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# Parental Involvement and Self-regulated Learning: The Case of Arab Learners in Israel

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## ABSTRACT

*Parental involvement is a reliable predictor of students' school behavior. Findings indicate that the relationship between parental involvement and self-regulated learning is mediated by cultural and socio-economic background. Most studies in this area come from anglophone countries. The current study examined the generalizability of the correlation between the two concepts in a non-Western culture. Survey data from 312 Arab adolescent learners in Israel revealed that students who reported experiencing PI also reported engaging in SRL. The findings indicated that emotional/motivational support and parenting behaviors related to schooling are strong predictors of SRL. The results underpin parents' importance in the middle-school age and support previous evidence for the significance of PI in students' SRL in all cultural contexts.*

**Keywords:** Arab adolescent learners, Parental Involvement, Self-regulated Learning

**R**esponding to the need identified by the Organization for Economic Co-operation and Development (2011) for research to investigate parents' involvement in different national settings, the current study sought to examine the relationship between parental involvement (PI) and self-regulated learning (SRL) in a non-Western culture. We assumed that the interaction between these two variables would occur differently by socio-educational-cultural context.

Parental involvement in education is the parenting behaviors directed towards students' learning. A parent's role in their student's learning is not limited to school, but it also includes indirect behaviors such as discussing learning issues while conveying educational expectations (Ratelle & Duchesne, 2017). Encouraging and supportive parenting behaviors and actions help to develop self-regulated learning in students (Liew et al., 2014).

Self-regulated learning is an umbrella term for various processes such as goal setting, metacognition, and self-assessment (Loyens, Magda, & Rikers, 2008). Self-regulated learning refers to one's ability in developing knowledge and skills with full responsibility and perseverance in fulfilling learning demands successfully.

Recently, research in the area of parental involvement have expanded to include the relation between parents' involvement and self-regulated learning factors (Thomas et al., 2019a). Recently, research in parental involvement has expanded to include the relation between parents' involvement and self-regulated learning factors (Thomas et al., 2019a). Findings indicate that the relationship between these two terms is mediated by cultural factors (Bempechat et al., 2018) and socio-economic background (Kyriakides, Creemers, & Charalambous, 2018).

Factually, learners cannot be removed from influences of their home environment. Thus, this research aimed to examine the generalizability of the correlation between PI and SRL among Arab adolescent learners in Israel

## LITERATURE REVIEW

### Parental Involvement

Parent involvement is the dedication of parents to their children's education, including the attention, thoughts, feelings, attitudes, and role modeling of parents. Strandbu et al. (2019) explain parents' involvement through types including participation, accessibility, and responsibilities. Thus, it is widely recognized that parents have a substantial impact on students' learning and overall development (Froiland & Worrell, 2017; Pomerantz, & Grolnick, 2017; Valcan et. al., 2018). Parents' involvement in education is a key component of how student function, as well as their academic success (Park et al., 2017). Parental involvement can be defined as any interaction between parents and students at home or with the school to ensure that a student's academic performance is going in a positive way (Jaiswal & Choudhuri, 2017).

Parents can influence outcomes by providing help, encouraging, valuing effort and education, and creating a home environment conducive to study (Martin, 2017). LaRocque et al. (2011) stated that "family involvement can be generally defined as the parents' or caregivers' investment in the education of their children" (p. 116). A great deal of evidence underpins the

central role of parents' involvement in students' schoolwork, their readiness and attitudes, and subsequently, their school achievement (McNeal, 2014). Bradley et al. (2019) indicated that adolescents who maintain positive relationships with parents are more likely to manifest academic competence.

The term parental involvement refers to all the objects, forces and conditions in the dwelling house, which lure the child to schooling achievements. Therefore, parents' attitudes towards schooling really matter in their students' education. According to Bordhan (2014), parental attitude can be negative or positive. Positive attitude can be beneficial and reflected in high level of involvement and lead to high performance, whereas negative attitude is an indicator of less parental involvement and support in schoolwork, low motivation levels, and poor performance.

The findings of Yuan et al. (2016) suggested that family background plays an essential role in academic outcomes, and students with higher quality relationships with parents are more likely to perform better at school. Thus, family characteristics (e.g. parents' educational level, parents' SES, family size, family structure, and home environment) can be critical factors in forming relationships between parents and students. A stimulating home environment and providing home learning opportunities are of the most appropriate and influential conditions for impacting students' mindsets and self-regulated learning.

**Self-regulated Learning**

Self-regulated learning has become one of the most prevalent educational theories to explain achievement (Panadero et al., 2017). Self-regulated learning can be defined in the following way: "it is an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment" **(**Pintrich, 2000, p. 453). Recently, Fuentes et al. (2019) stated that self-regulated learning integrates cognitive, metacognitive, affective-motivational, and behavioral dimensions, all of which are positively related to learning and academic results.

