



SCHOOL CLIMATE AND PARENTAL INVOLVEMENT: THE PERCEPTION OF IRANIAN TEACHERS

¹Dr. Masoumeh Pourrajab*, ²Roya Roustae, ³Baharak Talebloo, ⁴Sara Kasmaienzhadfard & ⁵Assoc. Prof. Muhammad Faizal Bin Ghani

¹Post-Doctoral Research Fellow, Department of Educational Management, Planning and Policy, Faculty of Education, University of Malaya (UM),

²Master Student in Educational Administration, Faculty of Educational Studies, Universiti Putra Malaysia (UPM).

³PhD Candidate in Educational Administration, Faculty of Educational Studies, Universiti Putra Malaysia (UPM).

⁴PhD Candidate in Curriculum and Instruction, Faculty of Educational Studies, Universiti Putra Malaysia (UPM).

⁵Department of Educational Management, Planning and Policy, University of Malaya (UM).

*Correspondence Author

Abstract

The aim of this paper is to investigate the relationship between school climate and parental involvement in schools. Additionally, the paper aim to identify the situation of school climate and level of parental involvement based on teachers' perception. Data were collected from 300 teachers in secondary schools in Iran. To achieve these aims, the researchers conducted a research survey to determine the level of parental involvement, and applied Pearson Correlation analysis to investigate the relationship between the school climate and parental involvement. The findings shown that, the school climate is in good situation, but the level of parental involvement is in medium level. There is a significant, moderately strong relationship between school climate and parental involvement. Another finding revealed that school location as a demographic variable only has effect on parental involvement. The study identifies some useful point for teachers, principals, and parents to involve more parents in school process.

Key words: School Climate, Safety, School Environment, School Improvement, and Parental Involvement.

1 Introduction

School climate is a wide term that relates to opinion of teachers about the general work climate and environment of the school (Hoy, Miskel, & Tarter, 2013). On the other word, the group of internal characteristics that differentiate one school from another school and influence the actions of each school's staff in the organizational climate of the school. Hoy and his colleagues (2013) mentioned that, this term is related to the school environment quality which is observed by school staffs, students, and parents. This environment has affects on their behaviors, and is related to their collective cognitions of behavior in schools. Most recently, Cohen, McCabe, Michelli, and Pickeral (2009, p. 10) identified that school climate "*refers to the quality and character of school life . . . based on people's experience of school life and reflects goals, values, interpersonal relationships, teaching and learning practices, and organizational structures*". They suggested school life refers to the level of safety which a school provides, the kind of relationships that exist between school staffs and students, and physical environment.

On the other hand, Henderson and Mapp (2002) claimed that parental involvement is included contribution of family members, grandparents, brothers and sisters, aunts and uncle to children's education and development. Sheldon (2002) defined parental involvement as investment make by parents for their children. Warner (2002) described parental involvement as a participation of caretaker(s) of children in the child's education and life.

During the last three decades, the amount of research has substantiated that parent involvement improves student achievement (Henderson & Mapp, 2002). The collective evidence has shown that students do better in school when their parents are involved in their education, regardless of a student's developmental level, ethnic background, or socioeconomic level. Given this growth of research in parent involvement effects on student achievement and the educational focus on accountability, national, state, and local legislative mandates and policies now specify that schools involve parents in the education of their children. Schools are now being evaluated and compared for their effectiveness and quality based on the results of their student achievement outcomes (Epstein, 2011). Brannon (2008) believed that parents are primary teachers of their children; they are responsible for the care, development and education of their children. Students before formally come to school develop their beliefs about right and wrong as well as their identity. However, there is a need of cooperation between school and parents to continue developing of students' character.

For more parental involvement, schools require to actively developing plans and programs that help and engage parents and children to develop policies for more interactions between school and home, with highlighting the importance of rising children's independence (Feinstein, Duckworth, & Sabates, 2008). In the research conducted by Bryant, Peisner-Feinberg, and Miller-Johnson (2000) it demonstrated that, effective parental involvement is one of critical factors in students' academic success. Researching various literatures surrounding the issue of parent involvement studies have shown that the activities were well planned and outreach it will be able to increase parental involvement even among families who are hard to reach, like as low income, minority and single-parents (Epstein, 2011). If parent involvement is so useful and valuable, why isn't it being implemented to a larger amount than at present? For this lack of involvement there are many reasons related to parents and schools.

