

The Impact of the Development of social media on the Interaction of Parent-Teacher- School Leadership Involvement in the Arab Schools in Israel

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Abstract

This study examines the interaction between parents, teachers and School Leadership through digital channels. Its purpose was to explore the characteristics of teachers' and parents' and School Leadership conduct through this interaction and to identify patterns of behavior among teachers, parents and School Leadership s on these platforms. To conduct the current study, two questionnaires were developed and distributed online: one of the questionnaires was intended for the parents of seventh-grade students in Arab schools in Israel. The second one was handed to the teachers and School Leadership s of the students. Those two questionnaires have undergone a process of analysis and comparison to come up with results and findings. The present study revealed insights and findings in the context of parent-teacher- School Leadership involvement through digital interaction. The parental involvement is very considered in the process of their children's learning. It is part of the education process and they need to be engaged actively in the way that this study sees it. The study also shows that parental involvement through digital channels is considered as phenomenon among different and diverse populations.

Keywords: Digital Interaction Channels, Parent-School Engagement, Junior-High School, Teacher, School Leadership.

Introduction

Parents and teachers share an essential role in the students' developmental and educational process. Both are partners in training adolescents' values, education, and norms of behavior. The education system in Israel encourages parental involvement in education. It has been found that parental involvement contributes to students' social,

behavioral, and academic adaptation (Neal, 2012). In recent years, a tremendous technological development has led to the development of new digital communication channels between parents and various school elements. This matter has reduced the face-to-face encounter among these circles of discourse. The research literature attaches great importance to this topic. It is already reflected in several studies that were conducted on diverse populations, as a resource, to emphasize that for reaching an effective teacher-parent communication, teachers' initiative in creating optimal communication that aims to encourage parents to be involved in all of their children's developmental processes is essential (Ho, Hung & Chen, 2013). It is important to note that the research literature has extensively addressed parental involvement at school. Still, no research emphasis has been placed on the role of technological innovation in this topic. This issue has created the need to deeply study the teacher-parent interaction through digital channels to examine the characteristics of this communication and reveal how it is performed, an orientation that explains this study's uniqueness.

Literature Review

Parents and teachers alike play an essential role in the developmental and educational process of students. Both sides are partners in training students for values, education, and norms of behavior (Povey et al., 2016; Willis & Exley, 2018). The education system in Israel encourages parental involvement in schooling because it contributes to the students' social, behavioral, and academic adaptation (Neal, 2012; Noy, 2014). On the one hand, parents are the experts in their children and are in charge of their well-being and satisfaction. On the other hand, the education system is a source of knowledge based on professionalism and supervision of essential components regarding the students' education, well-being, and happiness (Shechtman & Bushrian, 2015; Blau & Hameiri, 2011).

Accordingly, parents and the educational system are two systems that interact to promote the child's status. The children's education's responsibility lies both on parents and the education system (Addi-Raccah & Ainhoren, 2009; Lee, 2006). Effective interaction between both systems and keeping an open communication channel has great importance and a positive impact on the students' quality of education, sense of belonging, and success (Stormshak et al., 2019). Consequently, a direct, personal and qualitative relationship between the parents and the school staff is necessary for creating optimal parental involvement concerning their children's school matters (Kurtz, 2014; Fisher & Friedman, 2009).

Patterns, characteristics and theories of parents' involvement

The degree of the influence of this involvement varies depending on its type, characteristics of students and families, school's features and personnel, and the context within which it takes place (Addi-Raccah, Amar & Ashwal, 2018). However, the research literature provides an unequivocal insight to prove that effective parental involvement contributes to the children's development in the academic, educational, social, and emotional aspects. According to Ofarim (2014), The research literature that deals with the relationship between parents and school set a variety of criteria and concepts to describe the topic:

A) Those involved in the process – They can be the parents or the whole family, without distinction.

B) Type of relationship between school and parents - The study distinguishes between 'partnership' and 'involvement': 'Involvement' is a relationship characterized by parents' adoption of the school perspective. According to this approach, parents are perceived as supportive of the field's learning and the goal of school. 'Partnership' is a relationship where children and their well-being are at the center; their cooperation and the school are designed to promote this goal.

C) The type of activities that promote the relationship - There is a massive range of initiated and spontaneous actions to strengthen the relationship between parents and school, including learning-focused programs and general training in the field of parenting.

Beyond that, taking joint and parallel responsibility between parents and the school staff requires interaction and mutual involvement between them, requiring mutual trust and respect between both influential factors. Yet, it is essential to note that this trust is not taken for granted; it needs development (Shechtman & Bushrian, 2015). Today there are various patterns and models according to which schools operate. Bauch and Goldring (1995) propose a school administration for managing parents and teachers' involvement:

- Bureaucratic model - little involvement of parents and teachers. It is the traditional school governance model: parents play a passive role while teachers maintain their autonomous position in the classroom.
- Teacher expertise - high teacher's involvement as opposed to low parental involvement. According to this model, teachers are perceived as experts and know what is suitable for their students.
- High parental involvement versus low teachers' participation. According to this model, parents can pose a threat to the teachers' professional prestige and, in practice, weaken them. In such a model teacher-parent relationship is characterized by tension, and teachers aspire to keep the parents as far as possible.