According to the dual processing self-regulation model, Boekaerts (2011) indicated three purposes coexist and guide SRL: the students' desire to increase their knowledge and skills; their wish to maintain personal well-being; and their wish to protect their commitment to the learning task. Accordingly, Jarvenoja et al. (2015) stated that self-regulated learning includes the actions that learner engages in to control, direct, or adjust her/his activities and thoughts. In a similar manner, Griffith et al. (2017) claimed that self-regulated learning is the activation of affective, behavioral, and cognitive processes, which allow the learner to focus attention, reflect, and achieve goals.

Panadero (2017) described several SRL models. In sum, all the models include context as a significant variable (Panadero, 2017). From the earliest conceptualizations of SRL, context has appeared as a key component of the frameworks (Pintrich, 2000; Zimmerman, 2000). A later framework (Efklides, 2011) increased the focus on how context and its interaction influence self-regulated learning. Ben-Eliyahu & Bernacki (2015) discussed contextual factors, contingencies, and dynamic relations as three key features of SRL. Muis et al. (2018), defined SRL as a complex event that occurs during learning. According to the authors, SRL is a multidimensional event, which is a goal-directed, contains motivational, emotional, and social components.

Self-regulated learners are aware of their strengths and limitations and set realistic goals for their learning (Schunk & Zimmerman, 2013). Lin (2018) shows that students who have good self-regulation will have an awareness of the importance of learning, controlling emotions to enhance the learning process and outcomes. Consequently, the term self-regulated learner describes students who take responsibility for their learning outcomes, are capable of setting learning goals, reflect on their learning process, and modify their goals and processes when needed (Tiniakou, et al., 2018).

**Cultural and Socio-economic Background**

At any rate, cultural differences among parenting styles have been identified in several studies (Bornstein, 2015; Lansford et al., 2018). Studies have revealed that culture influences individual processes of thought, reasoning, and perception (Senzaki et al., 2014). It means that students are bringing with them to school their interaction with their socio-cultural and educational environments.

Isik et al. (2018), stated that correlations between adolescents' social environment and their learning motivation are maintained even when examined in the context of an ethnic minority. Marks and Coll (2018) indicated that minority students align their social and academic goals with family and society. These findings on the relation between ethnicity and motivation raise the question of whether different patterns of motivation for learning developed within given ethnic/minority groups. Several studies suggest that differences do exist (Liew et al., 2018; Lowe & Dotterer, 2013; Thiele et al., 2016; Yuan et al., 2016). If so, there are two main factors: ethnic differences and SES differences.

Ethnic differences regarding children's education can be identified in dimensions such as attention to academic achievement, expectations and aspirations, parenting behaviors, communication and parent-child interactions, autonomy support, prosocial practicing in the immediate social environment (Liew et al., 2018; Wang et al., 2019). Nevertheless, the mere fact that the influence of variables such as family background and parenting style are not inherent in a certain ethnic group, and not grounded in any socio-

cultural context, which increases the importance of SES versus the ethnic variable. Fan et al. (2017) articulated the impact of socio-economic factors on parents' involvement and students' achievement, noting that differences in the level of parents' involvement by ethnicity may be partly the result of SES.

With respect to SES differences, the research reference to the demographic variables indicates the following tendencies: (a) SES is the most prominent and influential variable (in adolescents' perception) among the potential variables (Berkowitz et al., 2017); (b) The influence of SES in educational contexts crosses ethnic differences. Furthermore, SES factors are relevant to minority groups that are overrepresented in the lower classes (Williams et al., 2016); (c) The available family setting and social context are related to the educational orientation and attitudes of learners towards the school (Johansson, 2019); (d) Loose family relationships are an indicator of a low commitment to education and misconduct in an educational framework in any ethnic group (Johansson, 2019); (e) The correlation between demographic characteristics and students' performance is stronger than the correlation between ethnicity and students' performance (Thiele et al., 2016).

The Palestinian-Arab citizens of Israel (Arabs in Israel) are an indigenous population, constituting about 20.9% of all Israeli citizens and 43.1% of those below 18 years of age. 83.5% of them are Moslems, 9% Christians, and 7.5% Druze (CBS, 2019). Arabs in Israel are over-represented in all the indicators of poverty, distress, and underdevelopment, with high unemployment rates and education drop-out rates (OECD, 2018). In Israel, in 2018, 56.7% of Arab children and adolescents lived below the poverty line compared with 21.6% of Jewish minors (NII, 2018).

