

THE REALITY OF THE PARTNERSHIPS BETWEEN THE FAMILY AND THE SCHOOL IN THE NORTHERN GHORE DIRECTORATE AND THE MOST IMPORTANT MECHANISMS PROPOSED FOR DEVELOPMENT FROM PRINCIPALS' POINT OF VIEW

Shawqi Ahmad Almajdalawi
Ministry of Education - Jordan

Noha Mousa Atoum
Ministry of Education – Jordan
Jordan, Jerash post office (Al Muntazah). Postal code (26110)

ABSTRACT: *The study aimed to know the reality of the partnerships between the family and the school in the Directorate of the northern Ghore , and the obstacles that prevent its effectiveness, and to present the most important mechanisms proposed for its development, from the point of view of the principals, the sample was randomly selected and made up of (58) directors, and used the study The descriptive analytical approach through the resolution which included (40) paragraph divided in three axes, and the study showed that the reality of the partnerships between the family and the school in the Directorate of the northern Ghore came to a moderate degree, because there are many obstacles that limit its effectiveness's , most notably: poor role In emphasizing the importance of the partnership between the school and the family, and the weak training programs needed to deal with the family, the results of the study indicated that the most important mechanisms proposed for the development of the partnership between the family and the school: providing the family with periodic reports about their children's school levels, activating the communication Between the family and the school through meetings and contacts, and creating an administrative function at the school centered on the activation of partnership and coordination with the family.*

KEYWORDS: partnership, Family, School, Directorate, North Ghore.

INTRODUCTION

Family participation is one of the things on which the success of the school depends. The family has the responsibility to educate and educate the generations. In contrast, it is the duty of the school to provide all that it can to ensure its success. for students, family participation is one of the most important factors that increase the academic motivation of learners, to the learner's sense of direct and indirect support from the family, which is the support of his family to the school to develop school education. The cooperation between the family and the school was almost non-existent. However, with the development of life and the change in the concept of education and the development of educational systems, it became necessary to integrate the family and the school as the two most important educational institutions in society. it must be documented that they relate to the family brought up by the students, and of them set off for life and have gained their knowledge and experience of them, Vetted link between the family

and the school makes the school an influential and effective tool in guiding children and Talheim (owners, 2011).

The strengthening of the relationship between the family and the school requires defining the objectives of the partnership, which requires the support of the school and its staff, so that they are aware of the matters of interest to the parents with regard to the education and education of their children through the interrelated spheres of influence between the family and the school Epstein , 2011) " Swick The students 'performance and behavior are influenced by the interactions within. The family, the school, the neighborhood and the local community to which they belong. Therefore, students' understanding, development, achievement, and behavior require a deep understanding of all systems in their lives. And behavior for students. Al-Habashi (2 009) emphasizes that community participation is an urgent necessity for all sectors, institutions and social sectors. However, they are required primarily by parents because they are the real stakeholders in education and are directly related to them. Hence, their role is the most prominent and influential.

There are many styles and methods through which the partnership between the school and the family can be achieved, such as homework help, which requires interaction between the student and his family, and enhancing the role of the family in supervision and follow-up to support the learning process, continuous communication between the school and the family, School activities, through parents' and teachers' councils, and meetings, as well as parents' participation in school reform efforts, leading change for the better and participating in the development of improvement and development plans (Zaki, 2010).

The importance of the partnership between the school and the family in support of education and education by identifying the content of what it teaches at the school, and develop appropriate educational materials for students, especially with regard to curricula related to the local environment, and deliver content to students through methods of teaching appropriate to the capacities and patterns of teachers and students, and the involvement of parents In teaching as teacher assistants, and in training and upgrading teachers by assessing teacher training needs and parents' involvement in professional development programs, and monitoring and evaluating school quality by opening school to parents, such as classroom observation, open days, A school (Al - Khatib, 2006).