- Partnership - high involvement of both teachers and parents. This model is perceived as the most contributing to the effective conduct of the school. This model is considered the most innovative of the four models and best contributes to the teachers' specialization based on collaboration and partnership.

As shown in studies conducted on this subject, it appears that parents play a significant role in the school system, so it is the responsibility of the educational staff, administration, and any other factor at school to treat them seriously (Benvenisti & Friedman, 2020). Besides, the literature emphasizes that for getting effective communication between teachers and parents, it is essential for teachers to take the initiative to create optimal communication and encourage parents to be involved in all of their children's developmental processes (Ho, Hung & Chen, 2013). This involvement is not the same for all parents and is influenced by a significant number of school-related factors (Addi-Racah & Ainhoren, 2009). Therefore, two theories are dealing with parental involvement in school, which describe the conduct of the interaction in its various shades:

A) Theory of identification and comments (Friedman & Fisher, 2002)

This theory explains the formation of the potential for parental involvement. Parents' tendency to be involved in their children's schoolwork is usually created by parents' identification with the school as an educational institution and with the school's activities and their awareness of everything that takes place in this circle.

High parental identification with the school means that parents positively accept the values that school imparts to their children and support the school's norms. But at the same time, parents' low identification with the school means that parents do not accept the norms and values that a school seeks to impart to their children. Awareness (here the opposite of indifference) suggests that parents show a vigilant interest in what is happening at school and its contribution to their children's education. They also pay attention to what is happening in it. These two components create the potential for parental involvement, a possibility that may materialize under certain conditions.

B) Theory of Conflict and Adaptation (Barker, Dembo & Lewin, 1941)

This theory claims that when blocking a person marching towards a clear goal, he responds with one of two possible extreme reactions: a reaction of aggression and indifference, which is expressed in lack of response and action, retreat, and inattention. These two forms of response express dissatisfaction. The parent-teacher relationship can be described based on the theory of conflict and frustration. In a state of frustration, the parent can respond with one of two possible responses:

- Aggressive response: According to the researchers, aggression will be directed first and foremost to the cause of frustration. Therefore, it is done by addressing the response towards the disappointment's creator, which in the present case is the school.
- A response of indifference: the conflict theory describes a social arena in which individuals and groups compete and struggle to fulfill their particular desires while manifesting hostility and coercion. However, it is also seen as a chance for a positive change. Satisfied people do not strive for change, whereas dissatisfied people will have a defined course of action to change. Therefore, their involvement may be critical.

According to Alinsunurin (2020), The starting point is that parents want to know what is happening to their children at school. They want to be "involved" in some way. When parents transmit this to school, one of two processes can occur:

A) Dedicating openness and respect for the parents: The school should show respect and consideration for the parents and guide them on how to be involved. The school allows an open transition, leading to a state of "idyll in a relationship." The practical expression would be passive or active involvement.

B) Blockages and closures: The school blocks the parents and does not meet their expectations. The frustrated parents will express their involvement using two typical ways of frustration: indifference - lack of involvement, or aggression - "negative" involvement. When on the one hand, the parent wants to know what is going on in the school and wants to influence, and on the other hand, the School Leadership and teachers want to maintain the school autonomy, then a conflict starts. Based on the theory of identification and comments, when a parent wants to be involved in some way in the school work, s/he "transmits" it to the school.

Based on the theory of conflict and adjustment, for this involvement to be realized, the school needs to be open and respect the parents, meaning parents need to feel that the school respects them and guides them on how to be involved. In such a situation, parents think that the school allows for openness and beneficial interactions. Therefore, the practical expression of the parents' response will be passive or active involvement. On the other hand, if the parent's desire does not receive openness and respect, school is perceived as blocking and inhibiting. Thus, according to this theory, the parent's response can be aggressive or apathetic (Fisher & Friedman, 2002).

As noted above, parental involvement usually increases as parents feel that the school trusts them and identifies with the school values. However, in reality, the parental involvement procedure encounters difficulties. At times, this involvement impairs teachers' sense of well-being and affects their confidence in fulfilling their professional

responsibilities. Accordingly, parents can be perceived as a problematic factor that limits the professional progress of the teachers. Besides, it has been found that the assumption that increased parental involvement serves the school is not necessarily correct (Addi-Raccah & Ainhoren, 2009). High involvement can lead to tensions and conflicts between the parents and teachers who feel threatened due to this involvement.

