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Investigating the Level of Parents' Participation in Doing "The Work and Technology" assignments of the Sixth Grade of Asadabad City in the Context of Virtual Education

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Abstract

Purpose: This research was conducted with the aim of determining the level of parents' participation in completing "The Work and Technology" assignments of sixth grade primary schools in Asadabad city in the context of virtual education.

Methodology: The statistical population includes parents of 600 students of the sixth grade of primary school in Asadabad city. The sample size was determined as 234 based on Morgan's table. The sampling method is random. The research is an applied and descriptive type of. In order to collect data, a researcher-made questionnaire was used. The findings were analyzed using T test (the one-sample).

Findings: The results of the data analysis showed that the level of parents' decision to participate in doing exercise type of assignments and preparing "The Work and Technology" lessons of the sixth grade in the context of virtual space is medium and in doing developmental and creative assignments is lower than than average.

Conclusion: The amount of parents' participation in doing practice and preparation tasks is average and in doing developmental and creative tasks is lower than average. The amount of parents' use of the direct guidance mechanism in doing practice and preparation tasks is average and in developmental and creative tasks is below average. The amount of parents' use of reinforcement and modeling mechanisms in doing practice, preparation, development and creativity tasks is lower than average.

Keywords: Parents' Participation - Homework - Work and Technology - Sixth Grade – Cyberspace

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Introduction

Education as a social system is the result of the activities of three major institutions: home, school and society. The role and position of the school as the most important indicator for the education, upbringing and success of students is undeniable and vital, but the position of parents and the necessity of their participation cannot be ignored; A vital and influential role, without the participation of parents, the education will fail and children will not receive half of the necessary education. Family participation or a little more limited parental participation refers to a wide set of behaviors that parents perform in relation to their children's educational and learning experiences (Felix and Durbak, 2008; Dempsey and Sandler, 1997; quoted by Rahimi et al., 2017).

After the epidemic of Covid-19 and attention to the expansion of virtual and combined education in schools, the role of parents and their participation in the education of students has been shown more than in the past. Virtual education has expanded the role of parents in education and has involved parents more than in the past in the process of students' education. The roles of parents in the students' education and especially in doing homework can be divided into the roles of "guidance and support" and "reminding". That parents do students' homework; rather, parents' participation should be a kind of guidance and help for students in Nemo's concept (Quilling, 1969; quoted by Elahi et al., 2019).

Parental participation covers a wide range of issues, such as forming expectations on children's educational future, controlling and monitoring tasks, helping them learn, and the amount of physical attendance at school. The independent and extensive nature of parental participation as a variable and its potential impact on educational outcomes can be an effective research topic (Castro et al., 2015; quoted by Rahimi et al., 2017).

The effective factors in parents' intervention in relation to children's learning are mostly related to environmental and psychological factors that cause parents' intervention or lack of intervention in children's learning and are taken from Hoover Dempsey and Sandler's theoretical model. This model considers 7 factors effective in the involvement of parents, which are mentioned below: 1) self-efficacy, 2) knowledge and skills, 3) time and energy, 4) teacher's request, 5) child's request, 6) school invitation and 7)) motivational beliefs. There is a lot of evidence about the relationship between these factors and the way parents deal with children's learning and academic issues. For example, when parents believe that they can play an active role in children's education, they are more involved in their homework, or when they are confident in their ability to help children, they are more inclined to teach children. Teachers' behaviors and attitudes towards parents also play an important role in parents' decision to intervene in children's educational issues. When teachers invite parents to intervene in children's learning as a method that becomes a specific goal for them, it is natural that parents intervene in children's learning in a better and more positive way. In addition to teachers, school conditions are an important and influential context for parents' involvement. School structure, management activities and school management attitudes are all variables that affect parental involvement, both in the home environment and in the school environment (Hoover, Dempsey and Sandler, 2005).

A well-known model in the field of parental participation in children's education was presented by Dempsey and Sundar (1995), which includes factors such as decision-making for participation, the main types and mechanisms of participation and its effect on children's educational results. It consists of:

The first level: The parents' participation decision, which consists of a certain set of beliefs, experiences, and behaviors, and is raised to answer the question of parents, "Should I participate in my child's education?" This decision for most dominant parents consists of the following structure.