Arabs in Israel live in an authoritarian and collective culture (Dwairy & Achoui, 2006). At the same time, the Arab society exposes to 'Israeli Western culture'. Parents become more concerned regarding the future of their children. In general, parents have extensive information regarding the thinking, behavior, and personality traits of their children (Arslan, 2013). The future orientation of Arab adolescents is influenced by and stems from the effect of parents (Seginer & Shroyer, 2012). Whatever occurs during family interaction, Arab parents express their thoughts, beliefs, positions, expectations, and values concerning the future orientations of their adolescents, and thereby influence this future orientation (Seginer & Mahajna, 2018).

However, the high exposure of Arab parents to "Western culture" created an 'ambivalent' parenting style that did not fit neatly into the traditional patterns (Dwairy et al., 2006). Accordingly, Arab adolescents rated their parents high in the authoritarian parenting style (high demand, low responsiveness) as well as the permissive parenting style (low demand, high responsiveness) (Dwairy & Achoui, 2010).

In effect, parental socio-economic background influences a student's every area of life. Duan et al. (2018) highlight socioeconomic and cultural background as possible factors influencing parental involvement. Indeed, parents differed in SES, parental perception, and their involvement in school (Marks, 2016). Parents from high and middle SES backgrounds provided quality home environments and academic resources, and students had a higher mean score in academic achievement when compared with their counterparts from a low socio-economic background (Gabriel et al., 2016).

**Parental Involvement and Self-regulated Learning**

Kashahu et al. (2014), stated that family environment supports the learning capacity of students (Kashahu et al., 2014). Increasing children's motivation by families has great results in academic performance (Hosseinsppur et al., 2015). A positive family environment can shape students' approaches, engage them in learning, and lead to success (Wara et al., 2018). Additionally, family environment can improve self-esteem and academic performance (Garbacz et al., 2017), as well as school retention and attendance (Ross, 2016). Recently, the findings of Tárraga et al. (2018) have demonstrated a positive association between parents' involvement in education and students' academic achievement.

According to Thomas et al. (2019a), students' perception of parental involvement was found to have a significant effect on all the dimensions of SRL, and parental involvement appeared to have the strongest effect on students' self-regulation. Further, the results of Thomas et al. (2019b) show that parents directly and indirectly stimulate SRL, while guiding students' learning behaviors and motivation. Accordingly, recent results showed that there was a positive and significant correlation between parental involvement with SRL, and it was concluded that student SRL can be seen based on the involvement of parents (Latipah et al., 2021). Furthermore, the findings of path analysis of Azad and Semiyari (2020) showed that parents' academic involvement mediated the relationship between parents' education levels and learners' self-regulation. Consequently, parents' involvement can be regarded as a contributor to the development of their children's self-regulation. In recent qualitative research, Tiniakou et al. (2018) concluded that parental involvement and positive attitudes towards learning and autonomy support were found to be recurring common experiences of these highly self-regulated learners.

Miller & Speirs Neumeister (2017) concluded that external factors can influence student engagement in learning, such as the educational functioning of the family which are generally associated with cultural, ethnic and socioeconomic contexts. Isik et al. (2018) indicated that family support and parental values have a positive influence on ethnic minority student's motivation. According to Trieu and Jayakody (2019), parent's positive

attitude toward schooling and effective support prevented school dropout and promoted educational success for ethnic minority students.

Recently review (Boonk et al., 2018) of the relationships between parental involvement indicators and academic achievement found three patterns: (i) When parents' involvement is measured as expectations or aspirations, it is positively associated with academic achievement regardless of social class (or ethnicity, race, minority). (ii) The relationship between behavioral forms of involvement and academic achievement functions differently across ethnic/racial groups. (iii) SES influences the relation between parental involvement and academic achievement.

According to Roubinov and Boyce (2017), resources, accessibility and cultural values may shape parenting practices. Additionally, the socioeconomic conditions within which a family lives may powerfully influence parenting, and may strongly influence the paternal role (Roy, 2014). Parental involvement is widely encouraged because it is associated with better educational out-comes for children, although this relationship is stronger for children from middle and higher socioeconomic background (Daniel et al., 2016). Thus, parents from low socioeconomic background are less involved with school activities and many parents still lack information about parental roles (Solomon et al., 2017). Contrary to this inference, the findings of Duan et al., (2018) implied that parental involvement activities are highly beneficial for children and Middle school students in families with low SES.

Anywise, self-regulated learning, like other cognitive abilities, first emerges at home. Liew et al. (2014) argued that students' self-regulation can be promoted through parental support and their encouraging behavior. Nevertheless, students may regulate to different degrees. SES is one of the major factors linked to SRL. Parents with low SES typically practice low levels of academic socialization with their students (Carolan & Wasserman, 2015). Hence, children from low-income families likely have fewer opportunities to acquire SRL skills (Hoff, 2013).