Simultaneously, the literature suggests that teachers value parental involvement as long as it conforms to their ideal, i.e., when family members cooperate with teachers according to their ways and needs (Ofarim, 2014). Moreover, teachers recognize only a small group of acceptable behaviors and do not recognize parental involvement other than what is good. Alongside this, a central axis by which parental involvement is examined is the location of this involvement: parental involvement in school versus parental involvement that takes place at home. Involvement within the students' families has been found to have the most significant impact on student's achievement. However, parental involvement at home is defined and examined according to two categories:

A) The involvement that supports child's learning

B) Abstract" involvement involves outlining expectations and aspirations for the children and linking their school learning with their future. It has been found that abstract involvement has the most significant impact on student's achievement (Ofarim, 2014).

The dominance of parental involvement is characterized divided into two types, proactive participation and active participation (Olmstead, 2013). Proactive involvement is reflected in providing help for doing homework, monitoring what is going on at school, and keeping up-to-date on their children's progress. In contrast, active involvement is reflected in participation in activities within the school, such as parent meetings, family activities, volunteering, and more. According to Olmstead's (2013) study, both parents and teachers reported that multiple proactive involvements encourage students' achievement and improve their behaviors.

The effectiveness of these two types of involvement is influenced by factors that increase optimal parental involvement and fix parents' relationship with the school, such as parents' level of education, parents' personal, social and economic characteristics, the students, and the organizational structure of the school (Haisraeli & Fogiel-Bijaoui, 2021). Although parental involvement has a significant impact on various aspects, it is essential to consider the socio-cultural aspect. Parents from different backgrounds want their children to succeed and see education as a critical value and a primary means of social leadership (Addi-Raccah, Amar & Ashwal, 2018). So, they expect high successes in their children's

academic field and even encourage their children to strive in this direction (Đurišić & Bunijevac, 2017).

Families coming from low socioeconomic status and families belonging to ethnic minority groups often tend to be involved in the children's education at home, as do parents from dominant groups. But at the same time, at the school, the former families tend to be less involved than parents from dominant groups (Shechtman and Bushrian, 2015). The less familiar the family is with the language and what happens at school, the more the child's support is limited with encouraging him/her at home in different ways and fewer parents' coming to school (Auerbach, 2012).

Sometimes, there is a cultural gap between the school and the family; the gap is created because the school operates according to the dominant hegemonic culture, i.e., it does not always open its door to parents who do not belong to this group (Addi-Racah & Israelashvili, 2020). When there is a significant gap between school culture and family, the school does not relate to parents as a relevant resource for their children's success, and on the other hand, parents do not bother to demand their rights either know how to deal with the school. As Đurišić & Bunijevac (2017) argues, such situations can lead to a sort of misunderstanding between the two systems, to conflicting expectations towards children, and hence, to a reduction in the students' capacity utilization.

Additional challenges parents from vulnerable groups might face parents' unfamiliarity with the curriculum, educational limitations, or parental language. These challenges make it difficult for parents to help their children in the home's learning processes (Ofarim, 2014). At the same time, it is essential to note that, sometimes, parents' lack of involvement, coming from minorities at school, does not relate to a particular difficulty but rather stems from the basic perception. Those parents see teachers as a professional schema and that their intervention in their children's learning processes is unnecessary (Haddad-Haj Yahya, Saif & Kleiner, 2021).

Along with the challenges above, the school has an essential role in integrating parents with low socioeconomic status and recruiting them for school processes (Shechtman & Bushrian, 2015). Nowadays, programs promote parental involvement among groups of this class that contribute to improving student achievement. Those programs focused on imparting practical skills and tools to assist in various and varied study subjects (Ofarim, 2014). Besides, it is essential to emphasize that the school staff does not openly see parental involvement as it is performed at home. Yet, the educational team's intervention is necessary to optimize the parental involvement's functioning for the children's benefit. Thus, the school must be proactive and active in involving parents, especially in societies with minority groups (Altshuler-

Ezrahi & Paran-Rotem, 2018). This principle is becoming increasingly significant in Israel as well.

Parental involvement in the Israeli education system

Over the past decade, Israel's education system reflects sectoral diversity that has far-reaching social and political implications. 75% of the student's study in Jewish education whereas 25% study in Arab education (Haddad-Haj Yahya & Verodnitzky, 2018). Within each sector, there are additional distinctions. The Arab sector accepts Christian, Muslim, Druze, and Bedouin children. There is a distinction on a religious basis; 55% of Jewish student's study in the governmental sector, 18% in the governmental-religious industry, and 27% in the ultra-Orthodox education on its derivatives (Altshuler-Ezrahi & Paran-Rotem, 2018). Besides, there are differences in parental involvement by sector. In the governmental stream, the level of participation is higher than that in the governmental-religious, ultra-Orthodox, and Arab streams. The differences do not exist only in the degree of involvement but also in how the parents choose to be involved (Friedman, 2010).