There are several areas where parents can participate in the programs and activities of the school by participating in parents 'and teachers' councils. This is an area for parents to know about the problems facing the school. In addition, there is an opportunity to familiarize them with the role of the school and what they offer their children, Parents can also be allowed to participate in the school radio to give morning speeches on occasions with an educational purpose. Parents can also be consulted if necessary, parents participate in the annual plans for school activities, and support is provided. Library and open the doors of the children of society (Ajami, 2007).

This type of participation is important in integrating parents into the learning process through participation in the decision-making process, the development of educational goals, and thus the ability to supervise the results, strengthen the opportunities for education at home, Participation in the school work plan, and the provision of constructive proposals; which

contribute to the integration of the relationship between the family and the school, and make joint efforts geared towards improving student learning (Nasr, 2008).

All groups of the society agree that the participation of parents plays an important role not only in developing and increasing the levels of academic achievement of students, but also in the development of school policies and strategies, as well as applying the principles of democracy in the management of the educational process. Scholastic participation in the educational process (Hussein, 2007).

Study problem

The partnership between the family and the school is one of the most important educational developments that the international educational system takes into consideration when preparing educational plans. Because comprehensive education necessarily requires more cooperation and partnership between the school and the family, as an attempt to improve the level of communication, coordination and interaction, To promote the exchange of educational experiences, activate the utilization of the human and material resources owned by the school, and identify the needs of the community and contribute effectively to solve the problems facing it.

The positive relationship between the school and the family is a decisive factor in raising the level of achievement of scientific students and improving the educational and educational environment. This common effect also achieves the true harmony between what the student learns in the school environment and what he learns in the family. And at the same time building a close relationship between the school and the family, which is one of the institutions of the community and can be an input to the school reform that we aspire to (Jawhar, 2010). Based on the importance of the partnership between the family and the school, this study is aimed at shedding light on the reality of partnership between the family and the school in the Directorate of Education for the Northern Jordan Valley, and presenting some suggestions to activate and develop this relationship.

Study Questions

1. What is the reality of the partnership between the family and the school in the northern Jordan Valley?
2. What are the obstacles that prevent the effectiveness of the partnership between the family and the school in the northern Jordan Valley?
3. What are the most important mechanisms proposed to develop the partnership between the family and the school in the Northern Jordan Valley?

Objectives of the study

The objectives of the study are:

- To recognize the reality of the partnership between the family and the schooling the northern Jordan Valley.

- Monitoring the obstacles that prevent the effectiveness of the partnership between the family and the school in the Directorate of the northern Jordan Valley.
- Identify the most important mechanisms proposed for the development of partnerships between the family and the school in the Directorate of the northern Jordan Valley.

The importance of studying

The importance of the study is determined as follows:

- The importance of the subject, which highlights the reality of partnerships between the family and the school, which represents the most important ways to achieve the objectives of the educational process.
- The need to know the most important obstacles that prevent the effectiveness of family and school partnership processes, which may help all parties in the educational process and decision makers to raise the efficiency of partnership between the family and the school through uncovering the most important mechanisms to increase the positive interaction between the school and parents.

Definition of terms

Partnership between the family and the school: Programs, activities and events implemented between the school and the family for the purpose of developing the educational process (Ajami, 2007).

And procedurally : Is the degree obtained through the responses of members of the study sample on the tool that was developed, the reality of the partnership between the family and the school in the northern Jordan Valley, and the mechanisms proposed for their development from the point of view of school principals.

The limits of the study

- **Objectivity border:** Focused on knowledge of the reality of the partnership between the family and the school in the Directorate of the northern Jordan Valley, obstacles to the activation of the partnership, and the most important mechanisms proposed for development.
- **Human borders:** Directors of public schools in the northern Jordan Valley Directorate.
- **Spatial boundaries:** The study covered all public schools in the northern Jordan Valley.
- **Time limits:** The study tool was applied in these schools in the first semester of the academic year 2018/2019.
- **Tool Limit:** The generalization of the results of this study is limited to the nature of its instruments and their statistical characteristics, and the procedures of application.