## RESEARCH METHOD

With the discussion framed above, the present study has great potential for highlighting the importance of PI, and it may enhance and upgrade SRL among students in general and among Arab students in Israel in particular. Hence, the main purpose of the present study is to examine the generalizability of the correlation between PI and SRL in a non-Western sample. The research hypotheses were formulated according to the literature in the field. The research hypotheses will not specifically relate to the Arab society. However, the findings will be discussed considering both the knowledge available in the research literature and characteristics that are relevant to Arab society in Israel.

The research hypotheses were formulated according to the literature in the field. The research hypotheses will not specifically relate to the Arab society. However, the findings will be discussed considering both the knowledge available in the research literature and characteristics that relevant to Arab society in Israel.

The main research hypothesis predicts that PI dimensions and SRL components will match positively. Second, the PI dimensions (each individually and as a sum) will be significant predictors for students 'SRL.

Background variables were not included in the study as theoretical questions, and no specific hypotheses were formulated for them. However, if moderate correlations are found between them and the dependent variables (Rs> .30) the data will be analyzed separately for background variables.

**Participants**

In this study, a convenience sample was used. The main assumption associated with this sampling is that the target population members are homogeneous and meet practical criteria, such as easy accessibility, availability at a given time, and willingness to participate in the study (Dornyei, 2007). Further, the sample size was based on Desired Accuracy with Confidence Level of 95% Source (Gill et al., 2010).

The population was defined as students in the Arab Education System in Israel. The sample included 379 students, weighted to represent the approximately 82,000 middle school students (Israeli Ministry of Education, 2019). The data were collected in 14 classes in three comprehensive schools. To comply with ethical guidelines, as required, the entry into the schools to conduct the research and gather information was with the approval of the Ministry of Education (Supervisor of Measurement and Evaluation in Northern District), within a commitment on our part to protect privacy and anonymity of students and schools.

The research goal and methodology have been described to the school's principal and obtained her/his permission. There was an appeal to the parents' committees and their consent. Parents of the potential participants were provided with a brief written explanation of the research goals. A written informed consent was obtained from the participants parents, including an opt-out form. The students were informed, verbally and in writing (on the questionnaire), that they were not required to participate if did not wish to. Their participation in the study was voluntary and with consent.

Once permission was attained, all participants were given full explanations concerning the purpose and conduct of the research. The questionnaires were transferred in a group in one session (2 hours/lessons) during regular school hours, with each group in the presence of a teacher. We received 312 complete questionnaires. Respondents' characteristics (10 items) are displayed in Table 1.

**Table 1**
***Demographic description of the study sample, N=312***

| Variable | Measurement Values | Sample | % |
|---|---|---|---|
| Gender | male | 133 | 42.6 |
| | female | 179 | 57.4 |
| Age | 14 | 219 | 70.2 |
| | 15 | 93 | 29.8 |
| Religion | Moslem | 145 | 46.5 |
| | Christian | 111 | 35.6 |
| | Druze | 56 | 17.9 |
| Parental marital status | are married | 297 | 95.2 |
| | divorce | 5 | 1.6 |
| | Single parent | 10 | 3.2 |
| Mother's education level | elementary school | 34 | 33.7 |
| | high school | 215 | 47.4 |
| | academic | 63 | 18.9 |
| Father's education level | elementary school | 40 | 10.9 |
| | high school | 202 | 68.9 |
| | academic | 70 | 20.2 |
| Mother's work | not working | 217 | 69.6 |
| | a professional | 31 | 9.9 |
| | office job | 61 | 19.6 |
| | independent | 3 | 1 |
| Father's work | not working | 52 | 16.7 |
| | a professional | 177 | 56.7 |
| | office job | 50 | 16 |
| | independent | 33 | 10.6 |
| Mother's employment status | not working | 217 | 69.6 |
| | full time | 63 | 20.2 |
| | part time | 32 | 10.3 |
| Father's employment status | not working | 52 | 16.7 |
| | full time | 244 | 78.2 |
| | part time | 16 | 5.1 |

**Instrument**

The research instrument was a questionnaire constructed to investigate the research variables and to answer the research questions. In addition to demographic characteristics, the instrument composed 80 items of the two subjects (PI and SRL) as explained below. The PI questionnaire was in Hebrew and the SRL was in English. Both questionnaires were translated into Arabic. Internal consistency reliability of the scales and sub scales were computed. In general, a homogeneity of measures > 0.70 is acceptable (Manoj

& Lingyak 2014). Furthermore, in order to address cultural aspects, a content validity was examined in adapting the questionnaire version (Thorndike & Thorndike-Christ, 2010).

**Questionnaire for PI**. In this study, family learning environment related to schooling was measured to reflect 'Parental Involvement' as it perceived by the students. The questionnaire was based on *'the Family Learning Environment Questionnaire'* as suggested by Seginer (1991) to examine the way in which Jewish and Arab adolescents in Israel are supported in learning. The questionnaire consists of three dimensions (36 items) involving home-learning interactions with adolescents.