Until the 1970s, the Israeli education system was characterized by excellent centralization. Schools were administered according to the bureaucratic model with marginal parental involvement (Nasser-Abu al-Hija & Israelashvili, 2021). The beginning of the 1970s witnessed a slow process of decentralization and transfer of autonomy to schools. As a result, parents began to demand to influence the course of school management. Budget cuts have resulted in a great deal of parental involvement that has funded some school activities. However, the decentralization process remained at the practical level and was not enacted in law (Addi-Racah & Ainhoren, 2009). Relating to the Arab society in Israel, the research literature that discusses parental involvement in this society shows that parents attach great importance to education, yet their involvement occurs mainly at home; they are less involved in school than parents from the Jewish governmental sector (Fischer, 2010). Moreover, as Abu Asaba (2007) argues, the family arena in Arab society is mobilized to engage in issues of education, yet not to promote the common good, rather the benefits of a particular parent's child (Abu Asaba, 2007). It is important to note that the education system in the Arab society in Israel has traditionally tended not to encourage parental involvement, which explains why the level of parental involvement from the Arab community in the education system is low.

In light of the above, it can be said that it is the educational staff's responsibility, the administration, and every other factor in the school to act to increase the parents' involvement at school. As various researchers claim (Ho, Hung & Chen, 2013), those factors need to find ways to involve parents in what is going on at school while taking into account the students' needs, the parents' characteristics, and

achievement of the school educational goals. Besides, Shechtman and Bushrian (2015) claim, that for developing an optimal interaction between the school and the parents, it is the school's responsibility to appoint someone professional to help teachers and parents create this involvement. This role is even more critical in a conflict that arises between parents and teachers (Shechtman & Bushrian, 2015).

Technological interaction channels in parental-teacher involvement

At the heart of parental involvement, there is a need to create a mutual communication system between parents and teachers. It is a bilateral communication that aims at: building a relationship based on trust, conveying information about the curriculum and its goals, providing information about problems at home, having a discussion, exchanging opinions, making teachers accessible to parents' questions, and updating concerning students' learning status (Willis & Exley, 2018; Ho, Hung & Chen, 2013). There is a close relationship between the frequency and depth of communication and the optimal parental involvement.

In recent years, there has been a tremendous technological development, which led to the development of new digital communication channels between parents and various school factors (Olmstead, 2013). This issue reduced the face-to-face encounter between these discourse circles. Simultaneously, technologies are being assimilated in the educational institutions, using one of the following two models: 'islands of innovation' or 'comprehensive innovation'. According to the 'Islands of Innovation' model, technological assimilation is focused on a content area or a defined task that encompasses only a part of the educational organization that does not usually lead to a fundamental change in the organizational culture. 'Comprehensive innovation' is characterized by the organizational change that requires daily use of new technology within and outside the organization itself and brings innovative perceptions of all that this implies (Kurtz, 2014). Therefore, new communication technologies outside the school walls create opportunities for interaction between parents and teachers mainly because these channels increase the accessibility and partnership between parents and teachers (Shechtman & Bushrian, 2015). Nowadays, this communication takes place in various ways: institutional systems for pedagogical management (such as feedback, school, and intelligent school), e-mail and communication channels via mobile phones such as instant messages and WhatsApp and Facebook messages. Institutional systems for pedagogical and administrative management such as the Mashuv, Manbasnet, and Smart School are another new communication channel (Olmstead, 2013). Implementing an online system for pedagogical management in educational institutions opens a window for examining electronic parental involvement. Through these systems, it is possible to receive daily reports on what is happening at school and reports on grades and

academic achievements. The systems enable internal organizational communication between the staff members and communication with students and their parents.

The frequency of digital interaction has a significant effect on parental involvement. The informal dialogue reduces interpersonal tensions and encourages a positive attitude and parents' participation at school (Kosaretskii & Chernyshova, 2013). Simultaneously, a low frequency of digital interaction reduces the digital communication with parents and may reduce their involvement. The interaction frequency level depends on various factors, but at its core stands the issue of digital gaps. In this context, we should refer to the fact that there are "digital gaps" in Israel (Kurtz, 2014). A first-order digital gap is a difference between the groups' abilities in the community to use information and communication technologies such as the Internet and smartphones. The gaps express a second-order digital gap in using computer skills among groups that can use these technicians concluded that using new technology channels at school requires checking the accessibility of these channels to parents and the extent to which parents use computers and smartphones. According to Shechtman and Busharian (2015), special attention is needed to make an informed decision that considers the level of technology use. To prevent such a situation, where some parents remain disconnected from this relationship with teachers (Shechtman and Busharian, 2015). This interaction has clear advantages such as saving on face-to-face meetings that disrupt the agenda of working parents and further burden the teachers' work. Simultaneously, communication through digital channels at convenient times straight from home allows for immediate and convenient interaction and communication at no cost, both for teachers and parents (Kosaretskii & Chernyshova, 2013).

