Evaluative Study on the Effectiveness of Parents Space Website of the Ministry of National Education- A Case Study on a Group of Students' Parents in Jijel Municipality-

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Abstract:

This study evaluates the efficacy of the 'Parents' Space' website, an initiative by the Algerian Ministry of National Education. To assess this, a(32) item survey was administered to 99 parents with active accounts on the website, associated with the educational institutions in focus. Statistical analysis, specifically arithmetic mean and standard deviation, was utilized to interpret the data.

Results reveal that the respondents possess a moderate awareness of the website and demonstrate a similar level of engagement with educational entities via this platform. Furthermore, the ease of access to the site and satisfaction with its services were also deemed moderate. Conclusively, the website's effectiveness is determined to be moderate.

Keywords: Evaluation, Parents' Space website; Ministry of National Education; Parents

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1- Introduction

Education is a cornerstone in the advancement of nations, propelling them towards progress across various domains including economic, social, political, and cultural spheres. It is particularly strategic in enacting improvements in light of the competitive dynamics characteristic of the 21st century, significantly widening the divide between developed nations and developing ones.

The proliferation of communication technologies and the ensuing information flux have catalyzed the emergence of a digital knowledge society. This digital dimension has become crucial," ensuring the efficacy of the educational processes that supplement traditional pedagogical methods, thus facilitating a substantial qualitative leap towards achieving set educational and pedagogical goals" (Menasria, 2021, p. 40)Noteworthy and consistent "efforts to innovate and align with global technological trends in the management of technical resources have been observed, achieved through the comprehensive digitization of the sector" (Derrai, 2019, p. 14).The Algerian education system, in particular, has embraced significant technological reforms since the 2003/2004 academic year. These reforms encompass philosophical, objective, methodological, and technological dimensions, aiming to radically enhance the educational framework. (Jellab & Saudi, 2022, p. 1264).

In response to the imperative of digitizing the education sector, Algerian educational institutions have robustly mobilized their resources towards this objective, focusing on the development of various human resources, including educators and students. The unforeseen global disruption in educational operations, particularly pronounced in Algeria due to the COVID-19 pandemic, compelled the national education authorities to enact a decisive measure in March 2020. They mandated the automatic activation of parent accounts on the dedicated platform within the sector's information system. This initiative was aimed at eliminating the need for physical visits to educational facilities, thereby enhancing the existing online educational support framework. (Menasria, 2021, p. 40)

The Algerian Ministry of National Education stands as a pivotal entity, assiduously endeavoring to ameliorate and advance the educational system for the benefit of students, educators, and parents alike. Within the educational paradigm, the symbiotic relationship between schools and parents is paramount for the successful development of students' educational outcomes. To fortify this partnership, the Ministry provides the 'Parents' Space' website, acclaimed as "one of the premier digital and quality technological initiatives endorsed by the relevant educational authorities. This platform bridges the communication gap between parents and schools across all educational tiers in Algeria," (Parents Space Website, 2023). Beginning from primary through to secondary education, this platform emerges as a potent technological instrument that amplifies parental engagement in the educational process. It offers a comprehensive digital ecosystem replete with diverse services and functionalities that aid parents in closely accompanying their children's educational voyage. Among these services are access to academic performances, enrollment details, attendance records, and more, collectively fostering an efficacious partnership that bolsters student achievement and promotes their overall success.

1.1- Research Problem:

Education today is undergoing profound and transformative changes in what is often referred to as the "age of knowledge." These changes encompass all facets of the educational system, requiring continuous modification and development to ensure its responsiveness to emerging educational needs and trends. With each advancement in educational theory, it becomes increasingly necessary to adapt the school environment to meet these evolving demands. (benMaghri & Naamouni, 2023, p. 281), this ongoing process of adaptation is essential for aligning educational practice with modern pedagogical frameworks.