The first dimension is *'Emotional support in learning'* includes 8 items (My parents relate to my desires; I get warmth from my parents; I enjoy talking to my parents about school matters; Even if I do not do my best in school my parents will continue to love me; My parents give me the feeling that even if I do not succeed in school they will love me; I communicate well with my parents on school matters; My parents give me the feeling that they are always in my favor; In our family, only those who succeed in school are supported).

The second is '*Motivational support in learning'* includes 12 items (My parents are interested in what happens to me at school; My parents tell other people about my academic achievements; I tell my parents things that happen to me at school; My parents require me to succeed in school; My parents are involved in school matters; My parents push me to study all the time; My parents demand good results from me; In our family, it is important to succeed in school; My parents ask me to take private lessons; When needed, I seek academic help from my parents; My parents make sure my agenda is organized effectively; My parents do not care if I do not succeed in school).

The third is *'Parents behaviors related schooling'* includes 16 items entailed on the parental behaviors that focused on school and school-related issues. This dimension consists of two merged subscales as follows, *'Getting to know what's going on at school'* contains 8 items (My parents are aware of subjects in which I have learning difficulties; My parents are involved in everything that happens to me at school; My parents go to parent meetings; My parents come to school regularly, My parents are aware of my relationship with the school teachers; My parents know about lateness and absences from school; My parents maintain constant contact with the teachers and the school; My parents care that I succeed in school), and *'Getting to know what's going on after school'* contains 8 items (I receive gifts for my academic success; My parents punish me for failure in school; My parents make sure I finish my homework before doing other things; My parents worry if I'm late getting home; My parents make sure my agenda is organized effectively; I get compliments for my academic success; My parents scold me for failure in

school; My parents want me to attend enrichment and informal programs at school).

**Questionnaire for SRL**. 'Self-regulated learning' includes schooling behaviors and activity manner in learning. In the current study, we use the short version of *the Motivated Strategies for Learning Questionnaire-MSLQ* (Pintrich & DeGroot, 1990) to measure motivational beliefs and learning strategies among junior high school students (MSLQ-JHS) (Pintrich et al., 1993; Pintrich et al., 1994).

The MSLQ-JHS consisting of four factors *'Intrinsic value'*, *'Self-efficacy'*, *'Extrinsic value'*, and *'Learning strategies use'*. This model (44 items) is in line with the recommendations of the MSLQ creators, based on the rationale described below.

The *'Intrinsic value'* component (9 items) covers expressing interest in learning, evaluating assignments, meeting the challenges, and focusing on learning. The *'Self-efficacy'* component (9 items) covers believing in abilities, believing in success, and assessing of progress. The *'Extrinsic value'* component (4 items) covers test anxiety, improving average score, doing poorly compared to other students, and showing ability to family, friends or others. The *'Learning strategies use'* component (22 items) covers *'cognitive strategies use'* (e.g. planning, practicing, assignments, rehearsal, organization, elaboration), and *'metacognitive regulation and effort management*' (e.g. self-monitoring, time study, quantity and quality of effort, environment learning, awareness, persistence, resources management, help seeking, and tendencies).

Items of the two questionnaires were mixed, and responses in both were rated on a 5-point Likert scale ranging from 5 (Very suitable for me) downward to 1 (Not suitable for me at all).

**Data Analysis**

The instrumentation, designed via interval scales of measurement, allows for statistical analysis involving the means and correlations (Leedy & Ormrod, 2018). Descriptive statistics, correlational analyses, and calculation of internal consistency coefficients were conducted using IBM SPSS statistics 25. Pearson's and Spearman's correlations were applied to describe the bivariate relationships among the variables. A multiple and linear regression models were conducted to examine the potentially predictive relationship between PI dimensions and SRL, and a scatter plot was applied to display findings in pictorial way.

**Table 2**
***Descriptive Statistics***

| Parameters | Cronbach's α | *M* | *SD* |
|---|---|---|---|
| Emotional support in learning | .78 | 4.05 | .69 |
| Motivational support in learning | .81 | 4.29 | .58 |
| Parents behaviors related schooling | .74 | 4.18 | .53 |
| Intrinsic value | .77 | 4.09 | .59 |
| Self-efficacy | .78 | 4.21 | .56 |
| Extrinsic value | .71 | 3.34 | .61 |
| Learning strategies *use* | .76 | 4.19 | .74 |

## RESULTS

As Table 3 shows, that the intercorrelations of the PI dimensions are positive and statistically significant. That's mean, students who reported experiencing *'Emotional support in learning'* and *'Mutational support in learning'* reported on *'Parents behaviors related schooling'*. The Intercorrelations of the SRL components display Mixed trend. The correlation between *'Intrinsic value'* and *'Extrinsic value'* is not statistically significant. *'Intrinsic value'* was related positively to *'Self-efficacy'* and *'Learning strategies use'* (r=.57; r=.59, $p<.01$, respectively). *' Extrinsic value'* was related negatively to *'Self-efficacy'* and *'Learning strategies use'* as expected.