Most of this interaction is characterized by delivering school announcements, updates, regular announcements, meeting summaries, presenting plans for the coming week or month, and specific special events requests. New communication channels usually serve teachers as a means of transmitting information to all parents. However, when a particular problem arises concerning a specific student, such as a discipline problem, not preparing homework, and so on, a personal message is sent to the parent, and a traditional channel such as a telephone or face-to-face meeting is added to the new discourse channel. As a rule, the conversion of the new discourse channel into traditional discourse channels occurs when the topic of the discourse is defined as problematic, urgent, and requires further treatment (Shechtman & Bushrian, 2015).

Alongside these essential roles of interaction, there exist disadvantages (Kurtz, 2014). Digital communication loses effectiveness when there is a negative behavioral change of parents and when the issues at stake are

complex. In these situations, face-to-face communication is more effective (Kosaretskii & Chernyshova, 2013). Besides, the accessibility offered by this communication may increase the mental load on the teacher that requires him to respond to a large number of messages. Another implication of digital media accessibility is blurring the boundary between home space and private space (Shechtman & Bushrian, 2015).

In Israel, parents emphasized that the School Leadership 's involvement, who supports the use of new technologies, encourages a significant proportion of them to join the teacher's attempts to create this type of interaction (Kurtz, 2014). Therefore, it is essential to meet expectations and define the goals of using technology. Schools should lead the initiative and encourage parents to use this technology, increasing their school life involvement. It is important to note that this issue leads us to the fact that there are digital gaps in Israel (Shechtman & Bushrian, 2015). A first-order digital gap is a difference between groups' abilities in a community to use information and communication technologies such as the Internet and smartphones. A second-order digital gap is a difference that exists in using computer skills among groups that can use technologies. As a result, Kosaretskii and Chernyshova (2013) argue that families from low socioeconomic status generally prefer to conduct face-to-face meetings over digital communication.

In conclusion, it can be said that the use of new technology channels at schools requires checking the level of accessibility of these means to parents and the extent to which parents use computers and smartphones. Special attention is needed in making an informed decision that considers the level of technology used to avoid a situation where some parents remain disconnected from teachers. To achieve optimal communication, the need for teachers' professional specialization in the field of ICT is emphasized to overcome the obstacles that still exist due to the lack of ICT skills. To improve this trend, School Leadership s need to invest time and resources in creating workshops that will enhance ICT skills among teachers and parents altogether to enable optimal interaction between school and home.

Methodology

The research employed quantitative analysis. The research employs new, innovative technology and the collection of statistical method with regards to parent-teacher interactions.

Research question

Through authoritative parenting, how does digital interaction show up in the school?

The hypotheses of the research

1. Digital development contributes to the formation of more efficient and inviting communication between parents and teachers.
2. Communication through digital channels significantly reduces contact through traditional means of interaction in parent-teacher interaction.
3. Satisfaction with involvement through digital interaction is not the same among teachers and parents.
4. Issues related to school activity or behavior and discipline issues are more common in teachers' communication with parents. In contrast, topics related to classroom activities and student's assignments are more common in parental contact with teachers.

Findings

Table 1 - Socio-demographic characteristics - teachers

Variable	Measurement values	%	N
Gender	Female	53	52
	Male	47	46
Education	M.A	63	62
	B.A	37	36
Age	Over 35	42	41
	Till 35	58	57

Table 1 shows the demographic characteristics of the teachers' populations. Here are the research's main findings: More men (53%) than women participated in the study, the ages of the participants are 58% under the age of 35 and 42% over 35.

Table 2 - Socio-Demographic Characteristics – Parents

Variable	Measurement values	%	N
Age	Till 35	67.3	32
	Over 35	32.6	29
Gender	Female	62.3	38
	Male	37.7	23
Education	M.A	19.6	12
	B. A	22.9	14

	Has matriculation certificate	39.3	24
	no matriculation certificate	18.2	11

Table 2 shows the demographic characteristics of the parents' populations. Here are the research's main findings: More women (62.3%) than men (37.7%) participated in the study, the ages of the participants are 67.3% under the age of 35 and 32.6% over 35. Besides, most of the participants are highly educated (81.8%).

Figure 1 - Interaction efficiencies

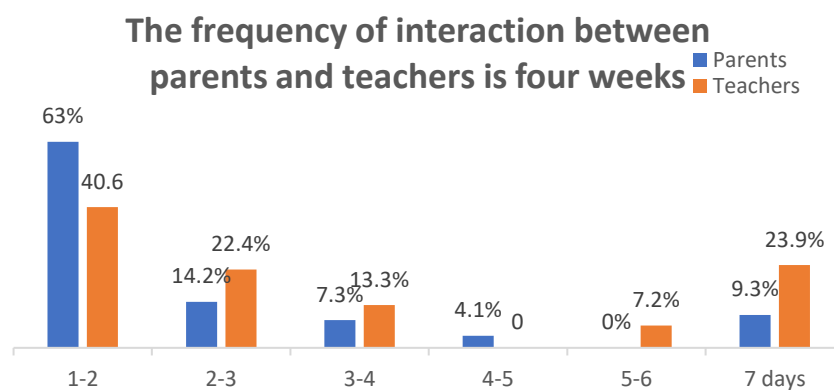


Figure 1 shows the views of teachers and parents towards digital interaction concerning its impact on their involvement. Both parents (63%) and teachers (40.6%) reported that this interaction positively affected optimal communication.