A critical factor in the success of school management in fulfilling its educational mission is its ability to establish strong connections with community institutions, particularly with families (Daradka, 2013). Effective communication and collaboration between the school and the wider community are pivotal in ensuring the achievement of educational goals. To this end, it is imperative for schools to engage in proactive and meaningful activities that strengthen their relationship with community institutions, focusing on the efficiency of both the school's members and the communication process.

This can be accomplished through regular meetings with parents, the establishment of councils that include both teaching staff and administrative bodies, and the activation of these councils to ensure they fulfill specific, goal-oriented functions rather than remaining a merely formal structure. Such efforts are aimed at improving the academic and behavioral outcomes of students, thereby facilitating the achievement of broader educational objectives. (Daradka, 2013)

In addition to these structural and organizational considerations, the rapid advancements in technology across various sectors have significantly impacted the educational environment. Technological innovations have not only streamlined educational processes but also enhanced communication between schools and parents, thereby fostering a more collaborative approach to student development points out, technology serves as a crucial tool for saving time and effort while simultaneously strengthening the relationship between schools and families. (Al-Azmi & Al-Saleh, 2022, p. 350)

In response to these technological shifts, the Ministry of National Education in Algeria developed a dedicated digital platform known as the *Parents' Space*. The goal of this platform is to facilitate communication between parents and educational institutions, enabling parents to track and monitor their children's academic performance more effectively.

By providing a means for sharing information and making joint decisions, the platform aims to create a more active partnership between parents and schools, which in turn can enhance the overall quality of education. However, despite the platform's potential, questions remain regarding its effectiveness in achieving these intended objectives. Can the *Parents' Space* be considered a successful tool for improving communication between parents and educational institutions? Does the platform fulfill the goals for which it was created?

Several studies have identified potential gaps in the use of digital education platforms, including issues such as weak user engagement and a lack of awareness among users, particularly parents. These issues can hinder the achievement of the platform's desired outcomes. In the context of Algeria, many families face additional challenges, such as inadequate digital infrastructure and a general lack of technological proficiency, which further complicate the effective use of such platforms.

Furthermore, some parents have reported that the information available through the *Parents' Space*, such as school results and monthly reports, is often not updated regularly or is insufficiently detailed to meet their needs. The absence of technical support and a lack of direct communication channels with educational institutions through the platform have led to frustration among users, limiting the overall effectiveness of the initiative.

Given these concerns, the present study aims to evaluate the effectiveness of the Ministry of National Education's *Parents' Space* by exploring parents' awareness of the platform, their willingness to engage with it, the ease or difficulty of accessing the platform, and their overall satisfaction with the services it provides. In this context, the central research question posed by this study is as follows: **What is the effectiveness of the Parents' Space platform in fostering communication between parents and educational institutions?**

1.2- Study Questions:

- Are parents aware of the existence of the Parents' Space site?
- Do parents wish to interact through the site with educational institutions?
- Do parents find it easy or difficult to access the Parents' Space site?
- Are parents satisfied with the services of the Parents' Space site?

1.3- Study Hypotheses:

- Parents are informed about the existence of a parent space website.
- Parents want to deal through the site with educational institutions.
- Ease and difficulty of parents 'access to the parents' Space site.
- Parents ' satisfaction with the services of the parent space site.

1.4- Importance of the Study:

The significance of this study lies in its exploration of a crucial and novel topic: evaluating the effectiveness of the Parents' Space platform developed by the Ministry of National Education. This study seeks to assess the platform's efficacy by examining its impact on meeting the needs of its primary users, parents. Specifically, the study aims to determine parents' awareness of the platform, their willingness to engage with educational institutions through it, the accessibility of the platform, and their overall satisfaction with the services it provides.

By investigating these factors, the study contributes to a deeper understanding of the role that digital platforms can play in enhancing communication between schools and families. This research also fills a gap in the literature by focusing on a newly implemented technological solution within the Algerian educational context. The findings of this study represent an important step forward, providing a scientific foundation for future research that could explore similar initiatives in greater depth, or examine the long-term impact of such platforms on the educational system.