A: The role of parents in their children's lives. B: Parents' feelings about being effective in helping their children succeed in school.

The second level: Choosing the types of participation by parents. At this level, they provide special types of participation in response to a specific area of knowledge, skill, time, energy, and special requests for participation and its effect on the academic success of children.

The third level: Mechanisms by which parental involvement has a positive effect on students' results, including role modeling, reinforcement, and direct guidance. The above model has advantages for the role and performance of parents in children's education: First, it considers parents' participation as a dynamic and

continuous process. Second, it shows that parents, school officials and students organize the participation process together.

Epstein and Saunders (2002) have proposed family participation models under the title of supportive models, home-to-school transition models, curriculum enrichment models, and collaborative models.

In general, studies show that parental involvement has a positive effect on children's academic performance, academic motivation, and literacy skills. For example, Henderson and Beral (1994) in a summary of research on family and parent involvement and student achievement concluded that the available evidence on the positive impact of parental involvement currently outweighs the controversy about these involvements. By involving parents in educating their children at home, they can do better in school. (Quoted by Elahi, 2019).

Maldonado, White, and Declerk (2022) examined the effect of parental involvement in homework: two randomized controlled trials in financial education. This paper presented causal evidence on the effects of parental involvement on student outcomes in a financial education course based on two randomized controlled trials with a total of 2,779 students from grades 8 and 9 in Flanders. Using an experimental design with three treatment groups, the effect of parent involvement in homework is distinguished from the independent effect of classroom intervention and homework itself. Intention-to-treat analysis shows that access to the intervention effectively improves students' financial literacy in two dimensions: knowledge and behavior. A classroom intervention combined with an assigned task to complete with parents increases financial literacy by 0.38 standard deviations. On average, the added value of stimulating parental participation in homework is not statistically significant. However, stimulating parental involvement has significant positive effects on the behavior of disadvantaged students.

Detmers et al. (2019) in a research entitled "Support and consequences of parental involvement in homework: How does family-school cooperation affect parental involvement and student results? ". It has been concluded that parental involvement in homework may not always enhance the desired school results for students. Such studies have also concluded that the quality of parental involvement in homework matters rather than the quantity. Importantly, previous studies have shown that strong family-school collaboration may help improve parental involvement in homework. However, little research has been conducted on how home-school cooperation relates to homework participation. The purpose of this study is to investigate the relationship between effective family-school communication and the quality of German parents' participation in homework. The structural equation model showed a positive relationship between effective family-school communication and the quality of parental homework participation, which in turn had a positive relationship with school performance and well-being. In addition, we found that the quality of parental involvement in homework is as a mediating variable between effective family-school cooperation with success and well-being. The results of this study highlight the role of effective family-school collaboration as a key performance factor that helps improve the quality of parental involvement in homework and thus promotes student achievement and well-being.

In a literature review of parental involvement in the world of homework, Nonnemacher (2017) examines homework trends in current education as well as the influences parents may have on homework, particularly for upper elementary students. Homework is a much discussed topic in the field of education. The issue these days is very different from what it was even twenty years ago. This in turn can potentially lead to unnecessary stress at home for parents trying to help their children with homework. Families and their children are busier than ever in our current society with overwhelming opportunities and schedules out of control, and homework may be one of the last things on the minds of students and parents alike.

Marshall, Braun and Fong Kung-Mongal (2014) researched the relationship between parental involvement and student academic achievement in Barbados. This study investigated the nature and strength of the relationship between parental involvement and student academic achievement, the relationship between parental involvement and active student involvement, and the extent to which parental involvement predicts student-related academic outcomes as measured by active student involvement. Parental involvement and student-related academic outcomes were measured using the Hoover-Dempsey and Sandler (1995, 1997, 2005) model, and student academic achievement was measured using a standardized test, the Barbados High School Entrance Examination (B.S.S.E.E.). The sample was a group of 160 first grade students. The results

showed that there is no relationship between parents' participation and students' academic progress. However, there was a positive and significant relationship between parental involvement and short-term student academic results.