Figure 2 - Frequency of interaction

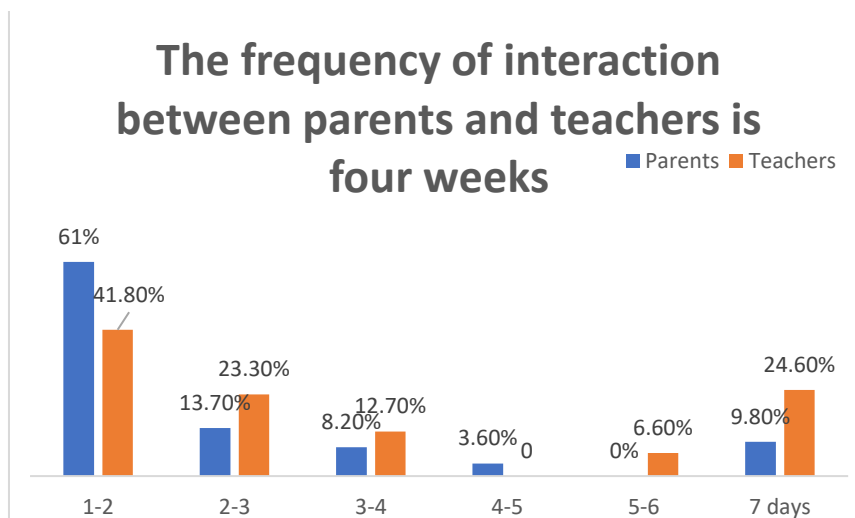


Figure 2 shows the frequency with which teachers and parents interact during the week. According to the data, both teachers (41.80%) and parents (61%) usually maintain contact once or twice a week. Besides, teachers reported that the relationship continued daily (24.60%).

Figure 3 - Digital channels

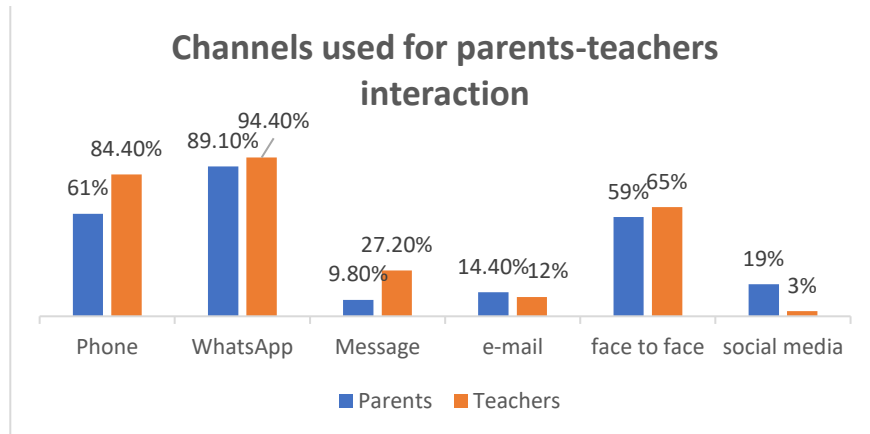


Figure 3 shows the channels used by teachers and parents to interact with each other. As shown, teachers (94.40%) and parents (89.10%) prefer to communicate via WhatsApp messages. On the other hand, the least preferred means for teachers is communication via social media (3%), but it is communication via regular messages (9.8%) for parents.