To test the hypothesis, that "between PI dimensions and SRL components will be positive correlations" a Pearson correlation analysis was conducted. The hypothesis was accepted. The findings show that each of the PI dimensions was correlated to *'Intrinsic value'* measure (r=.32; r=.33; r=.31; $p<.05$, respectively), and correlated to *'Self-efficacy'* and *'Learning strategies use'*. that's mean, student who reported *'Intrinsic value'* reported in the same time on high levels of *'Self-efficacy'* and *'Learning strategies use'*.

The table shows that PI dimensions coefficients are related to *'Extrinsic value'*. An acceptable explanation is that students are response to extrinsic motivation in order to please parents and do their duty towards them. To test the hypothesis that "PI dimensions will be a positive predictors of students SRL", a multiple regression was conducted using *'Emotional support in learning'*, *'Motivational support in learning'* and *'Parents behaviors related to schooling'* as predictors. Results from these analyses are presented in Table 4, when each of the dimensions emerged as individual predictor of SRL. Examination of the standardized regression coefficient ($\beta$) shows that all dimensions are significant predictors. *'Emotional support in learning'*, $\beta=.15$, $t_{(310)}=3.12$, $p<.01$, 95 % CI [.04, .19]; *'Motivational support in learning'*,

$\beta$=.38, $t_{(310)}$ =6.97, $p$<.001, 95 % CI [.26, .46]; and *'Parents behaviors related schooling'*, $\beta$=.30, $t_{(310)}$ =4.16, $p$<.01, 95 % CI [.19, .41]. According to the results the three dimensions of PI contribute 49.3% of SRL.

**Table 3**
***Correlations between PI dimensions and SRL components***

| | Parental Involvement | | | Self-Regulated Learning | | | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Emotional support in learning | - | .36** | .22* | .32* | .42** | .44** | .38** |
| Motivational support in learning | | - | .37** | .33* | .39** | .47** | .37** |
| Parents behaviors related schooling | | | - | .31* | .43** | .54** | .36** |
| Intrinsic value | | | | - | .57** | .09 | .59** |
| Self-efficacy | | | | | - | -.23* | .53** |
| Extrinsic value | | | | | | - | -.21* |
| Learning strategies *use* | | | | | | | - |

N = 312, * $p$< 0.05, ** $p$< 0.01

**Table 4**
***Results of regression analyses predicting SRL***

| Constant | B | SE B | β |
|---|---|---|---|
| Emotional support in learning | .115 | .037 | .149** |
| Motivational support in learning | .355 | .051 | .384*** |
| Parents behaviors related schooling | .299 | .054 | .300*** |

*Note.* $R^2$ = .493, $F_{(4,307)}$ = 94.850, $p$<.001

To test the hypothesis that, "the two large variables PI and SRL will be associated positively among middle school students", Pearson Correlation Coefficient was conducted, with scores on computed PI as an independent variable and level of SRL as the dependent. The hypothesis was expressly accepted. The findings indicate that there was a statistically positive correlation. Therefore, among the student's group that was involved in this study, with an increase in PI causing a promotion in SRL.

Further to the above revelations, and to determine whether PI was a significant predictor of SRL, we conducted linear regression (the three dimensions were computed to PI) to generate an actual prediction. As computed variable, PI explained a significant amount of variance in SRL.

Table 5 revealed that when the level of PI was increased then SRL scores would increase.

**Table 5**
***Coefficients of Linear Regression: Parental Involvement and Self-regulated Learning***

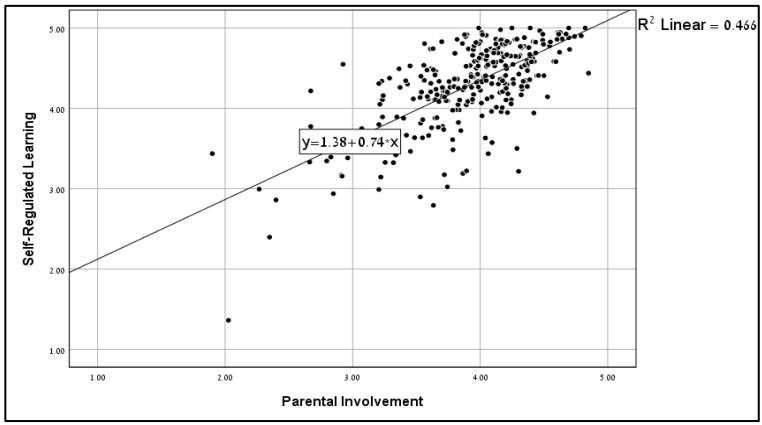
| | Unstandardized Coefficients | | Standardized Coefficients | | 95.0% Confidence Interval for B | |
|---|---|---|---|---|---|---|
| Model 1 | B | SE B | β | t | Lower Bound | Upper Bound |
| (Constant) | 1.379 | .182 | | 7.557*** | 1.020 | 1.738 |
| Parental Involvement | .743 | .046 | .682 | 16.033*** | .652 | .834 |