Makhdooma et al. (2011) have conducted a research on the relationship between parents' participation in English homework and English comprehension of sixth grade students. The purpose of this research was to determine the relationship between parents' participation in English homework and sixth grade students' English comprehension. Participants were 125 sixth grade students and their parents who completed a parent participation survey. The results of the survey were correlated with the students' reading level as determined by the reading comprehension test. Of the 125 students, 106 surveys were returned, an 84.8% response rate. Data were statistically correlated to determine a correlation using the Pearson correlation test. The results of this study indicated a strong positive correlation between parents' participation in English homework and sixth grade students' English comprehension. Therefore, it is concluded that parental involvement plays an important role in understanding English.

Liu et al. (2010) conducted a research titled "Validation of Parental Participation Tool in Virtual School". The results of their research have shown that the participation of parents is known as an important factor for the progress of students in traditional school environments. The lack of research on the impact of parental involvement on student achievement in virtual school is partly due to the lack of valid and reliable tools to measure this construct. This article provides an overview of parent involvement in traditional education, discusses its role in the virtual school, and describes a study that validated the assessment of parent involvement with a virtual school population. The instrument that was designed is an overall valid and reliable measure of parental involvement in the virtual school environment. Implications for virtual school research are discussed and suggestions are made for modifying this tool for use in future studies.

Elahi, Firouzjaei and Abedini (2019) have investigated the role of parental involvement in the academic motivation of sixth grade elementary school students in Babol city. The results have shown that the two dimensions of participation at home and participation at school have a positive relationship with intrinsic motivation in studying, writing and mathematics, but the dimension of home and school relationship does not have a significant relationship with intrinsic motivation. Participation at home has a negative relationship with external adjustment in writing lessons. All three dimensions of parents' participation have a positive relationship with the specified adjustment in reading and writing lessons, but this relationship was not observed in math lesson. The results of the model showed that parental participation has a positive effect on intrinsic motivation and specified regulation. According to the regression analysis, none of the dimensions of parental involvement play a role in predicting external adjustment, but involvement at home has the power to predict internal motivation and specified regulation. Considering the positive effect of parental involvement on students' academic motivation, strengthening parental involvement can help improve students' learning.

Rahimi, Rasouli, Fathabad and Zare (2018) in a research titled "Effectiveness of Parental Participation Training in Doing Schoolwork on Achievement Motivation and Anxiety of First Grade School Students in Khatam Yazd" reached the conclusion that parenting participation training in doing homework increases motivation, and is effective in academic progress and reduction of students' school anxiety; Therefore, it can be acknowledged that by raising the quality of parents' participation, some academic motivational and emotional variables can be influenced.

Rahimi, Shirband and Asaadi (2018) have conducted a research with the aim of investigating the relationship between the quality of parents' participation in doing homework and academic performance in the field of reading (reading grade, trying to do homework and procrastination) of sixth grade students. The statistical analysis of the data and the results of the regression analysis confirmed that among the dimensions of parental involvement, the control dimension has a negative predictive power for reading grades and trying to do homework, and the structure dimension has a positive predictive power for reading grades, and trying to do the homework; However, the dimensions of parental involvement do not predict children's procrastination. According to the findings of this research, it can be said that by reducing their controlling and limiting

behaviors and creating a suitable structure at home that supports their children's abilities, parents can witness the improvement and increase of their children's academic performance in the field of reading.

Maddalo, Saadatmand, Yarmohammadian (2018) have conducted a research with the aim of knowing the components of parents' participation in the implementation of elementary school curricula from the point of view of experts in the field of curriculum planning of the Education and professors in the field of curriculum. Delphi method has been used to carry out this research according to its subject and nature. The findings related to the methods of parents' participation in the implementation of elementary school curricula are: helping reduce anxiety and mental pressure, financial assistance for the implementation of programs, participating by creating opportunities for teaching and learning, participating parents as teachers, facilitation of the teaching and learning process, emotional and social support in the implementation of lesson projects, assistance in the implementation of education methods with regard to the recognition of local and natural facilities, and facilitation of the process of lesson research projects. With considering the findings, it can be said that experts have approved and selected the components of participation in implementation, financial assistance in the implementation of programs, and participation in creating teaching and learning opportunities with greater agreement.

