

Social Media Invitations and Parents' Psychological Motivators for Involvement

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Abstract

Rapid and unprecedented changes to family life in the technological era have left many parents feeling unable to effectively participate in their child's educational journey. The current study aims at examining the relationship between parent perceptions of social media-based contextual invitations from the child, the teacher, and the school and parents' psychological motivations for involvement including role-activity construction as well as their self-efficacy to make a difference in their child's scholastic journey in Moroccan public schools. A sample comprising 214 students' parents (N214) of grades 1 through 12 from both urban and rural areas were invited to participate in an online survey. The survey adapted the pre-validated and revised versions of scales used by 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 parent perceptions of social media-based contextual invitations from the child, the teacher, and the school and parents' psychological motivations for involvement. This finding indicates that the use of social media networks may represent an efficacious emerging strategy to surmount some psychological setbacks to parental involvement. Furthermore, this 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's scholastic experience.

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

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INTRODUCTION

Hoover-Dempsey et al. (2001) conceptualised a parent 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), better 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, and the fact that parents' underlying motivations for involvement shape parent behaviours and practices, the current research study aimed to investigate the following central question: what kind of relationships are there between parent perceptions of social media-based contextual invitations from the child, teacher, and school; and parents' psychological motivators for involvement in the child scholastic experience?

Casting a glance at the literature shows that digital technologies do not only have the potential to increase the number, range, and speed; but also the frequency, efficiency, and richness of connections possible and the concomitant expectation that these improved connections will be conducive to instructive parent-school relationships (e.g., Ho, Hung, & Chen, 2013). In the same vein, the use of digital solutions for interpersonal communication enables the immediate transfer of messages to a large number of recipients. Besides, it is efficient and can ensure 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 and WhatsApp capitalised on multimodal forms of communication to enhance parent involvement. SMN allowed parents and teachers to exchange audio or written messages, upload and download photos and videos instantly, share information and resources from the Internet, and timely discuss topics of interest (Guo et al., 2018). Yet, there is still scant knowledge regarding parent perceptions of social media-based contextual invitations to involvement and parent personal motivations for involvement including parents' role construction beliefs and self-efficacy given the direct positive impact such motivations have on parent involvement's behaviours and practice (Epstein, 2018; Johnson, 2015; Wamasuriya, 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 to the ability of teacher-parent communication to promote children's achievement and wellbeing (Kuusimaki et

al., 2019; Baker et al., 2016), there is not yet any unanimous agreement among scholars about how parents should be involved and what constitutes involvement in the first place (Harris & Robinson, 2016; Johnson, 2015; Olmstead, 2013). Nevertheless, using digital means as communication channels between parents and teachers also suffers from disadvantages owing to the fact that boundaries between the home and professional sphere, 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 ubiquitous 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%) in the third position.

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 home-school communication, such as email and websites, are being replaced and reimagined (Natale & Lubniewski, 2018). Schneider (2016)'s findings that parents preferred the convenience of using smartphones to communicate with teachers via social media platforms seem to align perfectly 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 digital tools for home-school communication is an emerging strategy for teachers and educators that could encourage more parents to get involved in their child's learning journey and eventually consolidate parent-teacher partnerships (Flowers, 2015).

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.

Concerning life context variables such as the availability of time and energy, Moroccan parents perceived that the latter 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.

Research Design

The current quantitative research study used a survey design to gather data from participants. The instrument was administered to parents to measure firstly their psychological motivators for involvement, and secondly their perceptions of social media-based contextual invitations for involvement from the child, teacher, and school; 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 at a single point in time, i.e., at the end of the school year, and did not involve any intentional changes in the environment.

Setting and Sample

Using basically personal and professional networks such as WhatsApp, Facebook, Gmail, phone calls, as well as face to face contact, the researcher invited grades 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 requested to encourage their students' parents to participate in the parent online survey via a Google Form link.