Previous studies

In light of the studies related to the nature of partnerships between the family and the school and the most important mechanisms proposed for their development from the point of view of school principals, through research in scientific abstracts, theoretical literature, and university letters, there are Arab and foreign studies on this subject. For some related studies:

Ahando (2018) study aimed to identify the reality of the processes of partnership school and the family home in Côte d'Ivoire, and the obstacles to its effectiveness, and proposed to develop mechanisms, and the study sample consisted of (110) manager, was used questionnaire as a tool for data collection consisted of (40) The results of the study showed that the reality of the partnerships between the school and the family in Côte d'Ivoire is still subject to the traditional patterns of the existence of many obstacles to their effectiveness. The results of the study showed that the most important mechanisms proposed for the development of the partnership: And teachers p The development of partnership between the family and school methods, and continuous communication between them through the meetings and telephone calls, and to provide adequate family and periodic reports on their children school levels, and activating the role of the media in raising awareness of the importance of family partnership with the school.

Al-Amri, Halisa and Hamouri (2017) conducted a study aimed at detecting the effectiveness of the use of electronic communication site in communication between the school staff and parents. The study sample consisted of 143 teachers and parents. The questionnaire was used as a data collection tool. the level of both the school staff estimates and parents to the effectiveness of the use of site just connect the electronic communication between them were medium, and there is no statistically significant differences on the effectiveness of the use of electronic communication in the communication between them and the parents of students due to the variables of the job, and educational level site, as there is no Galleries statistically significant among parents estimates and between the school Elkader on the effectiveness of the use of a website in the communication between them attributed to the educational qualification variable.

Morocco conducted a study aimed at diagnosing the reality of the partnership of parents with the public schools in Jerusalem and identifying ways to develop them. The study sample consisted of (2181) principals and teachers , and the questionnaire was used as a data collection tool which included (56) The results of the study showed that the total degree of parental partnership with the school was high. There are also statistically significant differences in the average degree of parental partnership with the school due to gender variables, school location, years of experience and degree. Public schools in Jerusalem were enumerated according to growth Global specialized partnership of parents with the school in six aspects; relate to parenting, communication, volunteering, learning at home, decision - making and cooperation has with the local community.

Conducted Hldan et al. (2011) study aimed to identify the reality of communication between the school and local community institutions, and the study sample consisted of (299) as director and teacher, was prepared a questionnaire as a tool for data collection included 46 items distributed on four areas: family, media, The results of the study showed that the reality of cooperation between the school and the community came at a moderate rate and needed to be strengthened. There are statistically significant differences between the average responses of the sample due to the gender variable in the first, third, fourth, There is no fur Statistically significant between the mean sample responses due to the variable function, academic qualification, region education, and years of service.

Al-Yaqoub (2010) examined the goal of determining the objectives of cooperation with the school and its associated obligations towards children, determining the importance of parents' councils and their relationship with the school, identifying the difficulties faced by parents in the educational process in the school, The sample of the study consisted of (332) parents . The questionnaire was used as a data collection tool. The results of the study showed that the study sample was dissatisfied with the method used on the relationship between the home and the school. Their children.

Study of (Wright , 2010) aimed to identify the role of technology in enhancing communication between the school and the family, and the results of the study showed the effectiveness of communication between the school and the family to its positive effect is clear on the strengthening of cooperation and interaction between them . The study also emphasized the many benefits of the use of modern technology including: expanding dairy communication , And reduce the gap between the family and the school, as the use of modern means of communication technology in the process of communication, help parents to follow all the course of the educational process.

A study of (Boadua , & Adjei) aimed at identifying the extent of involvement of parents and the local community in the school administration and its impact on the effectiveness of teachers and improving the performance of students. The study sample consisted of (2700) teachers, parents and students. The questionnaire was used as a data collection tool, The results of the study show that there is considerable support among the sample members because the school plan focuses on the organized interaction between the community and the school and the involvement of the local community. Teachers encourage the participation of the local community and the parents in the school administration because this will help them. the Open Improve their efficiency and increase their sense of trust.

Study of (Hill & Tayson , 2009) aimed to identify the knowledge of any aspectof a partnership of parents with the most influential school discipline students ' behavior and academic achievement, and their performance in school and life . The results of the study showed that parental care has seen That positive school performance for students, and parents partnership in the side Which reflects the social and academic development of students, has had a stronger positive relationship with the academic achievement of students.