Norouz Nejad, Saraji and Yusufzadeh Chaussari (2018) researched the understanding and explanation of the experiences of parents of students and school administrators regarding the participation of parents in their children's school affairs. This research was done with a descriptive phenomenological approach. The findings have shown that there is not the same definition of participation in both groups and the participants refer to the means of participation. In terms of structure, administrators rely on the parent-teacher association as a formal body, and parents are concerned with personal relationships with school officials. The fields of participation in schools are diverse and factors such as the motivation and foundation of parents, the positive interaction of managers and the existence of a participatory culture in the school organization can strengthen it.

Amiri, Sadeghi and Amini (2015) in a research titled "Investigating the relationship between learning assignments and students' learning rate" reached the conclusion that in a situation where the possibility of questioning and answering in classes is limited, learning assignments can be a means for teachers to recognize the ability. It is considered an integral part of learning and it stabilizes, lasts and increases confidence in students. And it has been mentioned as one of the important factors in learning research.

Due to the fact that virtual education has found a suitable place among teachers and students today, If there are suitable conditions for virtual training; In elementary school, virtual education can be used as a supplement to virtual education and part of the education can be presented to students in this way. Today, with the expansion of virtual education, the discussion of parents' participation in doing students' homework has been taken into consideration, in such a way that the authorities and teachers seek to evaluate the extent of this participation.

The work and technology lesson in the sixth grade is a lesson aimed at creating skills in students, which is designed according to the goals of the national curriculum and is included in the sixth grade curriculum. This course includes practical project sections (crafts, wood and metal work, food preparation) and computer (familiar with computers, working with computers, computer programs). The tasks of the 6th grade work and technology course are mostly based on doing, project, sample work, role playing, and its emphasis is on learning "skills" in the fields of study and daily life of students. The type of presentation of work and technology course assignments in the context of virtual education is different from other courses, and students should focus on learning specific skills. Learning work and technology helps children to institutionalize the culture of work and effort and production and technology within themselves from the very beginning and always associate science with practice. Paying attention to safety and health, valuing work and production, working with tools and materials, creativity and innovation, lifelong learning and paying attention to the needs of the country are among the things that if children are competent in using them from the elementary age, it will help a lot to Cultural, social and economic development of the country. In most countries, production training, working with tools and communication and information technology is considered as a main part of the primary education curriculum. Today, technological and information literacy,

along with the ability to do basic job tasks such as literacy and numeracy, are among the necessities that are related to daily life. Rapid changes in technology and the world of work have caused work and technology education to be considered as general education and considered as a platform for realizing the goals of secondary education and higher education in this field. For example, our country has been suffering from the lack of communication between academia and industry for years, and science and practice are separated from each other. One of the main roots of this problem is the lack of a culture of combining science and practice, which is rooted in general and elementary education (6th Grade Work and Technology Teacher's Guide, 2018).

Providing homework to students in cyberspace should be appropriate for this type of education. However, the assignments that are presented to students in virtual education are almost the same type of assignments that were presented in face-to-face education. But it should be kept in mind that the assignments of students in virtual education are somewhat different from face-to-face education. Assignments presented in virtual education should be precisely specified in terms of the amount of assignments, presentation time, range of answers, method of doing, and a framework should be determined for it. But for some reason, these things are not observed and the assignments with a large volume are presented to the students without an answer guide, and this causes the elementary school students to become unmotivated in doing the assignments.

Parental participation is essential, especially in virtual education, but this participation has limits, and if these limits are not observed, not only will the lessons not be learned, but it will also cause the students to show no interest in doing homework, and as a result, learning do not accept Also, in virtual education, there is a need for parents to follow up more, but in some cases, parents leave the students alone and the students get confused in doing their homework.

Compared to secondary school students, primary school students need more parental participation and help, and according to the developmental level of students, they need parental guidance to do their homework will be The amount of parents' participation in doing homework in virtual education is higher than in face-to-face education. Because the students, considering that they do not have direct access to the teacher and the training is done remotely, need guidance and help to complete the assignments, which parents can provide for the students; but the perception of this type of participation was a wrong perception.