Measures

Parents were provided with online surveys via a Google Form link. The surveys were cross-sectional as they gathered data on parents' psychological motivators encompassing role construction beliefs and parents' sense of self-efficacy at a single point in time. The survey also collected data about parent perceptions of social media-based contextual invitations to involvement from the child, teacher, and school. The researcher used correlational analysis and means comparisons to assess the relationship between the data collected about the two variables. The scales used in the parent survey were taken directly from Walker, Wilkins, Dallaire, Sandler, & 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 two subscales and two-parent total scores for which the researcher ran Cronbach's alpha reliability checks and confirmed that the measures retained sound reliability of 0.7 or higher. Of a total of 509 teachers who responded to the teacher survey, 216 confirmed their use of social media for home-school communication and hence were requested to encourage their students' parents to take part in this study. 214 parents, representing different regional academies of education and training across Morocco expressed their interest to participate in this study. They employed 3 different social media networks, including WhatsApp, Facebook, and Messenger, to communicate with their student's teachers and receive invitations for involvement 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.

Instrumentation

The 39-items on the parent survey were in the form of multiple-choice questions divided into two 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 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 & 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 friendly efforts to make them feel valued and needed participants 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).

Procedures

Once approval and permission for this study were received from the supervisor, Professor Khadija Annas, 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 them to encourage their students' parents to participate in this survey. 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 students parents. The researcher provided interested teachers with a Google Form link to the online parent survey and asked them to share it with their students' parents. During their initial communication, the researcher also asked the teacher about the parents' language preferences. In total, 214 parent respondents participated in the study.

Operational Variables

Independent variables: the independent variables were the parent's perceptions of social media-based contextual invitations to involvement (from school, child, and teacher).

Dependent variables: the dependent variables were parents' psychological motivators for involvement including role activity beliefs and parent self-efficacy. 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.

Summary, Purpose, and Hypothesis

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 parents. Based on prior tests of model constructs across cultural and developmental lines (Anderson & Minke, 2007; Deslandes & Bertrand, 2005; Green et al., 2007), it is hypothesized that the model's Level 1 constructs (notably parents' personal-psychological beliefs including role activity-beliefs and self-efficacy) would be positively correlated with their perceptions of contextual invitations to involvement from the child, teacher, and school.

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

Little's MCAR test: Chi-Square = 1065.798, DF = 1044, Sig. = .313

Results

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 & Minke, 2007; Deslandes & 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
Parent Involvement in Home-Based Activities	214	1.0	6.0	4.132	1.3424
Valid N (listwise)	214				

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

Assumptions of Normal Distribution

Based on the Kolmogorov-Smirnov test results shown in Table 2, the null hypothesis of normal distribution of data was rejected at the $p < .05$ alpha level for all the four parent variables.

Table 2 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 employed to explore the relationship between the parents' perceptions of role-activity beliefs as well as their own self-efficacy, and parents' perceptions of social media-based contextual invitations for involvement from child, teacher, and

school.

Hypothesis One

Null hypothesis one states that no significant relationship exists between parent perceptions of invitations to involvement (from school, child, and teacher) and parent personal-psychological motivations for involvement (namely role-activity beliefs and parent self-efficacy). A preliminary scatterplot analysis (Figure 1) of the relationship between parent perceptions of contextual invitations to involvement (from teacher, school, and child), and parent psychological motivations for involvement (role activity beliefs and parent self-efficacy) showed indications of a positive linear relationship between the two variables. Furthermore, the results of the Spearman's rank-order correlation test shown in table 3 indicated a moderate positive correlation between parent perceptions of social media-based invitations to involvement (M=3.878, SD=.5724) and parent personal-psychological motivators for involvement (M=4.631, SD=.3910), ($r(214) = .406^{**}$, $p < .001$). Since a significant relationship was found between parent perceptions of contextual invitations to involvement (from teacher, school, and child) and parent psychological motivators for involvement (role activity beliefs and parent self-efficacy), the null hypothesis was rejected.