The research gap addressed by this study lies in its forward-looking approach. While previous studies have examined the general role of digital communication tools in education, few have focused specifically on the Parents' Space platform in Algeria. As such, the results of this study will provide valuable insights that could serve as a basis for future studies in this area, with equal importance and relevance.

1.5- Objectives of the Study:

The objectives of this study are multi-faceted and aim to:

- Illuminate the degree to which parents are aware of the 'Parents' Space' website provided by the Ministry of National Education.
- Evaluate the extent of parents' inclination to utilize the website for engaging with educational institutions.
- Investigate the accessibility of the website, noting any challenges or ease of use encountered by parents.
- Measure the level of satisfaction among parents with respect to the services offered by the 'Parents' Space' website.

1.6- Operational Definitions for the Study:

-Ministry of National Education: This entity is integral to the administration of educational policies and related activities across primary, middle, and secondary educational levels in Algeria. Governed by Executive Decrees No. 94/266 and 95/76, the Ministry is tasked with the organization and development of education, offering diverse educational opportunities to

all learners. Its responsibilities extend to the development of curricula, management of national examinations, and the oversight of educational quality and innovations.

- Parents' Space Website: Established by the Algerian Ministry of National Education, this digital platform is designed to facilitate communication and the exchange of information between educational institutions and parents, thereby integrating them more closely into the educational process.

The platform aims to cultivate a robust partnership between these stakeholders to support student learning and enhance their success. It provides a comprehensive digital environment enriched with various services and information that assist parents in supporting their children's educational paths. This includes access to curricula, academic results, school schedules, and extracurricular activities.

1.7- Literature Review:

Given the lack of Algerian studies focusing on this topic, some relevant Arab studies were considered to serve our current research.

Study by Al-Yaqoub (2010): ***Titled "A Field Study on the Gap Between Home and School and the Role of Parents Towards Their Children's School Life in the Primary Stage of Public Education in Kuwait"***, this study aimed to explore parents' perspectives on the objectives of school-parent cooperation, the significance of parent councils, and their satisfaction with internet-based educational services provided by schools. The study surveyed 332 parents, employing a descriptive analytical method.

The findings revealed that parents were dissatisfied with the current methods of cooperation and communication with schools. Although there was moderate agreement on the importance of parental involvement, a significant gap existed between the services provided by the school (including internet services) and the parents' full understanding of these services. This highlighted the need for more effective communication and awareness initiatives to bridge this gap. (Al-Yakoub, 2010)

Study by Ahandou (2018):***Titled "The Reality of the Partnership Between School and Family in Ivory Coast",*** this study sought to examine the current state of the partnership between schools and families, identify the obstacles that hinder its effectiveness, and propose strategies for its improvement. The researcher employed a descriptive survey method, with data collected via a questionnaire from 110 school directors.

The results indicated that communication between families and schools in Ivory Coast remains largely traditional, with limited use of digital platforms. The study identified several obstacles to effective school-family communication, including a lack of awareness among some families about the importance of strengthening the partnership through digital communication channels such as school websites. (Ahandou, 2018)

-Study by Majdi Hanawi et al (2019):

Titled "***The Reality of Parental Communication with Their Children's Schools at the Primary Basic Education Level in Nablus, Palestine, and Their Attitudes Towards Using Internet Services to Improve It,"*** this study aimed to uncover the reality of parental communication with their children's schools and understand their attitudes towards using the internet for communication in the primary education phase.

The study's instrument was distributed to a randomly selected sample of 120 parents, and it found that all parents rated their level of communication with their children's schools as moderate. The study also found that parents' attitudes towards employing internet services for communication with schools were high, and there were no significant differences in these attitudes based on gender, age, or daily internet usage rates. (Hanawi & Halawa, 2019)

-Study by Salma Al-Azmi and Amal Al-Saleh (2022):
Titled "***School Communication with Parents and Its Relationship to Decision-Making from the Perspective of Primary Education School Leaders in Kuwait***," this study aimed to determine the level of school communication with parents and its relationship to decision-making from the perspective of primary education school leaders.
A questionnaire was distributed to a randomly selected sample of 302 individuals, supplemented by personal interviews. The results indicated that the level of school communication with parents in Kuwait's primary education schools was moderate. (Al-Azmi & Al-Saleh, 2022)