The necessity of conducting this research is from two aspects: 1) In terms of the amount of parents' participation in doing homework, which is less noticed and parents have more or less participated in doing homework regardless of the needs of students and the type of homework. It seems necessary to know the amount of this participation for teachers to make decisions in order to present the type of homework to students; 2) From the point of view of virtual education: due to the situation of Corona and the spread of virtual education in schools, parents' participation in doing homework is needed more, and students, considering that they do not have direct access to the teacher, need more help and participation of parents to do homework; Knowing the amount of this participation is very important for decision-making by officials and teachers.

The results of this research can provide considerable information to experts, educators and teachers to make decisions about the changes in the method and type of homework for primary school students, with emphasis on sixth grade work and technology assignments. Therefore, this research seeks to answer the question "What is the extent of parents' participation in doing the work and technology lessons of the sixth grade of primary schools in Asadabad city in the context of virtual education?"

Methodology

In terms of purpose, this research is applied, in terms of method, it is quantitative, and this is descriptive, cross-sectional research and regional research.

The statistical population of the research includes 600 parents of 6th grade elementary students in Asad Abad city. The sample size was determined as 234 based on Morgan's table. The sampling method is a simple random method.

A researcher-made questionnaire was used to measure the participation of parents in completing Work and technology homework of the sixth grade elementary school students in virtual space. This questionnaire is

an adaptation of Hoover-Dempsey and Sandler's (1992, 1995, 1997) parental involvement model, who tried to provide a model for parental involvement and its impact on children's academic success. During the years 2001-2004, they took the model to the research field and after four studies, in 2005 they presented a final report titled "Parental Participation: A Step towards Academic Progress".

The validity of the questionnaire was confirmed by the opinion of experts, including supervisors and consultants. The reliability of the questionnaire was calculated by Cronbach's alpha method. After formulating and verifying the validity, the questionnaire was tested among 20 people and the results of the Cronbach's alpha test (0.87) showed that the questionnaire has acceptable reliability because the calculated alpha value is above 0.7. .

In order to describe the demographic information of the respondents descriptive statistical methods used and also to analyze the data after the implementation of the Kolmogorov-Smirnov test, considering that the distribution of the data was normal, so to analyze the research questions from One-sample t-test was used in SPSS21 software.

Descriptive Statistics

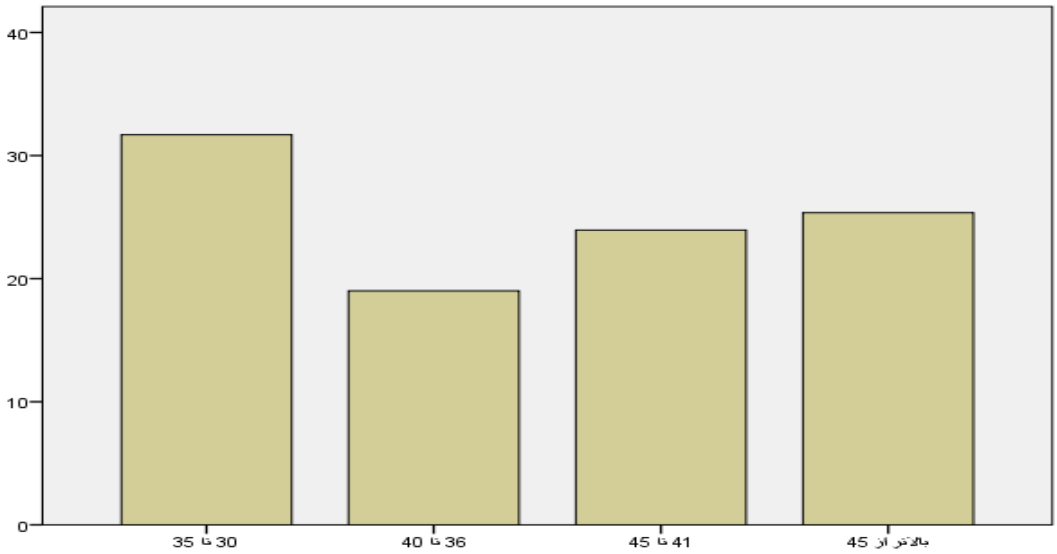

Figure 1. The age chart of respondents to the research questionnaire

Chart 1-4 showed that 31.7 percent of respondents were between 30 and 35 years old, 19 percent between 36 and 40 years old, 23.9 percent between 41 and 45 years old, and 25.4 percent were over 45 years old.

