

NAZYKTERE HASANI

PhD candidate in European University of Tirana, Kosovo

ERNESA HASANI

Student in Faculty of Philology, University of Prishtina, Kosovo

**FORMS OF IMPLEMENTATION OF SCHOOL-FAMILY
COLLABORATION IN PRE-UNIVERSITY EDUCATIONAL
INSTITUTIONS****Abstract:**

School cooperation with parents is an important aspect in the field of education, which is of particular interest to students and for the school when we consider the development of personality, education, social life and progress of pupils. Trustworthiness, mutual respect and communication between school and parents, makes common goals that schools ahead and ask parents for an effective quality education of students realize. Based on everyday school life we see a weakening of interest of parents and school for collaboration. Each school should encourage parents to cooperate by providing various forms of cooperation. Therefore, seeing the decline of interest by both pairs for cooperation was necessary to study in this regard, in order to obtain complete data, to analyze and compare the perceptions of parents and teachers, to get different opinions so that we have opportunities for using forms that think it will bring effect in terms of cooperation. The research was focused on two relevant factors parent-teacher where perceptions and opinions regarding the forms of cooperation are treated, which are implemented at the school and forms that will be able to apply and that will bring a qualitative and effective cooperation. The purpose of this study was to identify forms of school- family cooperation, emphasizing the attitudes and opinions of parents and teachers as well as proposals for finding effective possible forms, which will increase the interest for cooperation. This study is of particular importance because the conclusions drawn from this study will lead to the search of better access of influential parents in the school, which will greatly contribute to raising awareness and responsibility of parents and school in improving and progressing cooperation.

Keywords:

Forms of cooperation, attitudes, parent, teachers.

Entry

Various scholars of school life describe the school-parent cooperation as an important issue, which plays a major role in the achievement, personal development, education and social life of students-children. Trustworthiness, respect and mutual communication between school and parent makes common goals realize which are set out by schools and parents for a quality and an effective education. From everyday school life it is noticed apparently the non-cooperation between the school and parents and their decreasing interest as two relevant factors of students - children school life. The creation of enough space, the provision of forms and the creation of different ways for involvement of parent in school life, enables effective collaboration and increase parents' interest to cooperate. "Schools should accept and engage parents as partners, to take into account the views and suggestions, and to share time for regular visits with teachers "(Bezinovic, 2010:92).The school engagement as educational institution, to parental involvement in the school life of their children will enable achievement progress, more effective student learning. Parent encouragement to cooperate by the school side should happen by planning and compiling special programs in every new beginning school year for different activities that will facilitate the participation of parents, so that it will have a positive impact.Parent motivation and establishment of a mutual trust and respect between the school and parents will be reached by schools offering various forms of cooperation, starting from the student's home visits, frequent class teacher contacts with parent, development of different activities where parent are participants and the presence of parent in the learning process. In order for schools to be qualitative they must involve parents in all aspects of school life, offering parents the opportunity to be involved in the governing bodies and to engage voluntarily to help the development of the school, so those would create a sense of being truly partner with the cultivation of a culture of cooperation and respect. School practices show a disinterest and insufficient commitment of schools in order to promote the interest of the parents to cooperate, but on the other hand lack of parental interest in education and less interest in participating actively in the school life of their children. This study will probably not be the foundation stone but it will be a stone that will help in strengthening cooperation and improving school practices and with special interest.

1. The purpose of the research

The purpose of this study was the identification of forms of the school with family cooperation, emphasizing the attitudes and opinions of parents and teachers as well as proposals for finding effective possible forms which will increase the interest for cooperation.

1.1. Research question of the survey

In order to realize the goal of the study we have asked the question:

-Which forms of cooperation between school and parents are being implemented in schools and which ones could be applied in order to have a quality and effective cooperation?

1.2. Objectives of the research

The objectives of this study were:

1. To identify and point out the implementation forms of cooperation between the school and parents;
2. To analyze, compare and reflect the opinions and attitudes of parents and school teachers towards the school-parent cooperation;
3. To identify the causes of non-cooperation.
4. To provide recommendations on strengthening and developing parent-school cooperation.

2. Assay of the literature

Researchers and academics from the education field have debated about the role of school and family collaboration focusing on stimulating forms which would increase the interest of parents to actively participate in school life. Upon review of the literature we note that parents are encouraged to cooperate by schools providing various forms of cooperation and that the students achievement depend on the commitment of parents. Each school should encourage parents in different ways to get involved and to support them in all aspects of school.

Muka as a good opportunity to promote co-operation between parents and school sees a written invitation, which according to him, "If a parent with a printed invitation or beautifully written and carefully is required to be present at a ceremony arranged for his child he will be enthusiastic. Inside him a spark of interest will be born and will try to be fair with the invitation and the school "(Muka, 2000:75).

A good possibility of increasing cooperation is the "parent organization of the week." According to Rukiqi (2012:88),

In these visits parents have the opportunity to visit the school, to be present in classes thus creating a complete picture of school life. Here is a good opportunity for parents to confront with the past, the present and think about the future of their children's education.

Murat (2009) as a good and effective form distinguishes "student mothers asset" according to him, "Seminar of the students mothers, as a form of action contributes to: the development of a democratic culture, commitment to educational problems choices, organization of artistic and ecological actions "(Murat, 2009:178). In order to have a growing interest of parents for collaboration we should take into account the method of communication with them. Zuna (2009), cites" Weekly orders forms - are forms of school communication with family . They are individual orders that schools prepare and sent to each family, in order of continually periodic information, their success and activities, needs and eventual obstacles "(Zuna, 2009:218).