Utilization of Literature:

The research literature was utilized to shape the study's problem statement and to define its key concepts. It was also referred to in designing the study's methodology. We observed that most of the literature relied on a quantitative analysis approach, which led us to adopt the same method to measure the effectiveness of the "Espace des Parents" (Parents' Space) website. Additionally, it guided the researchers in constructing and refining the study tool (the questionnaire). Our study hypotheses are based on the results of studies conducted by (Yakoub, 2010), (Hannawi, 2019), (Ahando, 2018), and (Al-Azemi & Al-Saleh, 2022).

Our study contributes to understanding the effectiveness of the "Espace des Parents" platform, which is managed by the Algerian Ministry of National Education, by assessing parents' awareness of the website's existence, their willingness to communicate through it, and their ease or difficulty in accessing it, as well as their satisfaction with its services. This is particularly relevant given the lack of studies in the local (Algerian) context that have addressed this topic.

2- Method and Tools:

2.1- Study Methodology:

This study employs a descriptive-analytical approach, particularly apt for evaluating the effectiveness of the 'Parents' Space' website managed by the Ministry of National Education. The descriptive-analytical method is well-suited for exploring and analyzing individuals' opinions on specific phenomena and issues. Utilizing this approach is essential for comprehensively addressing the objectives of the research, allowing for an in-depth examination of perceptions and interactions with the website.

2.2- Population and Sample of the Study:

The demographic focus of this study includes all parents of students who maintain active accounts on the 'Parents' Space' website, facilitated by the Ministry of National Education. The total population for this study is identified as 260 parents, all associated with various educational institutions in the municipality of Jijel for the academic year 2023/2024.

The sample selected for detailed analysis consists of 99 parents, which represents 38% of the total population. This sample was chosen through purposive non-random sampling, a method that enables targeted selection of participants who are best suited to provide relevant and informed insights. Details regarding the distribution of the sample members are provided in the subsequent tables.

Table (1): Distribution of the Study Sample by Gender

Gender	Frequency	Percentage
Male	30	30%
Female	69	70%
Total	99	100%

Source: Prepared by the researchers

The gender distribution of the sample indicates a significant disparity, with females constituting the majority at 69 (70%), while males accounted for 30 (30%), highlighting a female predominance in the study population.

Table (2): Distribution of the Study Sample by Educational Level

Educational Level	Frequency	Percentage
Middle School	16	16.2%
High School	19	19.2%
University	64	64.6%
Total	99	100%

Source: Prepared by the researchers

The distribution of the sample by educational level indicates that a majority of the study's participants possess a high level of education. Specifically, 64 individuals, representing 64.6% of the sample, hold university degrees (Bachelor's, Master's), while 19 participants, accounting for 19.2%, have completed secondary education. Additionally, 16.2% of the sample, comprising 16 individuals, have attained a middle school level of education.

2.3- Study Tool

This quantitative study utilized a survey to measure the effectiveness of the 'Parents' Space' website of the Ministry of National Education. The survey, consisting of 32 items across four dimensions, was used in a pilot study to establish its psychometric properties, as outlined in the table below:

Table (3): Dimensions and Number of Items in the Study Survey

Main Themes	Sub-Themes	Number of Items
First Theme	Awareness of the existence of the 'Parents' Space' website	08
Second Theme	Desire to interact through it with educational institutions	08
Third Theme	Ease or difficulty of accessing the 'Parents' Space' website	08
Fourth Theme	Satisfaction with the services of the 'Parents' Space' website	08
Total	/	32

Source: Prepared by the researchers

A five-point Likert scale was employed as follows:

Response	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Degree	5	4	3	2	1

Where the interval length = (Highest value of options - Lowest value of options) / Number of options i.e., 5-1/5 = 0.8

Results are interpreted according to the following table:

Table (4): Categories of the Five-Point Likert Scale and Their Significance

Category Number	Category Range	Scores	Weights	Significance
01	Less than 1.80	Strongly Disagree	01	Very low level of agreement
02	1.80 to less than 2.60	Disagree	02	Low level of agreement
03	2.60 to less than 3.40	Neutral	03	Medium level of agreement
04	3.40 to less than 4.20	Agree	04	High level of agreement
05	4.20 to less than 5	Strongly Agree	05	Very high level of agreement

2.4- Statistical Methods:

The Statistical Package for the Social Sciences (SPSS v26) was employed, utilizing mean and standard deviation.