A study of (Rogers & Wright , 2006), aimed at clarifying the role of technology in communication between parents and middle school, and revealing the views of both teachers and parents about the use of modern means of communication, landline, mobile, internet and school website in the process of enhancing communication between school, family and society. the study of 420 individuals and a teacher of the guardian, have been using the questionnaire and groups focused both teachers and parents . the results of the study showed the importance of communication between the school and the family to its positive effect is clear on the strengthening of cooperation and interaction between them. the study also confirmed the Many of the benefits of the use of modern Technology that the most important expansion of the circle of communication and reduce the gap between the school and the family as the use of modern meansof communication technology in the process of communication helps parents to follow all the course of the educational process.

He conducted (Obrien, 2004), a study aimed at identifying the skills of principals, teachers and parents to involve parents in the practical process of making school decisions in the areas of planning, the relationship with the local community and the achievement of students. The study sample consisted of 11 schools. The questionnaire was used as a data collection tool. The results of the study showed that the actual participation in the decision-making of the school was medium, and the parents and teachers estimated the degree of participation desired higher than the degree of actual participation.

Study Approach

The analytical descriptive approach was used to describe the phenomenon of the study, analyze its data, and describe the relationships among its components, the views expressed about it, the processes involved, and the implications it presents.

The study community and appointed

The study population is composed of all the principals and principals of the schools of the Directorate of Education of the Northern Jordan Valley, which are (64) directors and directors, during the first semester of the academic year 2018/2019, according to the statistics of the Directorate. The study sample consisted of (58) managers and managers who were chosen randomly, and they constitute (90.6%) of the study population.

Study tool

After studying the theoretical literature and previous studies on the subject of the study as a study (Ahando, 2018), (Morocco, 2015), (Yacoub, 2010)). A questionnaire was developed as a study tool to identify the reality of the partnerships between the family and the school in the northern Jordan Valley Directorate and the most important mechanisms proposed for development from the point of view of school principals. The questionnaire consisted of (40) paragraphs, divided into three axes, as follows:

1. **The reality of partnerships between the family and the school:** It included thirteen paragraphs.
2. **The obstacles that prevent the effectiveness of the partnership between the family and the school:** It included thirteen paragraphs.
3. **Proposed mechanisms for the development of partnerships between the family and the school:** It included fourteen paragraphs.

The Likert scale was used as follows: (strongly agree, agree, neutral, disagree, disagree strongly) to answer those paragraphs. The validity and consistency of the study instrument was verified as follows:

Tool Validation:

To verify the validity of the study tool, the validity of the content was used by presenting it to 10 faculty members specialized in educational administration and assets to take their views on the content of the tool, the extent to which it meets the elements of the study, And the need to clarify the wording of the paragraphs, as well as the ability of the questioners to address the problem of the study in a way that achieves its objectives and any observations that it deems necessary. In light of the observations of the arbitrators it was found that the paragraphs were highly related, (93%). This percentage is suitable for the purposes of this study. Therefore, no

paragraph has been deleted. Some paragraphs have been redrafted, thus the number of paragraphs in the final questionnaire (40) .

Reliability of the tool:

To verify From the stability of the study instrument, stability coefficients were calculated In two ways: the first method of testing and retest, where it was applied to a sample survey from outside the sample of the study and the number of (20) managers and managers, and applied twice and a time interval between the first application and the second application of two weeks. Where stability coefficients of the domains ranged between (0.81 -0.83) , And the total correlation coefficient (0.85). In the second method, the Cronbach alpha method was used to identify the internal consistency of the paragraphs. The values of the stability coefficients ranged between 0.85 - 0.87 and 0.89 for the instrument as a whole. Valuable Acceptable for such a dermis. Table (1) shows the values of the stability coefficients of the domains in the regression method, and the Alpha-Cronbach method of internal consistency.