*Note.* $R^2 = .466$, $F_{(1,310)} = 257.057$, $p<.001$

To further demonstrate this relationship in a pictorial way, a scatter plot was generated as shown in Figure 1. The scatter plot shows that there was strong positive correlation between PI and SRL. There is an evidence that signifying a positive correlation between the two variables as the line of fit sloping to the upper right. The scatters inclined to concentrate in the vicinity of the sameness line, indicating that the correlation was real and not by chance. The findings from all these statistical measures establish the correlation between PI and SRL.

Together, they indicate that students who tended to report a high level of PI also reported, on average, on increasing their SRL.

**Figure 1**
***Scatter Plot Depicting the Relationship between PI and SRL***



Despite not being part of the main objective of study, initial analysis of Spearman correlation between background variables and the rest study variables indicates no correlation or low correlations. Nevertheless, the findings that emerged during data processing may shed more light on the research topic.

Only about 20% of the parents have an academic education, most mothers (70%) are not working and about 50% have no vocational training. 57% of the fathers are unskilled laborers, working in drudgery or semi-professional jobs, and 78% are fully employed.

The Post-hoc SCHEFFE tests showed significantly that higher education parents perceived to offer more PI that maximized SRL compared to less educated parents. Higher educated mothers demonstrate more PI, $F_{(2,309)}=4.91$, $p<.01$; and students obtained higher scores of SRL, $F_{(2,309)}=3.62$, $p<.05$. Higher educated fathers demonstrate more PI, [$F_{(2,309)}=4.28$, $p<.05$; and students obtained higher scores of SRL [$F_{(2,309)}=8.76$, $p<.01$].

Similarly, The Post-hoc SCHEFFE tests showed significantly that parents with full-time job perceived to offer more PI that increases SRL compared to unemployed parents or part-time workers. Held full-time mothers demonstrate more PI, $F_{(2,309)}=4.34$, $p<.05$; and students of these mothers obtained higher scores of SRL, $F_{(2,309)}=3.63$, $p<.05$. Held full-time fathers are more available to offer PI, $F_{(2,309)}=3.92$, $p<.05$; and students obtained higher score of SRL, $F_{(2,309)}=7.12$, $p<.01$. Conducted ANOVA with parents' occupation showed no significant differences.

Finally, Independent Samples Test showed no significant difference between girls and boys In SRL and PI. The Explained Variance percentage by gender in the study variables was between 1%-5%. One-way analysis between the religious groups did not find statistically differences. The Explained Variance percentage by religion in the study variables was between 1%-4%. This is an indicator that Arab middle-school learners share a common heritage and same cultural values when it comes to education. Regarding to marital status, the group sizes are unequal. However, the findings show that students with divorced parents (and with one parent) reported less PI and less SRL compared to other students.

## DISCUSSION AND CONCLUSIONS

Our results suggest that parents who support students motivationally and emotionally and focused on school-related issues are more likely to help their middle school students to develop a sense of 'self-efficacy' and 'learning strategies'. This finding is consistent with Thomas et al. (2019a) who stated that students' perceptions of their parents' involvement have a positive strong effect on self-regulated learning and consistent with Liew et al. (2014) who

found that student's self-regulation development is promoted through parents' support, empathy, and encouraging behavior.

The relationships between the PI dimensions and 'intrinsic value' were found to be modest. The result is consistent with previous studies that revealed a systematic decrease in 'intrinsic motivation' as students move into higher grades (Taylor et al., 2014) until the age of 15 years old (Gillet et al., 2012). Furthermore, Akoto (2014) states that by indicating the salience of the 'extrinsic values', it is unclear if the high level of 'extrinsic motivation' may diminish the intrinsic aspect, and may it have different implications in the academic context among students of different cultural backgrounds.

However, as they are, the modest correlations reflect the dominant socioeconomic conditions within Arab students living. As a result, they lack ambition and grit, and their commitment to the learning task is limited (a matter worthy of attention to be examined in a future study). These findings are alike Hoff (2013) who found that students from low-income families likely have fewer opportunities to acquire SRL skills, and in parallel with the result of Carolan and Wasserman (2015) that parents with low SES typically practice low levels of academic socialization with their students.

On the other hand, the results showed that parents' involvement dimensions were strongly positive correlated to 'extrinsic value'. This is not surprising in view of the motivational focus in the learning domain, where students tend to focus on grades and showing ability to parents. We claim that, in a 'collectivist culture' (as the Arab society) more 'extrinsic-regulation' elements are to be identified.