2.5- Verification of Data Quality:

The validity and reliability of the survey were confirmed using SPSS v26, after being applied to a pilot sample of 30 study participants.

-Face and Construct Validity of the Survey:

- Face Validity:

The preliminary version of the survey was reviewed and evaluated by a group of subject matter experts, leading to revisions that improved the clarity and significance of the items, culminating in the final version of the survey.

- Construct Validity Testing:

Table (5): Construct Validity Testing of the Survey

Number	Dimension	Sample Size	Pearson Correlation Coefficient	Significance Level (sig)
1	Awareness of the existence of the site	30	0.807**	0.000
2	Desire to interact through the site		0.855**	0.000
3	Ease of access to the site		0.870**	0.000
4	Satisfaction with the site's services		0.809**	0.000
**Statistically significant at the 0.05 level.				
* Highly statistically significant at the 0.01 level.				

Source: Prepared by the researchers, based on SPSS v26 outputs

The results, as shown in Table (5), indicate that the significance levels for all dimensions are less than 0.05, demonstrating a strong positive correlation between each survey dimension and the total scores, confirming the construct validity of the survey.

- Reliability of the Survey: Cronbach's Alpha coefficient was used to confirm the reliability of the survey.

Table (6): Cronbach's Alpha Test

Dimensions	Number of Statements	Cronbach's Alpha
Awareness of the existence of the 'Parents' Space' site	8	0.817
Desire to interact through the site with educational institutions	8	0.700
Ease of access to the 'Parents' Space' site	8	0.829
Satisfaction with the services of the 'Parents' Space' site	8	0.819
Total	32	0.920

Source: Prepared by the researchers, based on SPSS v26 outputs

From Table (6), it is evident that Cronbach's Alpha coefficients for all dimensions and the total survey range from 0.700 to 0.920, indicating acceptable reliability and thus meeting the condition for survey reliability.

- Nature of the Distribution of Study Variables:

To ascertain this, skewness and kurtosis coefficients were calculated.

Table (7): Test of Normal Distribution for Study Data

Dimensions	Kurtosis Coefficient	Skewness Coefficient
Awareness of the existence of the 'Parents' Space' site	0.062	-0.729
Desire to interact through the site with educational institutions	0.103	-0.418
Ease of access to the 'Parents' Space' site	0.263	-0.604
Satisfaction with the services of the 'Parents' Space' site	0.150	-1.085

Source: Prepared by the researchers, based on SPSS v26 outputs

From Table (7), it can be noted that the study data follows a normal distribution as all values for skewness and kurtosis fall within the range of [+2, -2], based on Acheampong & Agyapong, 2016, p7.

3- Results and Discussion

Hypotheses were tested based on the arithmetic mean and standard deviation, with results shown in Table (8).

Table (8): Arithmetic Means and Standard Deviations for Survey Dimensions

Study Dimensions	Arithmetic Mean	Standard Deviation	Rank	Score
Awareness of the existence of the 'Parents' Space' site	**3.056**	**0.934**	**1**	**Moderate**
Desire to interact through the site with educational institutions	**2.772**	**0.897**	**2**	**Moderate**
Ease of access to the 'Parents' Space' site	**2.611**	**0.921**	**3**	**Moderate**
Satisfaction with the services of the 'Parents' Space' site	**2.401**	**0.926**	**4**	**Moderate**
Effectiveness of the 'Parents' Space' site for the Ministry of National Education	**2.710**	**0.775**	**/**	**Moderate**

Source: Prepared by the researchers, based on SPSS v26 outputs

From the data presented in Table (8), we analyze the effectiveness scores related to the 'Parents' Space' website of the Ministry of National Education.

