What is up? Parental Whatsapp discussion groups in diverse educational settings in Israel

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* Parental participation

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## Sample

sample of 10 parents WhatsApp groups. The study focused on primary school groups, since parental WhatsApp groups seem to be less common in secondary schools; and we included only groups whose membership is limited to parents.

# Abstract

We explore and characterize the use of WhatsApp group instant
messaging as part of the social media trend in the context of parental
engagement and participation in public schooling. We reveal how
this platform is utilized within public school parental interactions,
emphasizing the possible benefits as well as obstacles for such
technologies in promoting parental engagement in diverse settings
in Israel. Given the abundance of literature dealing with parental
involvement in education in various cultural and socio-economic
contexts, we propose a fresh outlook regarding one specific kind of
such involvement through a social media platform, offering a novel
methodology and proposing a new avenue of study for additional
research in other contexts.

# Outcome

The study (Addi-Raccah Yemini, 2018) revealed that through WhatsApp, parents may develop a sense of community based on common concerns. Parents are not left to cope with their children’s education on their own (as traditional parent-school relations often dictate); rather, they can engage with others to attain greater power and support in addressing their particular concerns. the social context within which these conversations are developed, there was found no substantial differences between the parent group chats at
schools serving populations of low and high SES. We did identify differences between Arab groups and Jewish ones; namely, initiatives concerning radical transformations in school and specific complaints regarding particular teachers or children were found in the Jewish groups but not in the Arab ones. WhatsApp seems to be utilized as a platform for active parenting. Notably, all parents in this study, regardless of their ethnic or socio-economic backgrounds, are concerned with similar issues regarding the quality of the educational services their children’s school provides.