**Parental Involvement or Intervention? Perceptions of the School Staff**

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**Abstract**

This study examines the perceptions about "Parental Involvement" vs. "Parental Intervention" in the current reality of the schools as described by principals and teachers in Israel. In this study, 16 staff members from 4 elementary schools (two of them were Jewish schools and two of them were Arab schools) were interviewed. In each school, the principal, the principal deputy and teachers were interviewed. The research method was semi structured interviews that enabled the pedagogic staff to describe how they percept the concept of parental involvement, the advantages, disadvantages, difficulties and how to improve the parental involvement and decrease parental intervention. In both sectors (Jewish and Arab) the principals and teachers express resistance towards parental involvement in the curriculum and the pedagogic subjects and view it as an intervention. There was a gap between the principals’ statements about their willingness to involve the parents compared to their actual willingness to participate the parents in the decisions regards the school. Principals with social and sharing attitude are succeeding in developing a positive attitude among the teachers regards parental involvement and to create constructive involvement. It seems that the cultural differences are influencing the types of involvement. In the Arab society, which is traditional, collectivist and more conservative than the Jewish society, there is a higher status to the school, the principle and the teachers and it reflected by lower involvement and criticism of the parents. The study also addresses the pedagogic staff's proposals (principals and teachers) about creating a positive parental involvement.