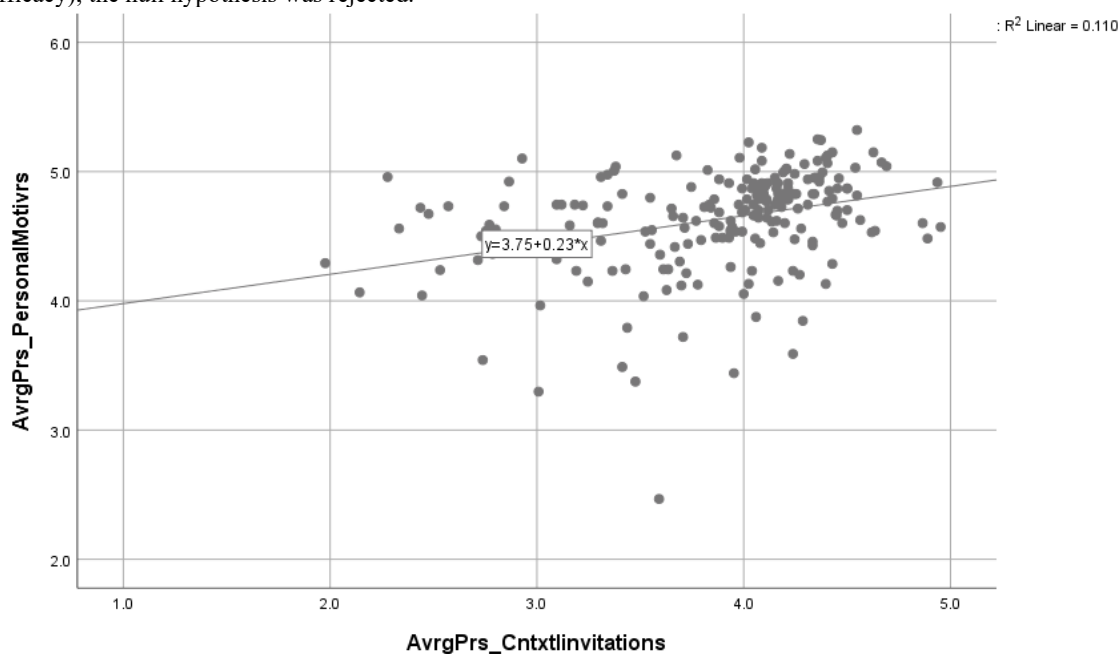
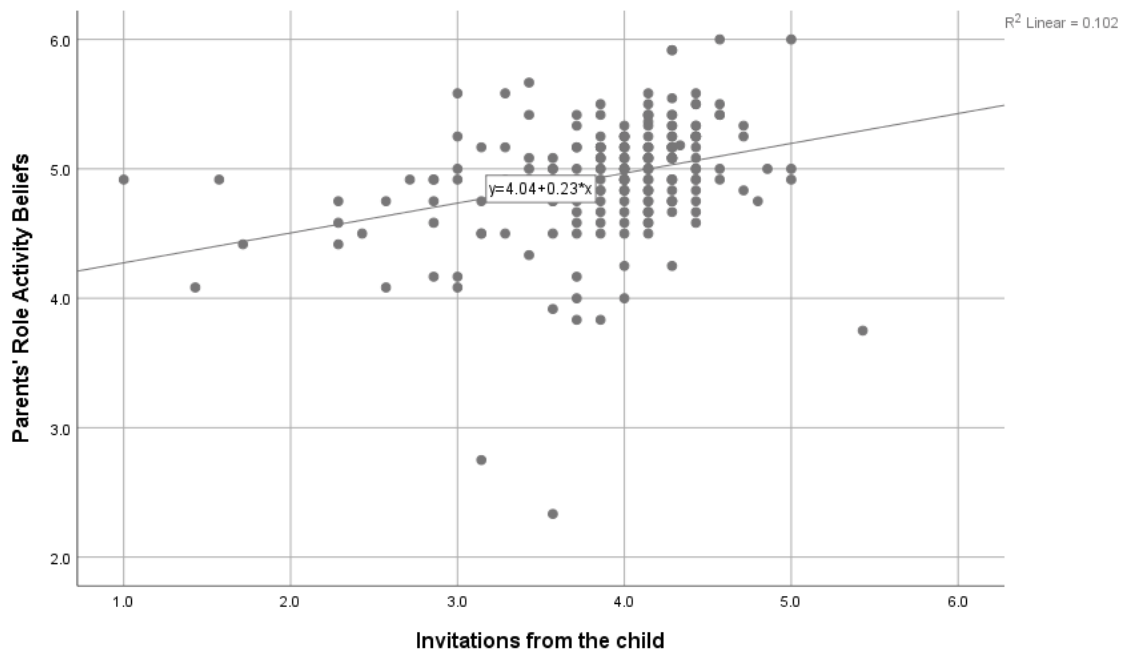


Figure 1. Simple scatterplot of parent personal motivations for involvement by parent contextual invitations to involvement.