Table (1) The coefficients of the stability coefficients of the return and the internal consistency of each area of the questionnaire

number	the field	Number of paragraphs	Stability coefficients	
			Pearson	Cronbach Alpha
1	The reality of partnerships between the family and the school	13	0.83	0.86
2	The obstacles that prevent the effectiveness of the partnership between the family and the school	13	0.82	0.85
3	Proposed mechanisms for the development of partnerships between the family and the school	14	0.84	0.87
The tool as a whole		40 The tool as a whole	0.85	0.89

Correction Study tool:

The Likert scale was used (Likert) (5) grades, large (4) degrees, intermediate (3) degrees, and very few degrees, and very few degrees, to estimate the reality of the partnerships between Family and school in the Directorate of the northern Jordan Valley and the most important mechanisms proposed for development from the point of view of school principals. It's done use the following statistical staging of the distribution of arithmetical averages, according to the following equation:

The length of the class	=	Length of the period
	=	Number of categories
	=	(5-1) / 5
	=	0.80

The distribution of categories has therefore become as follows :

First: 1- Less From 1.80) Very low.

Second: (1.80 - less From 2.60) low.

Third: (2.60 - less than 3.40) average.

Fourth: (3.40 - less From 4.20) high.

Fifth: (4.20 - less than 5) is very high.

Study procedures

- Get a book facilitation Mission from the Northern Jordan Directorate.
- Determination The sample of the study, which represented all the principals and principals of the schools of the northern Jordan Valley Directorate during the first semester of the academic year 2018/2019.
- Building the tool of study and verification of the truth and stability.
- Distribute the study tool electronically on the sample of the study. 58 questionnaires were retrieved, and when they were reviewed, the data were complete.
- The proper statistical processing of the data was done using a program (SPSS).
- Discussion of results and put Recommendations.

Treatment Statistics:

- 1- The averages Calculus: Calculates the mean scores of the individuals in the questionnaire.
- 2- Standard Deviations: To determine the extent to which the estimates of the study subjects are dispersed in the areas and areas of the questionnaire.

View results and discuss them

The study reached the following results Display According to study questions, as follows:

Results related to the first question: "What is the reality of the partnership between the family and the school in the northern Jordan Valley?"

To answer this question, the arithmetical averages and standard deviations of the sample of the study sample were calculated on the reality of partnerships between the family And the school in the Directorate of the northern Jordan Valley, where they are as shown in Table (2)).

Table (2) Statistical averages and standard deviations of the sample of the study sample on the paragraphs of the reality of the partnership between the family and the school in the northern Jordan Valley Directorate, descending order

Rank	the number	Paragraphs	SMA *	standard deviation	Appreciation
1	2	The family tells the school about the problems their children face in searching for treatment	3.83	0.56	high
2	1	Student files provide sufficient data to contact their parents	3.81	0.51	high
3	3	The school announces its school programs using various means of internet access	3.74	0.51	high
4	4	The school family is provided with some financial and in-kind resources to be employed in school projects	3.67	0.57	high
5	7	The school is keen to involve parents in making school decisions related to their children	3.66	0.47	high
6	6	The school is keen on Hold meetings to make suggestions for parents' education development suggestions	3.62	0.52	high
7	5	The school urges families to help their children with homework	3.53	0.53	high
8	9	The school exchanges the opinion and advice with the family in educational and educational matters related to the collection of their children	3.02	0.80	Average
9	8	The school constantly communicates with the family to provide them with the results of their school children	2.74	0.57	Average
10	13	The school participates in training programs to activate the methods of partnership between the school and the family	2.45	0.62	Low
11	11	There is a committee of teachers in the school to follow up and develop partnerships with the family	2.33	0.60	Low
12	10	The school provides the family with the necessary instructions and instructions to help them create the conditions of the home to support their children's education	2.21	0.45	Low
13	12	The school establishes a unified policy between it and the family in terms of dealing with their children	2.12	0.53	Low
The reality of the partnerships between the family and the school in the Directorate of the northern Jordan Valley as a whole			3.13	0.21	Average

* Great class From (5)