In education system in Iran, in spite of some efforts such as established Parents-Teachers Association (PTA) and Payvand's week¹, to increase parental involvement at school; parents involvement not reach to high level as expected. To the researchers' knowledge, few researches can be found in Iran exploring theoretical and empirical of both parental involvement and school climate, especially in the province of Lorestan, Iran. Therefore, this area is still open for more research and this study tries to identify the current situation of school climate and level of parental involvement in schools and also determine the relationship between school climate and parental involvement.

2 Organizational Climate Theory and School Climate

Climate was firstly considered as a general concept to state the continuing quality of organizational life. Taguiri (1968, p. 23) express that *"a particular configuration of enduring characteristics of the ecology, milieu, social system, and culture would constitute a climate, as much as a particular configuration of personal characteristics constitute a personality"*. Gilmer (1966, p. 57) describes organizational climate as *"those characteristics that distinguish the organization from other organizations and that influence the behavior of people in the organization"*. Litwin and Stringer (1968, p. 1) note that organizational climate is *"a set of measurable properties of the work environment, based on the collective perceptions of the people who live and work in the environment and demonstrated to influence their behavior"*.

School is a social organization (Rosenholtz, 1991). The National School Climate Council (2007, p. 4) defined school climate as follow:

"School climate is based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributive, and satisfying life in a democratic society. This climate includes norms, values, and expectations that support people feeling socially, emotionally and physically safe. People are engaged and respected. Students, families and educators work together to develop, live, and contribute to a shared school vision. Educators model and nurture an attitude that emphasizes the benefits of, and satisfaction from, learning. Each person contributes to the operations of the school as well as the care of the physical environment".

Thapa, Cohen, Guffey, & Higgins-D' Alessandro (2013) acknowledged the importance of school climate. There are considerable amount of researches have been shown that school climate has impact on mental and physical health of students and their outcomes (Payton et al., 2008; Shochet, Dadds, Ham, & Montague, 2006; Way, Reddy, & Rhodes, 2007). Thapa et al. (2013) identified five dimensions of school climate: (1) Safety (refer to safety and healthy environment), (2) Relationships (refer to relationship between principals, teachers, students, and parents in school), (3) Teaching and Learning (refer to social and emotional learning; service learning; support for academic learning), (4) Institutional Environment (refer to school connectedness and physical surrounding, resources, supplies), and (5) School Improvement Process (refer to students achievement and students satisfaction). There is not yet an agreements about which dimensions are necessary to measuring school climate validly.

2.1 Safety

Based on Maslow Theory (1973), feeling safe is a basic human need. Feeling safe in school strongly supports student learning and healthy development (Devine & Cohen, 2007). However, there are a lot of researches that have shown that some students do not feel safety in their schools (Astor, Guerra, & Van Acker, 2010).

2.2 Relationship

The cooperation of principals, teachers, and parents to implementation of good school climate is necessary. This cooperation shows that which kind of relationship exists between these people in school. There is a fundamental relationship between teaching activities and learning process. The goals, values, and communications that made relationships in schools present a vital part of school climate. It is important how the relationship is and connected between principal, teachers and parents in school (Gregory & Cornell, 2009).

2.3 Teaching and Learning

Another school climate's dimension is teaching and learning. One of principals and teachers responsibility is to define the aims and values which made the teaching and learning environment. Positive school climate increase learning ability of students. Cooperative learning, group cohesion, respects, and mutual trust is encouraged by positive school climate. These exacting features have been shown to have direct effect to improve the learning environment (Finnan, Schnepel, & Anderson, 2003; Ghaith, 2003).

