish parent involvement goals, administrators ought to begin with identifying impediments to involvement in their school and collaborate with parents and teachers on context-specific interventions. This study has revealed that teachers and parents who use social media networks for home-school communication demonstrate overall positive perceptions of motivations for involvement. Based on this, administrators should specifically explore how emerging technology-based communication tools can be incorporated into their school system to help concretise parent involvement goals. This current study highlights the uppermost importance of ensuring that teachers and parents understand the essential role communication plays in harmonising their different values and beliefs and building constructive partnerships. Teachers and parents alike need the support of administrators to build competency, skills, and awareness to overcome the influences of their personal contexts variables and materialise effective partnerships for the common interest of the child (Grover, 2012; Jensen, 2011; Kemp, 2015; Keyes, 2000). In particular, administrators could help teachers recognize the impact their relationships have on parents' motivations to be involved (Jensen; 2011) and model effective and proactive parent communication and involvement practices. For parents, educators, and administrators to keep their tech skills fresh and up to date and gain the communicational skills and awareness necessary to build successful partnerships, they need training. Time for training should be dedicated during orientation, staff meetings, or professional development days. School policies, resources, and programmes of school, family, and community partnerships that leverage different types of involvement may need to be identified, established, and/or prioritized (Epstein, 2018; Grover, 2012). Regardless of the tools or programmes that are in place, it is important to ensure that the school climate makes parents feel welcomed, important, respected, trusted, heard, and needed (Blair Black, 2015; Smith, 2016; Whitaker and Hoover-Dempsey, 2013). Besides, the use of social networks should be seen as a real opportunity to involve communities that haven't been a part of their children's learning journey before. Anything that gives the school more resources and suggests that they're making an effort to communicate with families, should be welcomed and deemed as educationally useful.

7.3 Implications for policy makers

Eventually, the current study has implications for policy makers. Research overwhelmingly sheds light on the achievement gap between families and students with access to technology and those without. The student achievement gap is associated with a myriad of factors, including decreased levels of parental involvement. Hence, policy makers need to grasp that parental involvement is an essential ingredient in the recipe for conducive to students' achievement. They also need to comprehend that parental involvement looks different than it used to because of the rise of the ubiquitous, interactive social media platforms. They must extend their

efforts to close the digital divide to go beyond students—to include parents and families as well.

8. Conclusion

This study applied a theoretically and empirically grounded model of the parental involvement process to a sample of Moroccan parents and teachers of public elementary, middle, and high school students. The purpose of this study was to ascertain whether there was a relationship between teachers' use of social media networks for home-school communication and parent perceptions of involvement motivators. Studies have found that constructive parent-teacher partnerships are based on effective communication (Blitch, 2017; Natale and Lubniewski, 2018; Olmstead, 2013; Schneider, 2016; Thompson, Mazer, and Flood Grady, 2015). Several studies have indicated that while impediments to involvement may hamper parents from being involved in their child schooling, technology might be a way to overcome these impediments (Baker, Wise, and Kelley, 2016; Grover, 2012; Hoover-Dempsey and Sandler, 1997; Johnson, 2015; Natale and Lubniewski, 2018; Povey et al., 2016; Smith, 2016). Results of this study revealed that teachers and parents who use social media platforms for home-school communication generally have positive involvement beliefs and behaviours. Furthermore, a positive correlation was found between teachers' use of social media networks and parent perceptions of motivations for involvement. Results from this study contribute to current understanding that the use of ubiquitous interactive social media networks for home-school communication can help bargain and mitigate the boundaries between the overlapping spheres of influence. A significant outcome of this study may be gaining a better insight into the relationship between the parental involvement process and the use of social media for home-school communication. Parental involvement and parent-teacher partnerships are important strategies to consolidate academic, social, emotional, and behavioural outcomes among children; therefore teachers, schools, and parents need to deliberately consider building constructive relationships that enhance beliefs' congruence towards student learning experience. In other words, public Moroccan schools need to recognize that teachers often serve a host of diverse student groups whose families bring to the table disparate perceptions and life contexts variables. Thus, it is of paramount importance that schools look critically at their communication and parent involvement strategies to identify and surmount potential setbacks to involvement. Understanding parent motivations for involvement is a crucial step to grasping the myriad reasons why parents become involved or not become involved, and the multiple tools educators can employ to involve them. The use of social media for home-school communication has been found to be a powerful and effective way to connect and involve diverse parents in their child scholastic endeavour, especially those who might be difficult to reach. Eventually, this current study hopefully serves as a jumping-off point for future research that could investigate how and why the use of social media networks influences psychological, contextual, as well as life context motivators for parent involvement that may culminate in student academic, social, and emotional improvement. The incontrovertible significance of parent involvement in schooling has been echoed in the Moroccan strategic vision which proclaims 2015-2030 a period of national mobilisation by all stakeholders (including students' parents) for the success of the educational system reforms and renewal of Moroccan school. Future research studies will focus on the problems which represent impediments to parent mobilisation and involvement. Future investigations might also probe into the use of social media for home-school communication in private schools in different regions of Morocco.

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