Figure 4 - Satisfaction

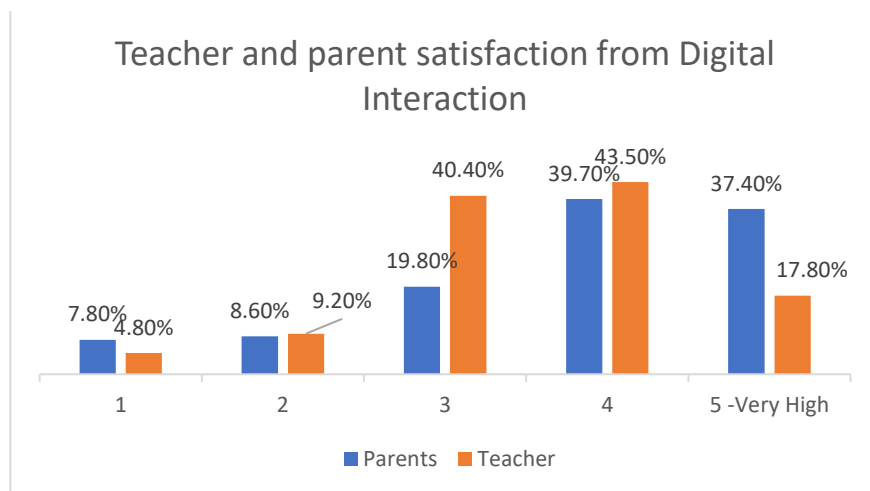


Figure 4 shows the satisfaction of teachers and parents from interacting using digital tools. It can be seen that parental satisfaction of this type of interaction is higher than teacher satisfaction. Over 39.7% of the parents reported that they were delighted and extremely satisfied, while about

43.5% of the teachers reported that their satisfaction ranges between moderate and very high.

Figure 5 - Parental interaction

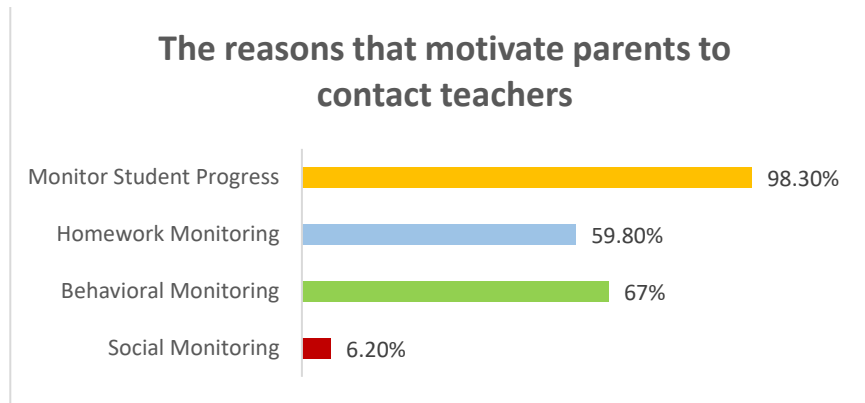


Figure 5 shows the reasons that cause parents to interact with their children's teachers. The figure showed that parents make contact for various reasons, but monitoring their child's academic progress (98.30%) has the highest value of all senses.

Figure 6 - Interaction among teachers

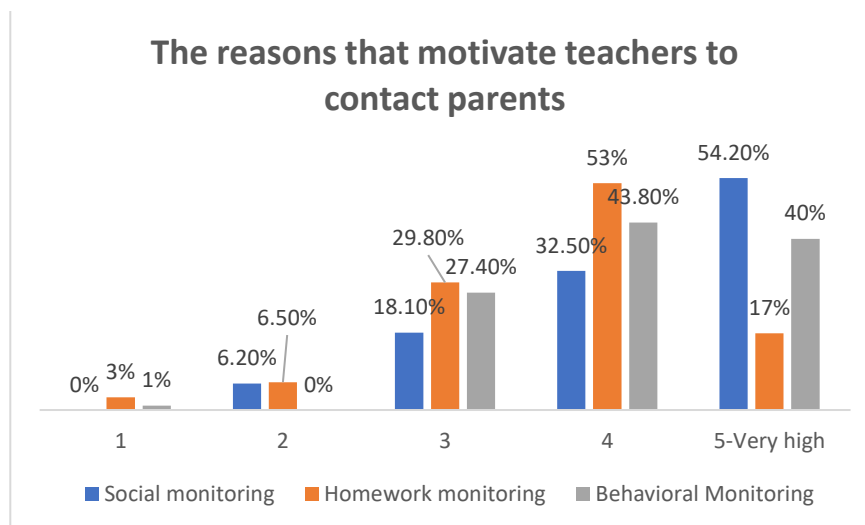


Figure 6 shows the reasons that cause teachers to interact with their student's parents. It stood out that teachers make contact for various reasons, and each teacher uses this stage to report different things from other teachers.

Discussion

At this time, research has focused on the relationship between teachers and parents and their mutual perceptions and attitudes towards patterns of interaction, communication, and resources each uses to deal with the other. Based on the findings found in the quantitative analysis above, parental involvement and interaction can be obtained via digital channels. As a result, four hypotheses served as the basis for the current study. According to the various hypotheses, the following research findings can be mentioned:

Teachers and parents who examine the impact of interaction in the digital space found that it's perceived as dominating and creates a distance between teachers and parents in terms of involvement (Fig.1). The data reinforces the first hypothesis, which claims that the widespread use of digital tools contributes to parents and teachers becoming more efficient and accommodating in their communication (Đurišić & Bunijevac, 2017). This means that the relationship remains consistent and that both groups keep in touch with each other (Fig. 2). This new study underlines the importance of understanding the impact of frequent digital interaction on the quality of parental involvement. Informal dialogue can help decrease interpersonal tensions and encourages parents to have a positive attitude and become more involved in their children's education. A low frequency allows for easier digital communication with parents, reducing their involvement.