2.4 School Environment

This dimension categorized in two parts: (a) school connectedness/engagement and (b) physical layout and surroundings of school as well as resources and supplies. The Centers for Disease Control and Prevention (2009) defines school connectedness as *"the belief by students that adults and peers in the school care about their learning as well as about them as individuals."* Ruus et al., (2007) and Whitlock (2006) reported that school connectedness is a influential predictor of and/or is inherent in academic achievement and students' health. Another environmental dimension is school space that effects on students' feelings about safety. In unsupervised school building's areas, students felt unsafe (Astor et al., 2010). The environmental variables such as school building can influence student behaviors and feeling of safety (Van Acker, Grant, & Henry, 1996).

¹ Every year a Payvand's week (week regarded to link between parents and school) on the last week of first month of starting schools in Iran will be held in all schools. In this week the PTA will be formed. Payvand's week is the best and most appropriate areas to provide opportunities for realizing cooperation between home and school in Iran.

2.5 School Improvement Process

School improvement process is one of the factors for implementation of school reform program successfully (Gregory, Henry, & Schoeny, 2007; Guffey, Higgins-D'Alessandro, & Cohen, 2011). For instance, teachers' ability to implement school development program influenced by their opinion about school climate (Beets et al., 2008). Teachers are expected to positively persuade students, not only teaching them to read, write, and think in words and numbers, but also to help them develop their social and moral sensitivities, character, and citizenship (Cohen, 2012).

3 Parental Involvement and Epstein Model

Parental involvement has a lot of definition. Giallo, Treyvaud, Matthews, and Kienhuis (2010) categorized parental involvement in two groups; at home and at school. Home-based parents' involvement is including: assist children with homework, talk to them about school, telling their expectation and encourage children's success, reading with them, and consider situation at home that favorable to learning (Altschul, 2012; Nyarko, 2010). School-based involvement is including: visiting the school, school volunteering, attending in school ceremony and events, and communicating with teachers and staff of school (Nyarko, 2011). Epstein's (1996) categories parental involvement in six terms as follow:

- *Parenting*: This term is related to main duty of parents. This is including caring about health and safety of children, development of good parenting skills, train children to prepare them for school. It also includes providing a quiet environment at home that support school learning activities at home.
- *Learning at home*: This term is related to relationship among parents and teachers to support student at home. Schools provide require information for parents that which skills needed for their children to get good grades. Families request support from teachers and assist teachers at home with their children on learning activities that corresponding with student class work.
- *Communicating*: This terms focus on keep in contact between families and school regularly through telephone calls, send messages by school for parents and vice versa about student, visits home by teachers and visits of school by parents, newsletter and memo send by teacher or principal for the aims of students achievement.
- *Volunteering*: This phrase connotes the description of unpaid session within the school that parents choose to attend in supporting students' achievement. Parents can come to the school to work freely in classroom or in other part of school as needed. Teachers persuade parents to attend in the classroom in order to support all students by tutoring, assisting with performance, and supporting the school events and activities.
- *Decision making*: This expression implies the contribution of parents who are actively involved in school system, like as membership in Parent-Teachers Association, advisory committee, and school reform plan whereby parents can affect on school decision making and judgment to increase student success. In this way, school should help parents through training them leadership skill and policy, curriculum and budget reforms.
- *Collaborating with the community*: This term refers to the relationship and "connections that families and teachers make with community agencies, businesses, in addition, other groups that share responsibility for children's education and future success" (Epstein, 2011). Community agencies can support cultural, recreational, health, social, academic activities that would by their nature support families.

4 Methodology

4.1 Research Design

In this study, the researchers employed descriptive survey research methodology to address the following research questions:

1. What is the current situation of school climate?
2. What is the level of parental involvement at school?
3. Is there any significant difference between school climate and school's location?
4. Is there any significant difference between parental involvement and school's location?
5. Is there any significant relationship between school climate and parental involvement?

4.2 Population and Sampling

The target population of this study included 1354 secondary school teachers in the province Lorestan, Iran. To determine the sample size, the researchers used the Cochran (1977) formula. A number of 300 teachers were involved in this study. This sample size also supported by Krejcie and Morgan (1970) Table. The researchers selected this province because this is one of Iran's deprived areas needing more attention and study in education system.