Findings

Data normal distribution test

In order to determine the normality of the distribution of the research data, the Kolmogorov-Smirnov test was performed, the results of which are presented in Table 1-4:

Table 1. The results of the Kolmogorov-Smirnov test to determine the suitability of the normal distribution

	The amount of participation in homework
Kolmogorov-Smirnov statistics	1.088
The significance level is	0.187

According to the findings of Table 1-4, the Kolmogorov-Smirnov statistic is not significant at the level ($p<0.05$). Therefore, with 95% confidence, we can say that the data has a normal distribution, and parametric statistical methods can be used to analyze the research questions.

The first question: What is the decision to involve parents in doing practice assignments, preparation assignments, development and creativity in sixth grade work and technology lessons in Asadabad primary schools in the context of virtual education?
One sample t-test was used to answer this question.

Table 2. One-sample t-test to answer questions 1 to 4

The decision to participate in...	Hypothetical mean=3						
	Calculated average	T statistics	The degree of freedom	The significance degree	Average difference	Confidance distance0.95	
						low	up
Exercise assignments	2.9111	1.462	233	0.149	-0.08889	-0.2105	0.0328
Preparation assignments	3.0002	2.006	233	0.085	0.00021	-0.4818	0.7627
developmental tasks	2.8056	2.948	233	0.005	-0.19444	-0.3264	-0.0625
Creative assignments	2.7914	5.401	233	0.001	-0.20856	-0.2858	-0.1313

The results of the one-sample t-test according to Table 2-4 showed that the level of parents' decision to participate in doing practice assignments and preparing sixth grade work and technology lessons in cyberspace is average. This is because the average calculated for these components (2.9111, 3.0002) is not significantly different from the hypothetical average (3) and the calculated t for the above components with the degree of freedom (323) at the level (05) ($p < 0$) is not significant. The level of parents' decision to participate in the development and creativity of the 6th grade work and technology course in cyber space is lower than average. This is because the average calculated for these components (2.8056, 2.7914) is significantly different from the hypothetical average (3) and the calculated t for the above components with the degree of freedom (323) at the level of (0.5) $p<0$) is significant.

The second question: What is the selection of parents' participation in doing practice assignments, preparation assignments, development and creativity of sixth grade work and technology lessons in Asadabad primary schools in the context of virtual education?

Table 3. One sample t test

The decision to participate in...	Hypothetical mean=3						
	Calculated average	T statistics	The degree of freedom	The significance degree	Average difference	Confidance distance0.95	
						low	up
Exercise assignments	2.9444	1.080	233	0.285	-0.05556	-0.1585	0.0474
Preparation assignments	2.9706	2.108	233	0.312	-0.0294	-0.3264	0.0625
developmental tasks	2.3944	5.079	233	0.001	-0.60556	-0.8442	-0.3670
Creative assignments	1.9208	10.529	233	0.001	-1.07917	-1.2843	-0.8741

The results of the one-sample t-test according to Table 3-4 showed that the choice of parents' participation in doing practice assignments and preparing sixth grade work and technology lessons in cyberspace is

average. This is because the average calculated for these components (2.9444 and 2.9706) is not significantly different from the hypothetical average (3) and the calculated t for the above components with the degree of freedom (323) at the level of (0.5) 0 p<) is not significant. The amount of choice of parents' participation in doing expansion-developmental and creative tasks of sixth grade work and technology course in virtual space is lower than average. This is because the average calculated for these components (2.3944 and 1.9208) has a significant difference with the hypothetical average (3) and the calculated t for the above components with the degree of freedom (323) at the level of (0.5) p<0) is significant.