The second hypothesis claimed that digital channels reduced contact between parents and teachers via traditional means of interaction. Many studies agree that when the topic of discourse is defined as problematic, urgent, and requires further treatment, a new discourse channel is usually converted to conventional channels (Shechtman & Chubushrian, 2015; Povey et al., 2016). The other half of parents and teachers used both face-to-face meetings, phone calls, and email to reach out to the other group (Fig. 3).

It can be assumed that the above finding is due to the existence of a digital gap, which shows that individuals in different groups can vary in their skills and capabilities when using this technology (Willis & Exley, 2018 Kosaretskii & Chernyshova, 2013). Teachers who are not knowledgeable about using digital communication channels may avoid using them or use them infrequently. Using Kurtz (2014), both teachers and parents are proud of interacting with technology, yet the teachers' level of satisfaction is greater (Fig. 4). This finding further supports the third hypothesis, which holds that parents and teachers have different levels of satisfaction with digital interaction. Teachers place a high value on family involvement, as long as family members follow the teacher's guidelines and instructions. In addition, teachers only acknowledge a small number of acceptable behaviors and do not see parental involvement beyond those activities that are appropriate (ofarim, 2014).

An additional factor is that many parents use many digital environments in their daily lives, while teachers prefer fewer (Stormshak et al., 2019). This communications' accessibility may increase the teacher's mental load, which will increase the number of messages they have to respond to and could lead to blurred lines between the teacher's private space and the students' private space (Shechtman & Chubushrian, 2015). Some parents create digital communication in order to monitor their children's daily functioning. It is also used for communicating in all three areas of learning: academic, behavioral, and social (Fig. 6). School-related topics and behavior and discipline issues are frequently discussed in parent-teacher communication. Parental contact with teachers has a greater emphasis on classroom activities and assignments (Olmstead, 2013).

To a large extent, the findings about the importance of connecting teachers and parents are confirmed by this claim. The current study, however, is more concerned with the school, and thus does not investigate the amount of involvement parents have in their child's education at home. When parents can invest in and influence their children at home and devote involvement with digital interaction with teachers to academic follow-up, they don't feel the need to intervene extensively in the social and behavioral spheres (Đurišić & Bunijevac, 2017). Teachers attach great importance to their impact on student well-being, cognitive development, and academic achievement alongside their participation in the school's life (Olmstead, 2013).

Summary

At the heart of parental involvement is the importance of mutual communication between parents, teachers and School Leadership. Bilateral transmission aims to create a relationship based on trust, transmit information about the curriculum and its goals, provide information about problems at home, discuss, exchange opinions, make teachers accessible to parents' questions, and update partners about students' learning status. There is a close relationship between the frequency and depth of communication and parents' optimal involvement. The development and accessibility of the digital world into people's hands have opened the doors to parent-teacher involvement to breakthroughs in various perceptions. Besides, they allowed the interaction to become accessible, meaningful, and impactful on the learner's world.

This study focused on the interaction between parents, teachers and School Leadership through digital channels. The study examines the characteristics of teacher-parent- School Leadership behavior in this interaction and identifies patterns of behavior among teachers and parents on these platforms. It has become clear that the relationship

between parents and teachers is manifested on an ongoing and continuous basis. Both groups take advantage of this technological stage to overcome time and place constraints, create constant communication, promote active parental involvement, and contribute to an atmosphere of a partnership between both groups. But besides, the current research population still manages this involvement in the traditional ways as well. There is a need to maintain a combination of digital innovation and conventional means of communication. This study provided evidence to discuss the research literature on parent-teacher relationships conducted by digital means. The research shows that both groups trust the digital space and that this space serves an optimal involvement and that satisfaction is quite clear between both groups.

In conclusion, it is essential to note that the frenetic era of technological developments and the multidimensional and complex process of socialization that develops in the relationship between teachers, students, parents, and school leadership under the auspices of technology, is in its initial stage of development and its optimal realization depends on human partners and not technology. We need to think of ways through which technology and media can be best integrated to enhance learning and social interactions. Schools are in a position to play a crucial role in these times of change. They can assist parents in navigating the use of technology and media to strengthen the learning continuum between school and home. Another option for further research would be to conduct a more extensive study to examine the effects digital tools had on classroom communication over an extended period. Digital communication is on the rise in many classrooms. With further and more in-depth research, teachers would be able to gather valuable information to help in making communication tools better and more useful for teachers and parents. Further research could also be conducted in the upper elementary classrooms and high school classrooms to see which digital tool is the most effective in reaching out to the parents of students at various age levels. Digital tools can continue to strengthen the teacher-parent relationship, facilitating individual and group communication between school and home as long as its users are knowledgeable of how to maximize the tool's benefits.

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