Table (2) shows that paragraph (2) provides for "informing the family School with the problems their children have to find together on their treatment "was ranked first with an average of (3.83) And deviation (0.56). This is due to the school's belief in the importance of partnership and the prominent role of the family in addressing the problems of their academic children, (1), which read: "Students have enough data to contact their parents" at the second rank with an average of (3.81) And deviation (0.51) and a high estimate, due to the importance of opening continuous and easy communication channels In order to enhance the effectiveness of the partnership between the school and the family and the installation of educational skills, while paragraph (12), which stipulates that "the school draws a unified policy between them and the family in terms of dealing with their children") And deviation (0.53) and the IBE estimate This may be attributed to the school's weak belief in the role of the family in building its policies and plans. Parents 'concerns and lack of attendance at the school may be of the required time. The arithmetical average of the respondents' estimates reached the paragraphs of the partnership between the family and the school For the Northern ghore as a whole (3.13) And deviation Standard (0.21) , Appreciated Average .

The results of this study were agreed with the results of a study (Sheldon And others, 2011), while differed with the results of the study (Morocco, 2015), which confirmed that the degree of parental partnership with the school came to a high degree, and similar Results with study results (Boadua , & Adjei , 2009) Teachers have shown the importance of involving parents in school management, which will help them improve their competence and increase their sense of trust .

Results related to the second question: "What are the obstacles that prevent the effectiveness of partnership operations between the family And the school in the Northern Valley Directorate?"

In order to answer this question, the arithmetical averages and the standard deviations of the sample of the study sample were calculated on the obstacles that impede the effectiveness of the partnership between the family and the school in the northern district of the Jordan Valley, (Table 3).

Table (3) The statistical averages and the standard deviations of the sample of the study sample on the paragraphs of the obstacles that prevent the effectiveness of the partnership between the family and the school in the Directorate of the northern Jordan Valley descending order

Rank	the number	Paragraphs	SMA *	deviation Standard	Appreciation
1	14	Weak media role in emphasizing the importance of partnership between school and family	4.22	0.75	very high
2	16	Weak training programs to deal with the family	3.72	0.52	high
3	17	Lack of awareness among families of the importance of participating with the school	3.71	0.56	high
4	15th	Weakness of the skills of effective educational and leadership partnership among principals	3.66	0.50	high
5	18	The school lacks a dedicated administrative staff to develop partnership with the family	3.63	0.54	high
6	21	Family professional obligations and time constraints prevent attendance at school meetings	3.62	0.52	high
7	20	Lack of a school system that requires family partnership with the school	3.60	0.59	high
8	19	The family lacks the skills to communicate and communicate effectively with the school	3.52	0.50	high
9	22	The suffering of the family from economic and social problems, which concern them from providing the right guidance for their children to achieve the objectives of education	2.92	0.86	Average
10	23	Lack of modern means of communication between the school and the family, such as the Internet	2.74	0.64	Average
11	24	Lack of transparency in the interaction between the family and the school administration	2.59	0.56	Low
12	26	Increasing the burden of teaching teachers prevents the development of partnership with the family	2.22	0.42	Low
13	25	Put the responsibility of teaching children to the school alone	2.19	0.62	Low
Obstacles that prevent the effectiveness of family-school partnership operations in the northern Jordan Valley Directorate as a whole			3.26	0.25	Average

* Great class From (5)

Table (3) shows that Paragraph (14), which stated that "weak media role in emphasizing the importance of partnership between school and family" has ranked first with an average of 4.22) And deviation(0.75) and a very high estimate, due to the absence of different media in highlighting the importance of interaction and collaboration Between the family and the school, in order to achieve the objectives of education, Paragraph (16), which was written "weak training programs necessary to deal with the family" ranked second with an average of 3.72) And deviation (0.52), with high recognition, possibly due to the lack of programs by schools And training courses that focus on the methods of developing the partnership between

the school and the family, which reflected on the managers and teachers lack of skills and information necessary to achieve effective partnership, while paragraph (25), which stated that "the responsibility of teaching children to the teacher Only "with an average of 2.19) And deviation(0.62). This may be attributed to the parents' conviction that placing the task of educating their children on the school alone leads to a weak educational product. The arithmetic average of the sample estimates reached The obstacles that hinder the effectiveness of the partnership between the family and the school in the Directorate of the northern Jordan Valley as a whole (3.26) And deviation Standard (0.25) , Appreciated Average .