Table 3 Spearman's Rho Correlation Test for Parents' Perception of Invitations and Parents' Personal Motivations for Involvement

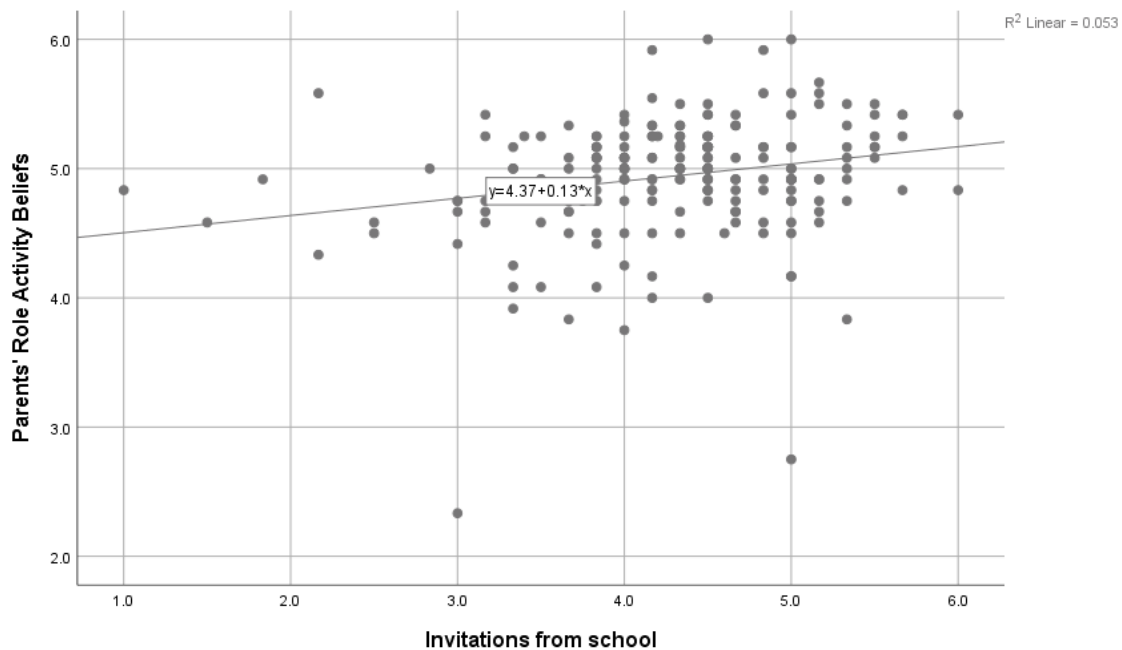
		Parent contextual invitations	
Spearman's rho	Parents' personal motivators for involvement	Correlation Coefficient	.406**
		Sig. (2-tailed)	.000
		N	214

Herein presented are the six figures pertaining to scatter plots about all the involved variables as well as their corresponding table (4) of Spearman's Rho Correlation Test in detail.



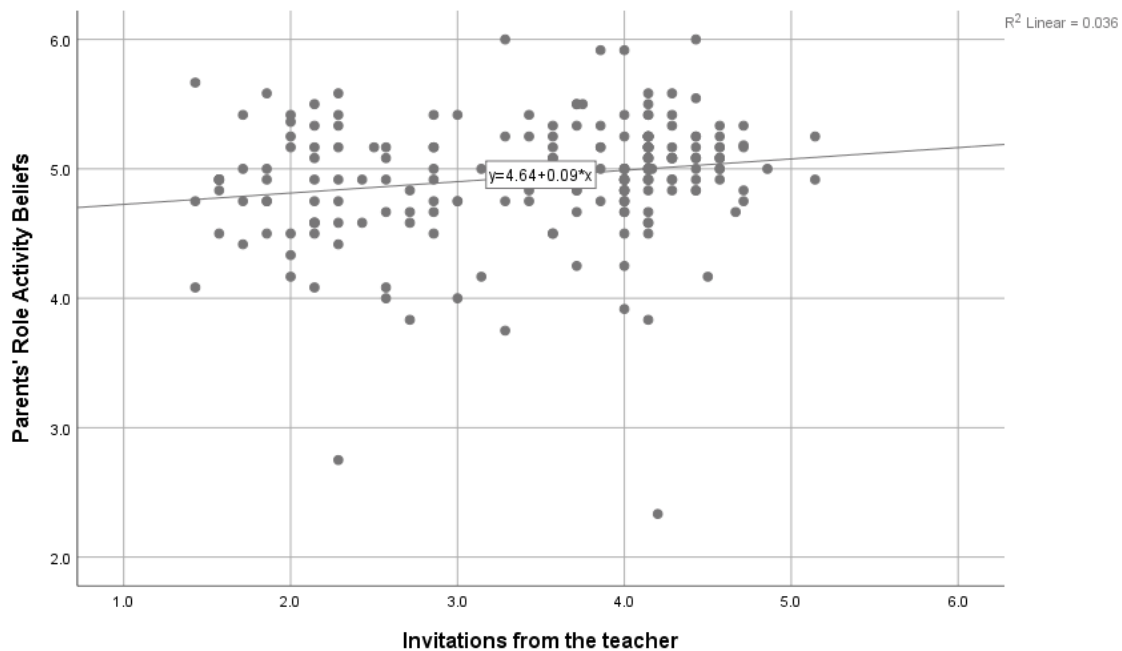
Figur 2. Simple scatterplot of parent role-activity beliefs by parent perceptions of invitations to involvement from the child.

