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Participative Management as a Moderator in the Relationships between Perception of Parental Involvement among Teachers and the Outcomes of Teachers' Job Satisfaction, Teachers' Absenteeism and Teachers' Strain.

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Abstract

Parental involvement in the school is an integral part of the work of teachers and school principals. In recent years, the issue of the connection between the school and its environment has received increasing research attention, both theoretic and practical (Talias, 2011). Educational policy currently perceives parental involvement as a resource for student and school success (Ball, 2014; Baquedano-Lopez et al., 2013; Đurišić & Bunijevac, 2017). This involvement can offer psychological and emotional support that helps in raising teacher morale and satisfaction (Noy, 2014). Despite the obvious benefits of parental involvement in the school, a review of the literature suggests that research findings do not consistently confirm its benefits. On the one hand, parental involvement can improve teacher performance and satisfaction in their workplace. On the other hand, it can also be a source of job pressure and lead to negative results in the workplace, such as job ambiguity, job tension, withdrawal behaviors and conflict. Most of the extensive research devoted to parental involvement has examined the direct effects of parental involvement on teacher functioning. This trend of the research tends to ignore the negative effects of parental involvement on the teaching staff, such as burnout and teachers' fear of harm to their professional authority (Addi-Racah & Grinshtain, 2017) and to their careers (Omer, 2008). In addition, very little is known about the intervening influence of leadership factors, combined with parental involvement, on teacher attitudes and functioning. Despite the principal's dominant role, that affects teacher attitudes and functioning, participative management might be a key factor in the implications of parental involvement. Therefore, the current study suggests that participative management influences whether perceptions of parental involvement among teachers would have a positive or negative impact on their functioning and attitudes regarding teacher job satisfaction, teacher absenteeism and teacher stress.

Focusing on the proposed outcome variables stems from the importance of examining a number of indicators for assessing school functioning. Defining function and evaluating school

outcomes are problematic, since different stakeholders are often interested in different and sometimes even conflicting outputs. Awareness of this problematics has led to an integrative approach to evaluating school outcomes, according to which performance is assessed by means of multiple metrics. Teacher absenteeism affects the functioning of the teacher, so it is an important criterion for assessing the functioning of the school from the worker's perspective (Rosenblatt & Shapira-Lishchinsky, 2017). Studies have shown that perception of stress and job satisfaction are important criteria for assessing school functioning from the worker's perspective (Benoliel & Barth, 2017; Benoliel & Somech, 2014). In addition, in light of the importance of examining the mutual effect (trade-off) of worker well-being on organizational function, perceptions of stress and job satisfaction were included as outcome variables (Drach-Zahavy et al., 2004). This study follows current studies that have shown the importance of examining parental involvement in seeking change and establishing school relationships with the community. Institutionalized and effective parental involvement constitutes a bridge between parents and the school. The current study makes it possible to point out a number of ways of action that can contribute to beneficial and positive relationships between parents and teachers.

The current study has two main purposes. The first purpose is to examine the relationship between parental involvement and teachers' attitudes and functioning: teachers' job satisfaction, teachers' absenteeism and teachers' perception of stress. The second purpose of the study is to examine the moderating effect of participative management on the relationships between the perception of parental involvement among teachers and teachers' job satisfaction, teachers' absenteeism and teachers' stress. The main research assumptions are that links would be found between parental involvement and teachers' job satisfaction, teachers' absenteeism and teachers' stress. Additional assumptions are that interactions would be found between the moderating effect of participative management on the relationship between parental involvement and teachers' job satisfaction, teachers' absenteeism and teachers' stress.

This study is unique and innovative in that while so far many studies have examined the direct implications of parental involvement on teacher functioning, this study expands the extant knowledge on the moderating influence of leadership factors, which incorporate the effect of parental involvement in teacher attitudes and functioning: teachers' job satisfaction, teachers' absenteeism and teachers' stress. The examination of participative management as a moderating factor is required in light of the dominant influence of the school principal on the attitudes and functioning of teachers, and due to the fact that participative management might be a key factor in regard to the implications of parental involvement. This examination focuses on outcome variables that are important from both the organizational perspective and the worker's perspective.