The third question: What is the mechanism of parents' participation in doing practice tasks, preparatory tasks, developmental and creative tasks of sixth grade work and technology lessons in Asadabad primary schools in the context of virtual education?

Table 4. One sample t test

The decision to participate in...	Participation mechanism	Hypothetical mean=3						
		Calculated average	T statistics	The degree of freedom	The significance degree	Average difference	Confidance distance0.95	
							low	up
Exercise assignments	Direct guidance	3.0123	1.120	233	0.198	0.0123	-0.1653	0.0547
	Reinforcement	2.2261	15.212	233	0.001	-0.7739	-1.0920	-1.3602
	Modeling	2.0883	18.072	233	0.001	-0.9117	-0.9469	-1.2297
Preparation assignments	Direct guidance	2.9354	1.214	233	0.256	-0.0646	-0.1458	-0.0574
	Reinforcement	2.1050	13.892	233	0.001	-0.895	-0.9478	-1.2622
	Modeling	2.1074	16.644	233	0.001	-0.893	-0.9759	-1.2389
developmental tasks	Direct guidance	2.5509	7.692	233	0.001	-0.4491	-0.4094	-0.6925
	Reinforcement	2.0419	12.992	233	0.001	-0.9581	-0.9046	-1.1793
	Modeling	2.0091	14.716	233	0.001	-0.9909	-0.8523	-1.1660
Creative assignments	Direct guidance	2.6488	8.813	233	0.001	-0.3512	-0.5033	-0.7942

Reinforcement	2.0400	14.368	233	0.001	-0.9600	-0.9121	-1.2168
Modeling	2.0644	13.808	233	0.001	-0.9356	-0.8970	-1.1830

The results of the one-sample t test according to Table 4 showed that:
The amount of parents' use of the direct guidance mechanism in doing the practice assignments of the 6th grade work and technology course in cyber space is average. This is because the average calculated for this component (3.0123) is not significantly different from the hypothetical average (3) and the calculated t with the degree of freedom (323) is not significant at the level ($p<0.05$). The amount of parents' use of reinforcement and modeling mechanisms in doing the practice assignments of sixth grade work and technology course in cyber space is below the average level. This is because the average calculated for these components (2.2261 and 2.0883) is significantly different from the hypothetical average (3) and t calculated with the degree of freedom (323) at the level ($p<0.05$) It is meaningful.
The amount of parents' use of the direct guidance mechanism in the preparation of sixth grade work and technology lessons in cyber space is average. This is because the average calculated for this component (2.9354) is not significantly different from the hypothetical average (3) and the calculated t with the degree of freedom (323) is not significant at the level ($p<0.05$). The amount of parents' use of reinforcement and modeling mechanisms in the preparation of work and technology lessons for the sixth grade in cyberspace is lower than average. This is because the average calculated for these components (2.1050 and 2.1074) is significantly different from the hypothetical average (3) and t calculated with the degree of freedom (323) at the level ($p<0.05$) It is meaningful.
The amount of parents' use of direct guidance, reinforcement and role modeling in completing developmental tasks of the sixth grade work and technology course in cyberspace is lower than average. Because the average calculated for these components (2.5509, 2.0419 and 2.0091) are significantly different from the hypothetical average (3) and t calculated with the degree of freedom (323) at the level of (0.5) 0 p<) is significant.
The amount of parents' use of direct guidance, reinforcement, and role-modeling in performing creative tasks in sixth grade work and technology courses in cyberspace is lower than average. This is because the average calculated for these components (2.6488, 2.0400 and 2.0664) have a significant difference with the hypothetical average (3) and the calculated t with the degree of freedom (323) is at the level of (0.5) 0 p<) is significant.