The scatterplot shows an uphill pattern as we move from left to right, this indicates a positive relationship between the two variables. As the role-activity beliefs-values increase, the parent perceptions of invitations to involvement from the child-values tend to increase.



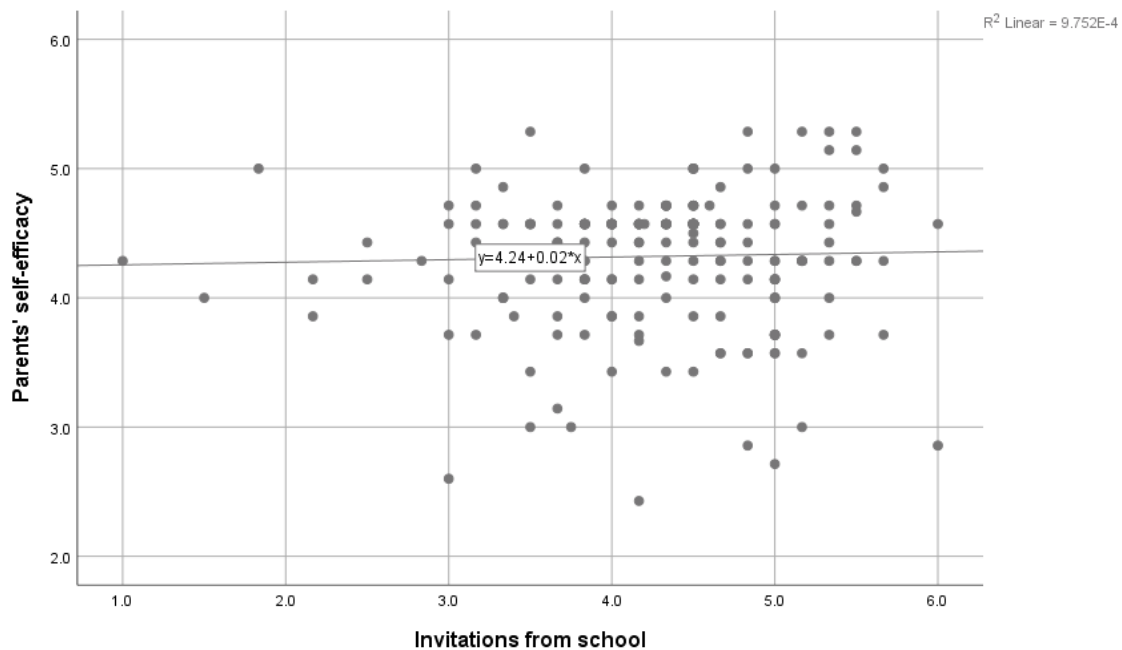
Figur 3. Simple scatterplot of parent role-activity beliefs by parent perceptions of invitations to involvement from the school

The above scatterplot shows an uphill pattern as we move from left to right, which is indicative of a positive relationship between the two variables. As the parent role-activity beliefs-values increase, the parent perceptions of invitations to involvement from the school-values tend to increase as well.