For choosing the participants the researchers used simple random sampling and stratified sampling methods. The simple random sampling was used to select four cities in this province and 30 schools, as well as stratified sampling method was used to select secondary schools from gender strata. Finally, in each selected school, with applied simple random sampling, the researcher selected 10 teachers.

4.3 Instrument

The structured questionnaire designed for teachers included demographic information (gender, years of experience, highest qualification, and subject teach), 22 items measuring school climate, and 13 items measuring parental involvement. In this study, school climate has five dimensions; safety, relationship, teaching and learning, school environment, and school improvement process (Thapa et al., 2013). The questionnaire items were scored on four-point Likert scales. In this research, the researchers used 'administering the survey instrument live to a group' method to collect the data.

4.3.1 Reliability and Validity

The questionnaire yielded a Cronbach's Alpha value of 0.906 for school climate section and 0.893 for parental

involvement section. As the total Cronbach's Alpha for the questionnaire was 0.909. This data showed that the reliability of the questionnaire is excellent (George & Mallery, 2001). To ensure and determine the content validity, the questionnaire was certified by two lecturers as a panel of experts from Lorestan University and Azad University of Iran.

4.4 Data Analysis Techniques

The Pearson Correlation was employed to examine the relationship between school climate and parental involvement. To find out the effect of school's location on school climate and parental involvement, One-Way ANOVA was used. To analyzed demographic data, as well as, measuring the current situation of school climate and the level of parental involvement, descriptive statistic was employed.

5 Findings

5.1 Demographic Findings

Table 1 provides the distribution of respondents by the location and gender. The collected data shows that 158 (52.5%) of participants in this study are female teacher and 142 (47.5%) of them are male. This data also shows that, 140 teachers are from Khoramabad, 40 teachers from Kohdasht, 96 from Borojerd, and 24 teachers are from Azna.

Table 1: Distribution of the Respondents based on the Location and Gender

City	Female (%)	Male (%)	Total
Khoramabad	70 (44.3%)	70 (49.3%)	140
Kohdasht	24 (15.2%)	16 (11.3%)	40
Borojerd	48 (30.4%)	48 (33.8%)	96
Azna	16 (10.1%)	8 (5.6%)	24
Total	158 (100%)	142 (100%)	300

5.2 Answer Research Questions

Before answering the research questions, it is essential that variables meet the assumptions. First at all, analysis of the data revealed that the values of the variables under study were indeed normally distribution ($-2 \leq \text{skewness} \leq +2$). Secondly, the homogeneity of variance for school climate and parental involvement was met by applying Levene test (Sig. $p > .05$).

5.2.1 What is the current situation of school climate?

Table 2 shows the results of teachers' perception on the current situation of school climate.

Table 2: Teachers' Perception on the Level of School Climate

Dimension	Items	M	Total M	Total SD	Level
Safety	Secure environments	3.31	3.315	.647	High
	Healthy environments	3.32			
Relationship	Relationship with other teachers	3.4	3.367	0.63	High
	Communicate well with students	3.33			
	Communicate well with parents	3.37			
T&L	Use various materials in teaching	2.92	3.20	0.691	High
	Use various methods in teaching	3			
	Encourage students to be responsible for their learning	3.26			
	Encourage students to team working	3.41			
	Involve students in learning activities	3.23			
	Give home work regularly	3.36			
	Mark tests and homework	3.35			
Give timely feedback	3.1				
School Environment	Ensures stationery, books...are available	3	3.02	0.801	High
	Ensures T&L resources like laboratories...well equipped	2.8			
	Organize favorable environments for students	3.25			
School Improvement Process	Always punctual in classes	3.37	3.25	0.65	High
	Ensure discipline in class	3.37			
	Involve students in decision making in the class	2.8			
	Encourage students to succeed	3.34			
	Discusses students performance with their parents	3.2			
	Students are the most important customer	3.42			
Total	-	-	3.22	0.683	High

Note: M=Mean; low ($1.00 < M \leq 2.00$), medium ($2.01 < M \leq 3.00$), high ($3.01 < M \leq 4.00$); $n=300$

Of the 22 items listed, the teachers rated 17 items as high, five items as medium and none as low. The overall level of school climate is high ($M=3.22$; $SD=0.68$) based on teachers' perceptions. This data means the school climate has a positive situation.