The results of this study are therefore consistent with the results of a study (Hill & Tayso, 2009) Which showed that family care has a positive correlation Reflected positively on the academic achievement of students.

Results related to the third question: "What are the most important mechanisms proposed to develop the partnership between the family and the school in the Northern Jordan Valley?"

To answer this question, the arithmetical averages and standard deviations were calculated for estimates Study sample on the most important mechanisms proposed for the development of partnership between the family and the school in the Directorate of the northern Jordan Valley, as they are shown in table (4).

Table(4) Statistical averages and standard deviations of the study sample estimates on the most important mechanisms proposed for development The partnership between the family and the school in the northern districts of the Jordan Valley is descending

Rank	the number	Paragraphs	SMA *	standard deviation	Appreciation
1	30	Provide the family with periodic reports on the levels of their children	4.49	0.56	very high
2	28	Activating continuous communication between Family and school through meetings and contacts	4.45	0.53	very high
3	29	The establishment of an administrative function in the school whose tasks are to activate partnership and coordination with the family	4.42	0.56	very high
4	27	Provide training courses on the methods of developing the partnership between the school and the family of the principals of schools and teachers	4.36	0.52	very high
5	31	Activate parent councils to develop partnership between family and school	4.29	0.67	very high
6	40	Organize school programs to strengthen the link between the school and the family to activate their role in raising children.	4.07	0.72	high
7	38	Holding family dialogue meetings with school instructions	3.78	0.42	high

7	39	Holding agreements between the family and the school to improve the educational process	3.78	0.89	high
9	36	Involve supporters from families to attend school celebrations	3.71	0.53	high
10	33	Inform the family of programs and educational activities throughout the school	3.67	0.54	high
11	32	Activating the role of the print media, including audio and video, to educate the family about the importance of partnership with the school	3.66	0.66	high
12	34	Intensifying school visits for families whose children suffer from scholastic problems	3.64	0.55	high
13	35	Organizing awareness campaigns aimed at further involving the family in their education	3.60	0.62	high
14	37	The naming of some school facilities by the names of the supporters of the school programs materially and morally	3.17	0.79	Average
		The most important mechanisms proposed to develop the partnership between the family and the school in the Directorate of the Northern chore as a whole	3.94	0.20	high

* Great class from (5)

Table (4) shows that paragraph (30), which stipulates "providing the family with periodic reports on their children's educational levels", ranked first with an average of (4.49) And deviation The standard (0.56) was rated too high and came Paragraph (28), which read "activating continuous communication between the family and the school through meetings and contacts" ranked second with an average of (4.45) And deviation Standard (0.53) and a very high estimate, while paragraph (37) which provided for "naming some of the school facilities names of supporters For school programs materially and morally "last rank with an average of (3.17) And deviation (0.79) with an average grade. The arithmetic average of the sample estimates was based on the most important mechanisms proposed for the development of the partnership between the family and the school in the Northern Jordan Valley as a whole (3.94) And deviation (0.20), with high appreciation. Hence the importance of these mechanisms and proposals in developing the relationship between the family and the school.

These results were agreed with the results of a study Ahando (2018) Which showed that the most important mechanisms proposed to develop partnership between school and family Old training courses for managers and teachers, continuous communication, and activation of the media, also agreed with the results of each study of age And Halalsha And Hamouri (2017), a study (Wright , 2010) And study (Rogers & Wright , 2006) Which emphasizes the effectiveness of using electronic communication sites to promote Interaction between school and family .

Recommendations:

In light of the findings of the study, the researchers recommend the following:

1. Organizing training courses that give effective methods to promote and develop the relationship between the family and the school to achieve the desired educational goals .
2. Activating the role of the media To highlight the importance of partnership between the family and the school.