Conclusion

Parents play an essential role in the process of raising children, but due to social, family, personal and school reasons, they often fail to fulfill this duty. According to explanatory models, parents' participation in children's educational issues is influenced by several factors such as individual, family, cultural, economic and school factors. These factors may have a different effect on the participation process depending on the way of participation, such as participation at home or school, and the topic of participation, such as participation in financial issues, solving or designing homework. Some parents may not have the opportunity and motivation to participate in school affairs due to factors such as inflexible work regulations, lack of time, and lack of alignment with the principal or teacher, but they do not face such obstacles to participate at home; Or some parents may not be able to participate at home due to not having a proper understanding of curriculum issues or evaluation assignments, but they are pioneers to participate in buying equipment and agree with the principal at school.
In our society, during the past years, the discussion of participation has attracted the attention of policymakers and researchers, because nowadays the functions of education have changed and expanded, therefore, in order to perform these functions correctly, the participation of parents is needed. This research

was carried out with the aim of determining the level of parents' participation in completing the tasks of work and technology lessons of the sixth grade of primary schools in Asadabad city in the context of virtual education.

The results of the present research showed that the level of decision to involve parents in doing practice assignments and preparing sixth grade work and technology lessons in the context of virtual space is average and the level of decision to involve parents in doing expansion-developmental and creative tasks of work lessons and The technology of the sixth grade is lower than average in the context of virtual space. That is, parents are faced with practice tasks that are done in writing and for practicing and repeating the contents such as rewriting the contents of the book and preparation tasks that are used to prepare the student for the next days and usually in the form of reading textbooks. Outside of the textbook, information gathering and materials are provided before the conference. Explain a difficult exercise. However, they do not feel this way about creative and developmental tasks. In addition, parents believe that the teacher wants them to help their child in doing practice and preparation, talk with their child about doing practice tasks, and prepare supplies for their child to do practice tasks, while such a situation. There is no development and creativity assignments. The expansion and development tasks of the work and technology lesson in the virtual space lead students beyond the tasks and classroom activities and provide opportunities to gain additional experiences and new knowledge, and the creative tasks of the work and technology lesson in Virtual space requires the student to combine the concepts and skills acquired in the classroom and apply them in a new and different way or ways.

Also, the choice of parents' participation in doing practice assignments and preparing sixth grade work and technology lessons in cyberspace is average and the choice of parents' participation in doing extension-developmental and creative homework of sixth grade work and technology lessons in cyberspace It is lower than average. That is, when faced with practice tasks and preparatory tasks, parents believe that they are successful to some extent in trying to help their children do their homework and they know how to help their children do well in doing their homework, and on the other hand, time, energy, They have the relative skills, knowledge and information to help their child do this type of homework. However, they don't consider their efforts to participate in developmental and creative tasks to be successful and the reason for this is that they don't have enough time, energy, skills and knowledge in relation to how to participate and help their children in doing such tasks in cyberspace have mentioned

The results of the data analysis showed that in the practice and preparation of work and technology lessons in cyberspace, parents usually use the direct guidance mechanism and the strengthening and modeling mechanisms in helping to do Types of assignments (practice, preparation, extension-development and creativity) are used less. That is, they prefer to help their children when they have problems in doing various exercises and preparing for school and practice these types of tasks with them, and they do this to follow the teacher's instructions; Instead of showing their child that they are always learning new things, they don't give up in the face of difficult tasks, they are always looking for solutions to problems, they love their child when they want to learn new things, and their attitude He is good at doing his practice assignments and works hard on his practice assignments. Of course, in connection with the participation in doing expansion-developmental and creative tasks of work and technology lessons in the context of virtual space, the amount of parents' use of the direct guidance mechanism is also very low. These findings are consistent with the research results of Maddalo et al. (2018), Norozenjad et al. (2018), Ferdowsi et al. 2017), Liu et al. (2010), Green et al. (2007) and Hoover-Dempsey and Sandler (2005).

Of course, due to the fact that the statistical population of this research is limited to one city, caution should be exercised in generalizing the findings to larger communities. Also, based on the results of the research, it is suggested that necessary training courses be provided to familiarize parents and teachers with various types of homework and in particular, creative and developmental assignments should be held. Also, parents should be introduced to participate in their children's homework, especially in the dimension of participation mechanisms through strengthening and modeling. In addition, similar research should be done in larger societies and at the national level. Take it is appropriate to repeat the present study in other academic courses

and conduct similar research with a qualitative approach in order to obtain deeper information and findings and by using tools such as interviews.

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