The school climate's dimension that is rated highest is 'Relationship' ($M=3.36$; $SD=0.63$). The next dimension is 'Safety' ($M=3.31$; $SD=0.64$). This is follow by 'School Improvement Process' ($M=3.25$; $SD=0.65$) and 'Teaching and Learning' ($M=3.20$; $SD=0.69$). The last dimension is 'School Environment' ($M=3.02$; $SD=0.801$).

As shown in Table 2, some items ranked as medium level. These items are including ‘Use various materials and methods in teaching’, ‘Ensures stationery, books, etc. are available’, ‘Ensures T&L resources like laboratories, etc. well equipped’, and ‘Involve students in decision making in the classes’.

5.2.2 What is the level of parental involvement at school?

Table 3 presented teachers’ perception on the level of parental involvement in their school. As can be seen out of 13 items, only one item ranked as high level, 11 items ranked as medium, and one item also ranked as low level. The overall parental involvement in Iranian school is medium level (M=2.5; SD= 0.78) based on teachers’ perceptions.

Table 3: Teachers' Perception on the Level of Parental Involvement

Variable	Items	M	SD	Level
Parental Involvement	Regularly attend school and classroom meeting	2.76	0.709	Medium
	Support activities of the governing body	2.21	0.764	Medium
	Ensure students adhere to school rules, codes of conduct	2.58	0.721	Medium
	Assist in dealing with disruptive behavior	2.77	0.666	Medium
	Assist to create harmony between teachers and students	2.78	0.659	Medium
	Assist in school activities like sports	2.03	0.847	Medium
	Take responsibility for the healthy and safe environment of the school	2.72	0.763	Medium
	Take charge of learning activities at home	2.45	0.818	Medium
	Assist when teacher is absent	1.81	0.899	Low
	Assist in educational outing	2.11	0.968	Medium
	Ensure that their children attend school	2.96	0.688	Medium
	Ask for their children’s academic reports and feedback from the teachers	3.09	0.73	High
	Willing and dedicated to participate in the formulation of school policies, rules and procedures	2.17	0.926	Medium
Total	-	2.50	0.781	Medium

Note: M=Mean; Low (1.00<M≤2.00), Medium (2.01<M≤3.00), High (3.01<M≤4.00); n=300

The Lowest item is ‘Parents assist when teacher is absent’ (M=1.81; SD=0.89). The highest item is ‘Ask for their children’s academic reports and feedback from the teachers’ (M=3.09; SD=0.73).

5.2.3 Is there any significant difference between school climate and school’s location?

To answer this research question, One-Way ANOVA analysis was conducted to determine whether the group means on school climate and its dimensions and location (school located in different cities) differ significantly from one other.

Table 4: One Way ANOVA test of the mean score of school climate and location

Variable		df	F	Sig.
School Climate	Between Groups	3	1.496	.216
	Within Groups	296		
	Total	299		

Table 4 illustrates that, there is no significant difference in the mean score of level of school climate and school location.

Table 5: One Way ANOVA test of the mean score of dimension of school climate and location

Dimension		df	F	Sig.
Safety	Between Groups	3	1.722	.163
	Within Groups	296		
	Total	299		
Relationship	Between Groups	3	2.305	.077
	Within Groups	296		
	Total	299		
T&L	Between Groups	3	3.027	.030
	Within Groups	296		
	Total	299		
School Environment	Between Groups	3	1.544	.203
	Within Groups	296		
	Total	299		
School Improvement Process	Between Groups	3	0.857	.464
	Within Groups	296		
	Total	299		

Table 5 shows that, there is significant different only between T&L (as a dimension of school climate) and school location. These analyses did not tell us which cities differed from the other cities. To detect this, the Post Hoc test was conducted and the results are presented in

Table 6.