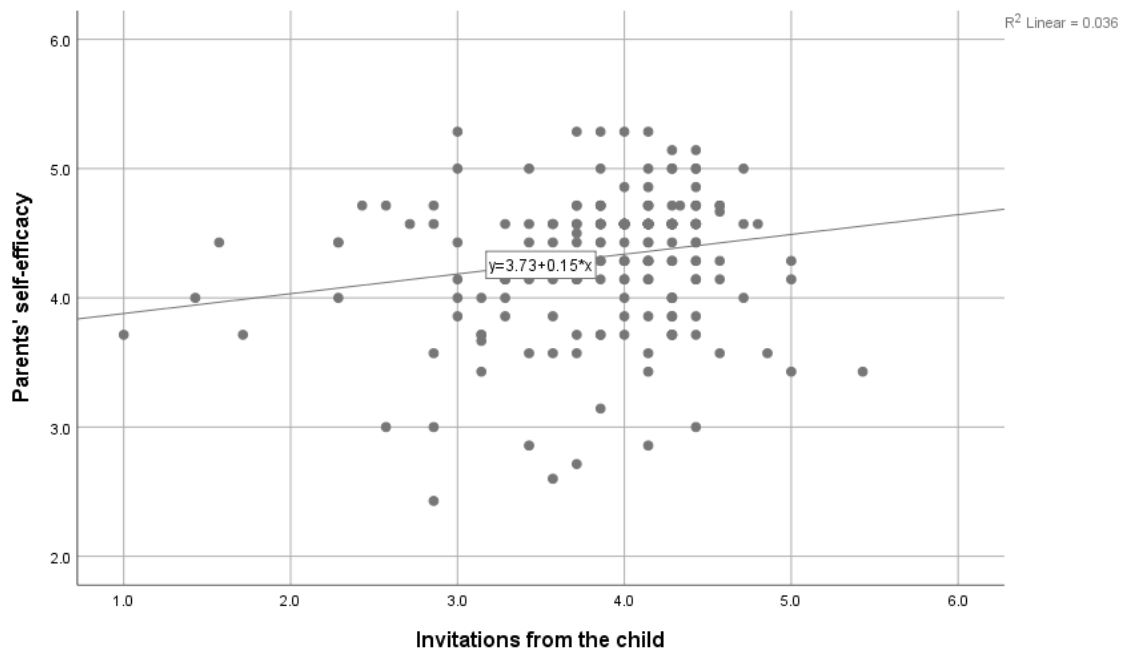
Figur 4. Simple scatterplot of parent role-activity beliefs by parent perceptions of invitations to involvement from the teacher.

The scatterplot shows an uphill pattern as we move from left to right, this indicates a positive relationship between the two variables. As the parent role-activity beliefs-values increase, so do the parent perceptions of invitations to involvement from the teacher-values.



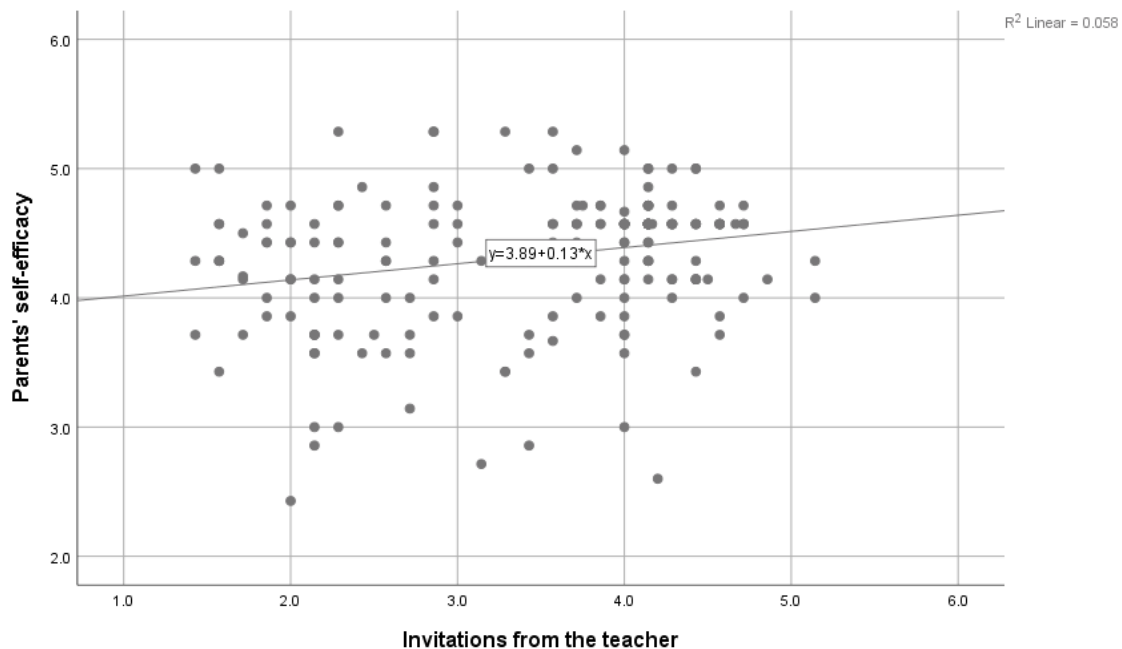
Figur 5. Simple scatterplot of parent self-efficacy by parent perceptions of invitations to involvement from the school.