The arithmetic mean calculated for the awareness of the existence of the 'Parents' Space' site stands at **(3.056**) This score categorizes the awareness level within the third tier of a five-point scale, specifically within the range of [**2.60 to 3.40**[The accompanying standard deviation of **(0.934**) suggests that the awareness among the study sample concerning the existence of the 'Parents' Space' website is moderate.

This observation validates the hypothesis that "Parents are moderately aware of the existence of the 'Parents' Space' website." The moderate awareness level can largely be attributed to the partial and limited familiarity that most parents have with the 'Parents' Space' website of the Ministry of National Education.

Contributing factors to this moderate awareness may include the absence of robust awareness campaigns and targeted media efforts aimed at educating this demographic about the significance of the website and the benefits of engaging with it. Additionally, some parents may face challenges in using technology, which could hinder their ability to access and utilize the website effectively.

The results suggest a notable gap in the full awareness of the *Parents' Space* platform among parents. This moderate level of awareness may indicate that the platform is not perceived as a priority by some parents. This could be due to a variety of factors, including a belief that there is no immediate need for the platform or a lack of understanding regarding its true benefits. Our findings are consistent with those of Ahandou (2018), who identified a deficiency in the promotion of school internet platforms and noted that various barriers hindered effective communication between families and schools. Similarly, the study by Al-

Yaqoub (2010) highlighted a gap in parents' awareness of the digital services offered by educational institutions. These findings underline the need for increased efforts in promoting the platform and its potential benefits to ensure that parents fully understand its value and use it more actively.

Regarding the desire to interact through the site with educational institutions, the arithmetic mean is noted at **(2.772),** which also places it within the third category of the five-point scale **[2.60-3.40[**. The standard deviation for this metric is **(0.897)** indicating that the study sample's desire to engage with educational institutions via the 'Parents' Space' website is also assessed as moderate.

This supports the hypothesis that "Parents have a moderate desire to interact through the site with educational institutions." This moderate level of inclination towards interaction could be explained by potentially unsatisfactory prior experiences with the 'Parents' Space' website, which might lead parents to favor traditional communication methods, such as in-person visits and phone calls.

Moreover, general difficulties with technology usage among some parents can reduce their propensity to engage online. Technical issues and frequent malfunctions on the site may also serve as deterrents affecting their willingness to use the platform.

The study also found a moderate level of willingness among parents to engage with educational institutions via the *Parents' Space*. This moderate interest suggests that, while parents are not overly enthusiastic, they are not opposed to the idea either. Several factors could explain this finding, including parents' perceptions of the platform's value or their actual need to use it. It is possible that the lack of complete awareness or understanding of the platform's full capabilities is contributing to this moderate engagement. Some parents may prefer more traditional communication methods, such as direct visits to the school or phone calls, because they are more familiar and comfortable with these alternatives. This result echoes Ahandou's (2018) findings, where communication between families and schools in Ivory Coast remained largely traditional due to limited awareness of the importance of digital platforms for educational communication. Additionally, it aligns with the observations made by Al-Azmi and Al-Saleh (2022), who noted a moderate level of communication between parents and schools, contrasting with Al-Hanawi's (2019) study, which found that parents in their context had a more favorable attitude toward utilizing internet services to support their children's education.

Additionally, the arithmetic mean for the ease or difficulty of accessing the site is recorded at**(2.611**), situating it once again within the third category of the five-point scale [**2.60-3.40[.** The standard deviation here is **(0.921),** indicating that the study sample considers the accessibility of the 'Parents' Space' website to be of moderate ease.

Thus, it can be stated that the hypothesis "Ease or difficulty of accessing the 'Parents' Space' website is moderate" is correct and confirmed. This result can be attributed to the user experience, as the site might have a simple design in some parts, but certain functions may be complex or unclear to users. There could also be compatibility issues with some browsers and devices.