Table 6: Post Hoc results

LSD				
Dimension	(I) City	(J) City	Mean Difference (I-J)	Sig.
T & L	Khoramabad	Kohdasht	.048	.608
		Borojerd	-.184*	.008
		Azna	-.087	.451
	Kohdasht	Khoramabad	-.048	.608
		Borojerd	-.233*	.019
		Azna	-.135	.317
	Borojerd	Khoramabad	.185*	.008
		Kohdasht	.233*	.019
		Azna	.098	.414
	Azna	Khoramabad	.087	.451
		Kohdasht	.135	.317
		Borojerd	-.098	.414

*. The mean difference is significant at the 0.05 level.

As shown in

Table 6, the teachers' view that the T&L is significantly higher in school located in Borojerd city compared to schools located in Khoramabad and Kohdasht.

5.2.4 Is there any significant difference between parental involvement and school's location?

To address this research question, same as previous research question, One-Way ANOVA analysis was conducted.

Table 7: One Way ANOVA test of the mean score of parental involvement and location

Variable		df	F	Sig.
Parental Involvement	Between Groups	3	5.750	.001
	Within Groups	296		
	Total	299		

Table 7 presented that there is a significant difference in the mean score of level of parental involvement and school location ($F(3)=5.75$; Sig. $p=.001$)

Table 8: Post Hoc results

(I) City	(J) City	Mean Difference (I-J)	Sig.
Khoramabad	Kohdasht	.159	.085
	Borojerd	-.205*	.003
	Azna	-.129	.257
Kohdasht	Khoramabad	-.159	.085
	Borojerd	-.364*	.000
	Azna	-.288*	.031
Borojerd	Khoramabad	.205*	.003
	Kohdasht	.364*	.000
	Azna	.076	.516
Azna	Khoramabad	.129	.257
	Kohdasht	.288*	.031
	Borojerd	-.076	.516

*. The mean difference is significant at the 0.05 level.

As can be seen from Table 8 the teachers' view that the level of parental involvement is significantly higher in school located in Borojerd city compared to schools located in Khoramabad and Kohdasht, as well as the level of parental involvement is significantly higher in school located in Azna city compared to schools located in Kohdasht city.

5.2.5 Is there any significant relationship between school climate and parental involvement?

To answer the last research question in this paper the researchers applied Pearson Correlation. As shown in Table 9 there is a significant, moderately strong relationship (Lodico, Spaulding, & Voegtle, 2006) between school climate and parental involvement in school with correlation coefficient (r) of 0.45 which was significant at the 0.01 level.

Table 9: Results of Pearson's Correlation test

		Parental Involvement
School Climate	Pearson Correlation	.450**
	Sig. (2-tailed)	.00
	N	300

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

Table 10 shows the relationship between school climate’s dimensions and parental involvement. The result shows that:

- There is a significant and slightly relationship between safety and parental involvement with correlation coefficient (r) of 0.335 which was significant at the 0.01 level.
- There is a significant and slightly relationship between relationship and parental involvement with correlation coefficient (r) of 0.20 which was significant at the 0.01 level.
- There is a significant and slightly relationship between T&L and parental involvement with correlation coefficient (r) of 0.317 which was significant at the 0.01 level.
- There is a significant and moderately strong relationship between school environment and parental involvement with correlation coefficient (r) of 0.422 which was significant at the 0.01 level.
- There is a significant and moderately strong relationship between school improvement process and parental involvement with correlation coefficient (r) of 0.398 which was significant at the 0.01 level.

In

Figure 1, these relationships also illustrated.