The scatterplot shows a vague pattern as we move from left to right, which is indicative of a very weak positive relationship between the two variables. As the parent self-efficacy-values increase, so do the parent perceptions of invitations to involvement from the school-values, though in a very insignificant manner.



Figur 6. Simple scatterplot of parent self-efficacy by parent perceptions of invitations to involvement from the child.

The scatterplot shows an uphill pattern as we move from left to right, this indicates a positive relationship between the two variables. As the parent self-efficacy-values increase, so do the parent perceptions of invitations to involvement from the child-values.



Figur 7. Simple scatterplot of parent self-efficacy of parent perceptions of invitations to involvement from the teacher.

The scatterplot shows an uphill pattern as we move from left to right, which is indicative of a positive relationship between the two variables. As the parent self-efficacy-values increase, so do the parent perceptions

of invitations to involvement from the teacher-values.

Table 4 Spearman's rho Correlation Test for Parents' Perceptions of Invitations and Parents' Personal Motivations for Involvement.

			Invit school	Invit child	Invit trs	Avrg.Prns Cntxtl.invitations
Spearman's rho	Parents' role activity beliefs	Correlation Coefficient	.239**	.368**	.241**	.410**
		Sig. (2-tailed)	.000	.000	.000	.000
		N	214	214	214	214
	Parent self-efficacy	Correlation Coefficient	.032	.192**	.252**	.266**
		Sig. (2-tailed)	.643	.005	.000	.000
		N	214	214	214	214
	AvrgPrs personal motivators	Correlation Coefficient	.162*	.334**	.288**	.406**
		Sig. (2-tailed)	.018	.000	.000	.000
		N	214	214	214	214

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Discussion

Parents' motivations for involvement directly affect parental involvement behaviours (Green et al., 2007; Hoover-Dempsey & Sandler, 1995; 1997; Whitaker & Hoover-Dempsey, 2013), and as such, are important indicators of parents' involvement practices (Green et al., 2007; Hoover-Dempsey & Sandler, 2010; Schueler, McIntyre, & Gehlbach, 2017; Walker et al., 2005). The findings of this study indicate that parents of children in classrooms 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, digital connection solutions can streamline and facilitate communication and enhance congruent involvement beliefs between parents and teachers. These results also align with Keyes' (2000) proposition that an emphasis on communication can "prepare teachers to work more effectively with the diverse parents they now encounter in schools" (p.115). Communicating between home and school via social media networks can serve as an implicit and explicit invitation for various types of parent involvement including at-home and at-school related involvement (Baker, Wise, Kelley, & Skiba, 2016; Grover, 2012; Natale & Lubniewski, 2018; Olmstead, 2013; Palts & Kalmus, 2015; Schneider, 2016). The study conducted by Hoover-Dempsey and Sandler (1995, 1997) revealed that invitations to participation and information provided by a child's teachers and administrators can positively influence parents' willingness to get engaged, especially their role activity beliefs and self-efficacy. In the current study, general invitations from the school were positively perceived by parents. Moreover, the latter reported receiving specific invitations from their child and child's teachers once a month. Parents also reported participating in home-based activities once every 1-2 week(s). Previous research has disagreed on the importance of teacher invitations as a predictor of parental involvement behaviours (Yamamoto, Holloway & Suzuki, 2016; Whitaker & Hoover-Dempsey, 2013), suggesting that this may be an area that warrants further in-depth scientific investigations. 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 teachers and schools provide friendly invitations for involvement. Since social media networks are becoming an integral part of home-school communication, it is imperative for educators to understand the relationship between social media networks and parent involvement behaviours and practices. Based on the findings of this study, using social media networks for home-school communication appears to promote 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 encourage parents to get involved in their child's schooling journey. Hence, the use of social media networks can influence parents' psychological motivations for involvement, which are considered important indicators of parents' involvement decisions and practices. Effective home-school communication enhances quality parent