The study participants are 398 elementary school teachers of the Jewish sector. Teachers responded to a questionnaire on parental involvement perception. The research questionnaire was made by Barak (1996), based on questionnaires by Epstein (1992), Darom et al. (1980) and Smilansky and Baumgarten (1982). Data analysis included an examination of a model analysis that examined the moderating effect of participative management on the relationship between parental involvement and teacher attitudes. In the first stage Pearson correlations were tested between all the study variables. In the second stage, linear regressions were conducted to check for prediction of teacher job satisfaction, teacher absenteeism and teacher stress. In the third stage, hierarchical regression analyses were made, in order to examine the moderating effect of participative management on the relationship between parental involvement and each of the outcome variables: teacher job satisfaction, teacher absenteeism and teacher stress. Using PROCESS software, we examined the interaction between the independent variable, parental involvement, and the moderating variable, participative management, on the dependent variables: teacher job satisfaction, teacher absenteeism and teacher stress. A diagram was delineated to examine the source of the interaction that examined the relationship between manifestations of involvement and perception of stress at a low level of participative management (Standard

deviation 1 above average at a high level of participative management and at a low level at standard deviation 1 below average).

The overall findings of the current study yielded a number of interesting findings. First, regarding the relationship between parents' involvement and outcome variables, a significant positive relationship was found between parental involvement and teachers' job satisfaction, contrary to the research assumption. Regarding the perception of stress, the findings showed that no link was found between perception of stress and teachers' absenteeism, contrary to the research assumption. Regarding teacher absenteeism, the findings showed that no connection was found between parental involvement and teachers' absences from the workplace, which contradicted our research assumption. Second, concerning the moderating effect of participative management in the relationship between parental involvement and teachers' stress, the hierarchical regression analysis indicated a significant moderating effect of participative management on the relationship between parental involvement and teachers' stress. That is, a principal who exhibits low levels of participative management might lead to a decrease in the sense of stress among teachers. However, at high levels of participative management there is no link between parental involvement and teachers' sense of stress. Regarding teacher satisfaction, the findings indicate no moderating effect of participative management on teachers' attitudes towards parental involvement, contrary to the research assumption. Similarly, regarding teacher absenteeism, there is no moderating effect of participative management on teachers' attitudes toward parental involvement, contrary to the research assumption. Also, regarding the perception of stress, contrary to the research hypothesis there is no moderating effect of participative management on teachers' attitudes towards parental involvement. As to teacher satisfaction, there is no moderating effect of participative management on the relations between teachers' satisfaction and parental involvement, contrary to the research assumption. Regarding teacher absenteeism, and contrary to the research assumption, the results show no moderating effect of participative management on teachers' attitude and parental involvement. In addition, regarding the perception of stress, and contrary to the research

assumption, the results show no moderating effect of participative management on teachers' perceptions of parental involvement. Regarding teacher satisfaction, contrary to the research assumption, there is no moderating effect of participative management on parental involvement and satisfaction and. Regarding teacher absenteeism, contrary to the study assumption, there is no moderating effect of participative management on the relations between parental involvement and teacher absenteeism.

The research findings lead to three major conclusions. First, in accordance with the theory of "self-fulfilling prophecy", the teacher's role expectations might explain the teacher's conduct at work. In other words, in the school, the teachers are connected in a system of direct working relations. We found that the higher the parental involvement is, the more teachers' satisfaction from the workplace increases. That is, apparently, parental involvement is perceived as providing support to teachers, which results in an increased sense of teacher satisfaction. This leads to the conclusion that parental involvement improves teachers' work. Second, the current study found no adverse effects of parental involvement on teachers' absences from the workplace and teachers' perception of stress, which indicates that parental involvement is not perceived as an influencing factor. Third, findings show that at low levels of participative management, a negative relationship was found between parental involvement and teachers' stress. Thus, it can be concluded that parental involvement requires resources from teachers, at a level that enables them to deal effectively with the stress they face at work (Byron et al., 2018). When the level of participative management is high, there is no connection between parental involvement and the teachers' sense of pressure. Therefore, there seem to be other influencing factors, such as parental involvement in the school based on the interpersonal relationships between parents and teachers, which provides teachers a relationship that supports teacher wellbeing. These findings are consistent with Noy's (2014) study that presents parental emotional and psychological support as assisting in improving teachers' morale and satisfaction.

The current study has theoretical and practical implications. The theoretical contribution of the study lies in the broadening of our understanding of the implications of parental involvement on teacher functioning and attitudes and highlights the positive impact of parental involvement on teacher satisfaction in their work. It also seems that these implications depend on the moderating factor of the level of participative management involved in the teachers' perception of stress. This study sheds light on the possible ramifications of participative management and helps to examine the factors that affect the way teachers perceive parental involvement. A change of orientation in the perception of parental involvement over the years requires synergy and productive relationships between parents and teachers.

From the practical point of view, an examination of the level of participative management and its influence on the teacher's personal well-being is important to improve teacher's behaviors. From our findings, it seems that under high levels of parental involvement, principal should reduce the level of teacher involvement in decision making processes. Finally, the findings might help policy-makers propose professional programs providing teachers with interpersonal skills to deal with parental involvement, so as to enable teachers to maintain collegial and cooperative relations with parents.