Table 10: Results of Pearson's Correlation test for school climate dimensions

	1	2	3	4	5
1. Safety	-				
2. Relationship	.165**	-			
3. T&L	.270**	.615**	-		
4. School Environment	.264**	.398**	.601**	-	
5. School Improvement Process	.316**	.706**	.786**	.610**	-
6. Parental Involvement	.335**	.200**	.317**	.422**	.398**

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

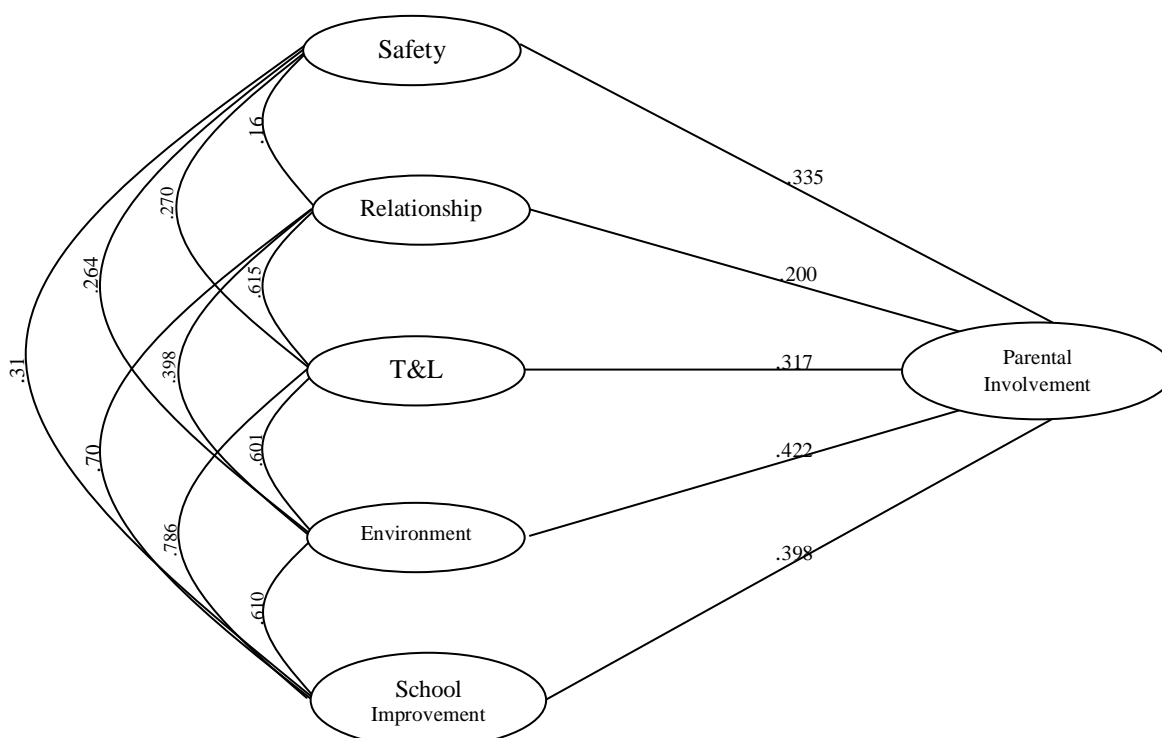


Figure 1: The model of relationship between school climate’s dimensions and parental involvement

6 Results and Discussion

6.1 School Climate

The current study found that the school climate has a positive situation at this time, as well as all dimensions of school climate rated high also. The Most important dimension in this study is relationship (M=3.367). This is followed by safety (M=3.315) and school improvement process (M=3.25). The next dimension is T&L (M= 3.20). The last dimension is school environment (M=3.02).

McEvoy and Welker (2000) demonstrated five dimensions of school climate, they are including: safe environment, sequence curriculum, commitment, elimination of school practices that many students cannot achieve, and affirmation and celebration of achievement. They mentioned that effective school climate has positive effect on students' achievement and their performance. The level of learning varies from school to school. This is depended to school climate, which helps to shape and create the relations between and among teachers, students, parents, principals and society. School climate investigation supports the fact that in schools which focus on school climate the interpersonal relationship and opportunities for all school staff and students to develop their behaviors and performance will be increase (McEvoy & Welker, 2000).