As mentioned, the data was obtained through self-reporting means from the students. Thus, another explanation lies in what is happening indoors in the immediate context, that is, which motivations are implemented in families (Hosseinsppur et al., 2015), and what are the real environment factors that operate in supporting learning capacity at the dwelling house (Kashahu et al., 2014). And another proper explanation could be that students are responding to extrinsic motivation and are doing so to please their parents. According to Dwairy et al., (2006) Arab parents are very demanding even if their response is low and vice-versa.

The results obtained revealed that the PI dimensions (as a group and as a sum) are positive predictors and have a significant contribution to students' SRL. According the multiple/linear regression the PI has contributed about 50% to the variance in SRL. These findings are in line with recent findings that parents directly stimulate SRL (Thomas et al., 2019a), and students' perceptions of their parents' involvement are associated with their SRL (Thomas et al., 2019b). Moreover, this finding is in accord with Duan, Guan, & Bu (2018) which implies that PI activities are highly beneficial for children and junior school students in families with low SES.

The final analysis demonstrated that highly educated parents who hold full time jobs, are more available to be involved and provide their children with enabling environments and rich educational resources that enhance their children's SRL. Educated and full-time employed parents have the experience to help their students when they need it. They have better outlooks about education and provide feedback about the importance of doing well in learning to impact on one's future.

In context, where most parents lack academic education and are economically distressed, the findings of this study reveal a significant impact of parental involvement on self-regulated learning. In such a case, it can be argued that students perceive PI as providing materials for schooling, dependent upon parents 'socioeconomic position and their resources in terms of money and time. Another explanation could be that students do not expect parents to be directly involved, but indirectly through frequent comments and questions, which students rated as PI and gave it high scores. Thus, it is recommended to examine parents' involvement to find out "what does it mean to be involved" and dealing with specific parenting behaviors, an issue that should be addressed in future research.

Considering the extensive literature in addressing the relationship between parenting and students' learning, the objective of this study was to gain insight into possible direct relations of PI and SRL in a "non-Western culture". Based on the assumption that both variables will operate differently, the current study examined whether parental involvement is associated with self-regulated learning among Arab middle-school learners in Israel.

Culture plays a significant role so that in some contexts specific parenting involvement can be valid, appropriate and effective, but differ or lack in others. International literature reveals that parental involvement is a critical element in children's schooling. Most of the studies in this area come from anglophone countries (Garbacz et al., 2017), while in the Arab context in Israel research is still scarce. However, as many studies indicate, 'Western societies' have more tendency to parents' involvement in children's schooling to raise healthy students. As the values of the 'West' spread along the globe, many young parents from different cultures are also adopting such values to parent their kids (Dor & Cohen-Fridel, 2010). Thus, Arab parents become more concerned regarding the future of their children and have extensive information regarding the personality traits of their students (Arslan, 2013).

Although, parenting involvement classification may not fit in all situations as an independent structure, most studies show that parents are required to balance relationships with their children and adolescents. In analogous to Dwairy and Achoui (2006), it could be that the relationship when it comes to schooling (in our case) is managed according to the narrow context, or according to the adolescent's needs. Against the assumption, the variables operated the same.

The results of the current study corroborate that PI can contribute alike in all cultural contexts. The study lends support to the conclusion that SRL is influenced by PI in a non-Western culture. The findings indicate that as parental involvement increases so does self-regulated learning and display significant correlations as the study assumption. The results of the study revealed the importance of parents as motivational resources for students (Cheung & Pomerantz, 2012), and showed that self-regulated learning is associated with parental support (Sha et al., 2012) in any cultural context.

Conclusively, results of the current study support existing research. The results obtained revealed that the PI dimensions are strong predictors and have a significant contribution to the students' SRL. Despite the socio-economic conditions in which Arab students live, and the poor opportunities to acquire SRL skills, they reported acceptable PI in upgrading their SRL. The study underpins the importance of parents in education at the middle-school age and supports the previous evidences for the significance of parental involvement in their students' self-regulated learning in all cultural contexts.

**Limitations and Future Directions**

Study's limitations are primarily based on data generalizability. Data for the study was obtained through self-reporting means from the adolescent learner participants. Self-reporting data can be exposed to errors resulting from respondents' self-bias and lack of objectivity. Future studies could address this limitation by collecting data from parents and conducting comparative analysis between students and parents.

The current study does not include outcomes of the relationship between the two variables. Future studies need to examine the relationship between PI and SRL to predict "future orientations" among Arab adolescents, with an indication of factors that encourage or discourage education, a matter worthy of attention in Arab society in Israel.

Despite these limitations, the present study provides a substantial contribution as a preliminary study that associate PI and SRL within middle-school students in the Arab society.

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