3. Focus on holding meetings of parent and teacher councils, and encourage parents to attend various school events.

References:

- Ahando , Sisi. (2018). The reality of partnerships between the school and the family in Cote d'Ivoire And the most important mechanisms proposed for its development, **Journal of An - Najah University for Research (Humanities)** , 32 (2) , 391-416.
- Al Ajmi, Mohammed . (2007). **Participation Community and management School** , Modern Library for Publishing and Distribution, Mansoura .
- Al Habashi, Safaa . (2009). Toward A community contribution to the educational process, **Knowledge Magazine** , (175) , Ministry of Education, Riyadh .
- Boadou , N, Milondzo , K, & Adjei . (2009). Parent community involvement in school governance and its effects on teacher effectiveness and improvement of leaner performance . A study of selected primary and secondary schools in Botswana. **Educational Research and review** , 4(3), p p 96-1 05.
- Epstein, JL, Galindo, C. l., & Sheldon, SB (2011). Levels of Leadership: Effects of district and school leaders on the quality of school programs of family and community involvement. **Educational Administration Quarterly**, 47 (3), 462-495.
- essence, Ali . (2010). **Community Partnership and Education Reform** , The Modern Library for Publishing and Distribution, Egypt .
- Hill, N. E. (2009). Culturally-based world views, family processes, and family–school interactions. In SL Christenson & A. Reschly (Eds.), **The handbook on school – family partnerships for promoting student competence** e (pp. 101 – 127). New York: Routledge.
- Hussain, safety . (2007). **Participation Societal and educational decision-making** , New University Publishing House, Alexandria, Egypt .
- Khatib, Ahmad . (2006). **School Community education and future education** , Jadra for the World Book Publishing and Distribution, Amman .
- Moroccan, Safaa . (2015). **The partnership of parents with the public schools in the city of Jerusalem and ways to develop them in the light of some global models Almkhach A brief** , Unpublished MA, Birzeit University, Palestine .
- Obrien , J .(2004). **Sharing educational decision with parents. Perceptions of parents. Teacher, and principals in a school-based management setting** .Dissertation Abstracts International. (AAT3141237).
- Omri, innocence And Halalsha , Nafin and Hamouri, Bashar . (2017). The effectiveness of the use of a website to achieve communication between the parents of students and their schools in Irbid Second Directorate of Education, **Journal of Islamic University for Educational Studies Psychic** , 26 (4) , s s 647-672.
- Rogers, R. & Wright, V. (2006). Assessing Technology's Role in communication between parents and middle schools, **Electronic Journal for the Integration of Technology in Education** , Vol 7 pp 36-58.
- Sheldan , Faiz And good , Sami And Barhoum, Ahmed. (2011)). **reality Communication between the Secondary School and the Local Community in the Gaza Governorates and Ways of Improving it, a study presented to the Fourth**

Educational Conference entitled: Communication and Educational Dialogue ,
Islamic University, Gaza, Palestine .

Swick, K. (2004). **Empowering parents, families, schools and communities during the early childhood years** . Champaign, IL: St ipes.

The owners, Tenderness . (2011). **Integration of functional roles between family and school** , Unpublished Master Thesis, Mohammed Khaydar University, Biskra .

Victory, Azza (2008). **Administrative innovation and self-renewal of high school general vision strategic** , Modern University Office for Publishing and Distribution, Alexandria .

Wright, V. (2010). Assessing Technology's Role in communication between parents and middle schools, **Electronic Journal for the integration of Technology in Education** , (7), Pp. 36 – 58.

Yacoub, Ali. (2010)). a study Field on the gap between home and school The role of parents towards the school life of their children in the primary stage of public education in the State of Kuwait, **Journal of Educational Sciences** , 18 (1) , s s 177-201.

Zaki, Ahmed. (2010). Developing the partnership between the family and the school is an urgent necessity for outstanding education, **Paper presented at the 15th Annual Meeting of the Saudi Society for Psychological and Educational Sciences (Development of Education: visions, models and requirements)** , 4-5 / 1/2010 , Riyadh .