What Do Teacher-Education College Students Know About Parental Involvement: A Comparative Study between the U.S. and Israel

Abstract

Given that the professional literature provides ample evidence of the importance ‎of parental involvement and its effect on learners’ academic outcomes and ‎positive social/emotional states, the aim of this quantitative study was to ‎understand and compare the perceptions of preservice teachers regarding parental ‎involvement and family engagement in Israel and the U.S. Author 1’s Perception of ‎Parental Involvement Scale (PPIS; Author 1, 2011) was used to survey ‎‏469‏‎ ‎education-college students: 269 American students and 200 Israeli students. ‎Analysis indicated that the model was a better fit for Israeli students and an ‎acceptable fit for U.S. students. However, in general, Israeli and US students in ‎teaching colleges agreed on many of the components of parental involvement. ‎Some results differed by gender, age, level of education, and prior teaching ‎experience. These results may suggest that the fundamental concepts that ‎constitute the family engagement are not culturally bound, but rather may be ‎common among different cultures and nations. Further research is required to ‎confirm this. Notwithstanding, gaining a general understanding of pre- and ‎in-service teachers' perceptions regarding parental involvement and family ‎engagement could prompt the colleges to expand their teacher-education ‎programs to better address this important issue. ‎

Keywords: parental involvement, family engagement, teacher preparation, comparative study