involvement and helps establish a community that values similar educational approaches to students' success and overall wellbeing.

Implications

Studying the relationship between parent motivations for involvement and the use of social media avenues to eliminate or at least minimise impediments to involvement, this study adds to current research on parent involvement as a multidimensional construct (Harris & Robinson, 2016; Magwa & Mugari, 2017; Tovar, 2016). It also furthers Epstein's (2010, 2018) recommendation for researchers to explore novel strategies 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 important implications for teachers and administrators.

Implications for educators

Research continues to confirm what is obvious: to support and maintain effective partnerships between parents and teachers, educators need to understand the context of their students and their students' families (Epstein, 2018). In this regard, communication plays a pivotal role in developing such understanding, as it equips the two key stakeholders with meaningful information that facilitates and supports effective collaboration (Baker (Baker, Wise, & Kelley, 2016; Blitch, 2017; Jensen; 2011; Keyes, 2000; Thompson, Mazer, & Flood Grady, 2015). In this study pertaining to 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. These results appear to corroborate that social media networks are increasingly becoming parents' most preferred avenues to communicate with their students' educational institutions (Schneider, 2016).

Additionally, unique communication features inherent in social media platforms like WhatsApp, and Facebook seem to open novel avenues towards involving more parents regularly and efficaciously in their child's education in both at home-related and at school-related activities. Besides, tapping into these new digital tools can mitigate or eliminate some of the setbacks traditionally hampering parent involvement such as the availability of time and energy which witness a surge in demand for in the digital era. Hence, teachers might consider the use of social media networks for home-school communication and actively seek training to learn how to make this emerging technology work better for them, their students, and their student's families.

Implications for administration

To accomplish parent involvement goals, administrators ought to begin with identifying impediments to involvement in their school and collaborate with families and teachers on joint interventions pertaining to the specific school culture and peculiarities of each institution. According to this study, teachers and parents who use social media networks for home-school communication exhibit overall positive attitudes toward motivations for involvement. In light of this, administrators should specifically consider ways and means of incorporating social media-based solutions into their school ecosystem to help materialise parent involvement goals. This current study sheds light on the importance of ensuring that teachers and parents become aware of the crucial role communication plays in blending their different visions and values and fostering strong partnerships. It is incumbent upon administrators to provide assistance to parents and teachers so they can develop prerequisites competencies, skills, and awareness to transcend the impact of their personal contexts variables and concretise constructive partnerships for the common good of the student (Grover, 2012; Jensen, 2011; Kemp, 2015). More specifically, administrators could aid faculty to become cognizant of the impact their relationships have on parents' drives to get involved (Jensen; 2011) and model proactive and efficacious parent communication and involvement practices. In pursuit of such effective partnerships, educators, parents, and administrators require training to stay current with the technology and acquire new communicational skills and knowledge. Hence, the Moroccan Regional Academies of Education are recommended to schedule training during orientation, staff meetings, or professional development days. All in all, the first move in the right direction is that policies, resources, and programmes of school, family, and community partnerships that promote various forms of involvement may require to be identified, established, and/or prioritized (Epstein, 1995, 2007, 2018; Grover, 2012). Irrespective of the socio-economic status of families, students' gender and their ethnic group, and regardless of the tools or programmes that are installed, it is imperative for schools to ensure that the overall environment is parent-friendly enough so that all parents feel welcomed, respected, valuable, trustworthy, heard, and needed (Blair Black, 2015; Whitaker & Hoover-Dempsey, 2013) so as to boost their motivations for active and effective involvement in their child's education process.

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