The result can also be explained by the website's performance, as the site may be slow to load, which affects the overall ease of access. Additionally, the website may suffer from technical errors intermittently, further complicating access. The findings can also be interpreted as the website's language being complex and containing unfamiliar terminology, which makes some parts of the site difficult to understand. Furthermore, the diversity in user experience and different levels of technological proficiency play a significant role in the ease or difficulty of accessing the site.

Moreover, the arithmetic mean for parents' satisfaction with the website's services was **(2.402),** which falls within the third category of the five-point scale **[2.60-3.40[**, and the standard deviation was**(0.926),** indicating that the study sample rates their satisfaction with the website's services as moderate.

Therefore, it can be stated that the hypothesis "Parents are moderately satisfied with the services of the 'Parents' Space' website" is correct and confirmed. This result could be attributed to the quality of services provided through this portal. While the services available may be useful, they are not sufficient and do not meet all needs. Furthermore, some aspects of the service quality need continuous improvement, and the site also needs to be regularly updated and refreshed to keep pace with modern technologies and user requirements.

From the above table, it is clear that the total arithmetic mean for the survey was (**2.710**), which places it within the third category of the five-point scale **[2.60-3.40[,** and the standard deviation was(**0.775**), indicating that the 'Parents' Space' website of the Ministry of National Education is moderately effective.

This result can be explained by the website's performance, as there may be technical issues affecting its responsiveness, as well as poor compatibility with various devices and difficulties in accessing and using it effectively. The reason for this may be the lack of workshops, training sessions, and effective meetings between parents and schools.

This finding is consistent with the results of the study by Al-Azmi and Al-Saleh **(2022**), which indicated that the level of school communication with parents is moderate, as well as the study by Hanawi (**2019**), which found that all parents moderately appreciate the importance of their communication with their children's schools.

The moderate effectiveness of the *Parents' Space* platform can be attributed to both its strengths and its limitations. On the positive side, the platform offers basic yet essential services, such as providing access to student results and facilitating communication with the school. The actual usage of the platform by some parents indicates a degree of awareness regarding its importance, suggesting that it serves a useful function for those who are engaged with it. However, several weaknesses hinder the platform's full effectiveness. One significant limitation is the lack of awareness, many parents are either unaware of the platform or do not fully understand the range of services it offers. Additionally, the platform suffers from a limited array of services and ongoing technical issues, which may discourage broader use and hinder its potential to improve communication.

From a policy perspective, the Ministry of National Education has positioned the *Parents' Space* as part of its strategy to enhance digital communication within the education sector. However, the medium effectiveness observed in this study suggests that the platform's implementation needs further development to reach its full potential. One possible explanation for these shortcomings is poor coordination between the Ministry and the schools, which could undermine efforts to increase the platform's usage and ensure its optimal performance.

The moderate effectiveness of the platform reflects a solid foundation on which to build, but it also points to critical areas for improvement. These include expanding the platform's services, enhancing promotional efforts, and addressing user experience issues. As the platform stands, its effectiveness in fostering communication between parents and schools remains limited, potentially undermining the Ministry's broader goals of digitizing educational services and improving communication quality.

4- Conclusion

The findings from this study lead to several notable conclusions regarding the 'Parents' Space' website, managed by the Ministry of National Education:

- Parents are moderately aware of the existence of the 'Parents' Space' website.
- Parents have a moderate desire to interact through the site with educational institutions.
- Access to the 'Parents' Space' website is moderately easy or difficult.
- Parents are moderately satisfied with the services of the 'Parents' Space' website.
- The effectiveness of the 'Parents' Space' website of the Ministry of National Education is moderate.

Based on these insights, the study proposes several recommendations:

- It is necessary to improve the technical infrastructure of the 'Parents' Space' website to ensure faster performance.
- The site needs to be updated and refreshed regularly.
- Increase awareness through educational institutions and media to enhance parents' knowledge of the site and its benefits.

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