Hopson and Lee (2011) determined that school climate quality is identified by four level of interactions. They are included: interaction between students, interactions between school staff and students, interactions between school staffs, and interactions between school, parents and society. Researchers have shown that the interaction between students is an importance in creating positive school climate, interaction between school's staff is also important. Students can improve behavior and academic performance in school with positive climate. In the school with negative school climate, the risk for academic difficulty will increase (Hopson & Lee, 2011).

6.2 Parental Involvement

The findings of this study revealed that the level of parental involvement rated as medium by teachers. Out of 13 items, only rated as high level (ask for their children's academic reports and feedback from the teachers), and one item rated as low level (parents assist when teacher is absent).

Chowa, Masa, and Tucher (2013) have shown that, parental involvement has positive effect on students' academic success. When parents are interested in school activates (home-base and school-base) their students perform better in school. They mentioned that, when parents challenge their students about their schoolwork, children begin to perceive working hard at school. Furthermore, when parents involve at home and school, this is positively linked to different kind of academic outcomes. Lee and Bowen (2006) proved that parents prefer involve their self at home than at child's school. Altschul (2012) proved that there is a positive relationship between parental involvement at home and academic achievement.

6.3 Effect of Location on School Climate and Parental Involvement School's Location

What is surprising in this study is that, there is no significant difference between school climate and school location. This finding was unexpected, but there is significant different between T&L dimension and school location. However, the findings of the current study do not support the previous research which conducted by Fan, Williams and Corkin (2011). They mentioned that school environment and school location have impact on students' achievement

On the other hand, the finding shows that there is a significant difference between parental involvement and school location. Family background and their involvement in school play an important role in creating their children's achievement (Joshi, 2014). The people with lower SES (socio-economic status), living in poor area. The students from lower SES family, less successful in school, and their parents also less involve in school process that are those from higher SES backgrounds (Ramdass & Lewis, 2012).

6.4 Relationship between School Climate and Parental Involvement

The present study was designed to identify the relationship between school climate and parental involvement. The findings show that there is a significant, moderately strong relationship between school climate and parental involvement in school. With considering the school climate's dimensions, there are significant and positive relationship between all dimensions and parental involvement.

The importance of school climate is become increasing highlighting for principals, teachers, and students. The school with positive school climate and good relationship with parents has a direct effect on the well-being of students and school's staff. Therefore, this is a responsibility of schools' principals to create a positive climate in their schools (Ramdass & Lewis, 2012).

Parental involvement is in low level in a school with poor services and lack of support activities for students and teachers (Ramdass & Lewis, 2012). Cohen et al., (2009) indicated that positive school climate is associated with school success, academic achievement, more parental involvement, and students' development. Ramdass and Lewis (2012) mentioned that, effective school with positive climate emphasize on parental involvement. They highlighted that schools cannot be valuable when they work in separation from parents and society.

One of indicators for parental involvement is parents' satisfaction of school. If they are satisfied with school climate they will involved their self in school process (Joshi, 2014). It is necessary to give require information about school process and quality of schooling to parents to assist them to determine their satisfaction.

7 Conclusion

Investigation on school climate is important because it clarifies clear requirement for shape and create relationship between and within principals, teachers, students, parents and community. Nowadays, many school principals and teachers identify that parental involvement is a part of the solution to improving student academic achievement. This research paper tries to determine the relationship between the school climate and parental involvement. As the general findings, the school climate is in good situation, but the level of parental involvement is in medium level in Iranian

secondary schools based on teachers' perceptions. A moderately strong relationship between school climate and parental involvement proved the positive effect of school climate on involve parents at school.

To improve the level of parental involvement it suggested that school apply some plan such as involve parents on some committees such as advisory and classroom or grade level, involve them in school task forces. Principals can invite parent to manage a class when some a teacher is absent. This study conducted

The limitation of this research is, this research conducted in secondary schools in Iran's Lorestan province. Therefore, the results cannot be generalized to elementary schools, high schools or universities. Further work needs to be done to determine the relationship between the variables in this study in elementary and high school.

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