3. Research Methodology

3.1. Participants of the research

This study is realized in three schools, among which two high schools, one public school and one private school and in an elementary school, where the attitudes of parents, pupils and school teachers in research are reflected. In the survey participated 120 parents, among them representative's parents of Councils of parent of the school and 90 teachers.

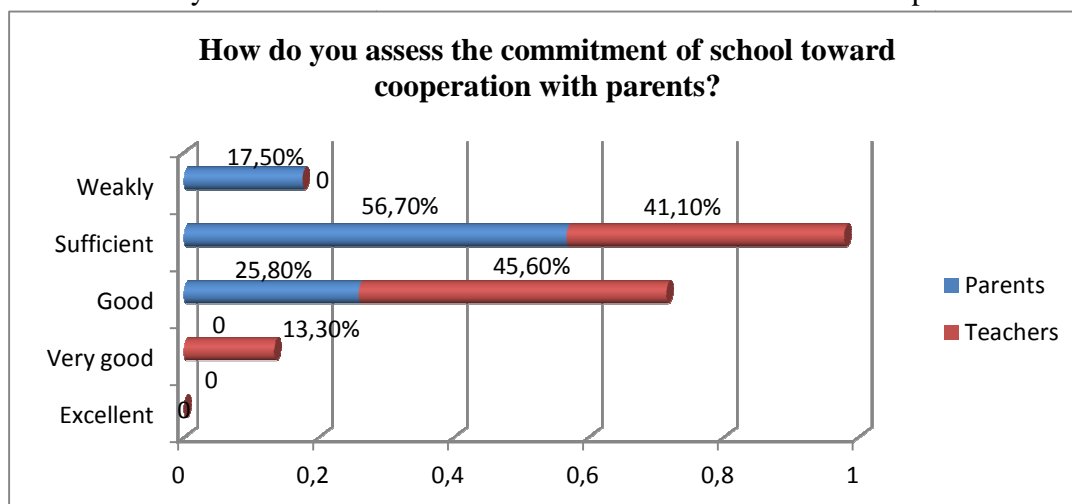
3.2. Techniques used

The technique that was used for the realization of this study was the survey, which was realized through questionnaires to parents of students and teachers. In the questionnaires a total of 24 questions were included, close and open typed. The purpose of the questionnaire was to gather information about the school and family cooperation, forms that are provided to parents to cooperate and collection of the perceptions of parents and teachers.

4. Analysis and interpretation of research findings

Analysis of the research findings indicate an improper collaboration between the school and parents and forms which are most commonly implemented are parental meetings, eventually individual meetings of parents and teachers and that with the initiative of parents sometimes even of the teachers when there is a problem. Below we're presenting only the analysis of some data obtained from the questionnaire questions for teachers and parents. In graphics the percentage of responses of both teachers and parents are presented.

1. How do you assess the commitment of school toward cooperation with parents?

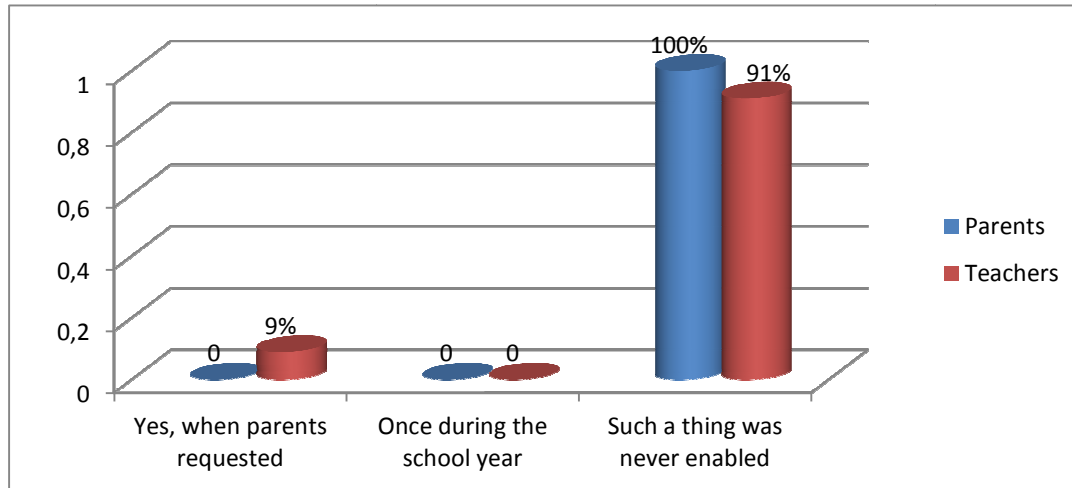


Graph 1: Graphic presentation, in percentage, of the attitudes of parents and teachers in the engagement of the school towards the collaboration with parents

The chart 1 shows that 17.5 percent of parents have evaluated weakly the school's commitment towards cooperation with parents, 56.7 percent of parents and 41.1 percent of teachers have

evaluated sufficient, what we note that we do not have a great difference in percentage, 25.8 percent of parents and 45.6 percent of teachers have estimated good, while only teachers 13.3 percent of them have evaluated very good. These data show a contrast of attitudes of parents and teachers, from where we see that schools are not committed enough to cooperation with parents.

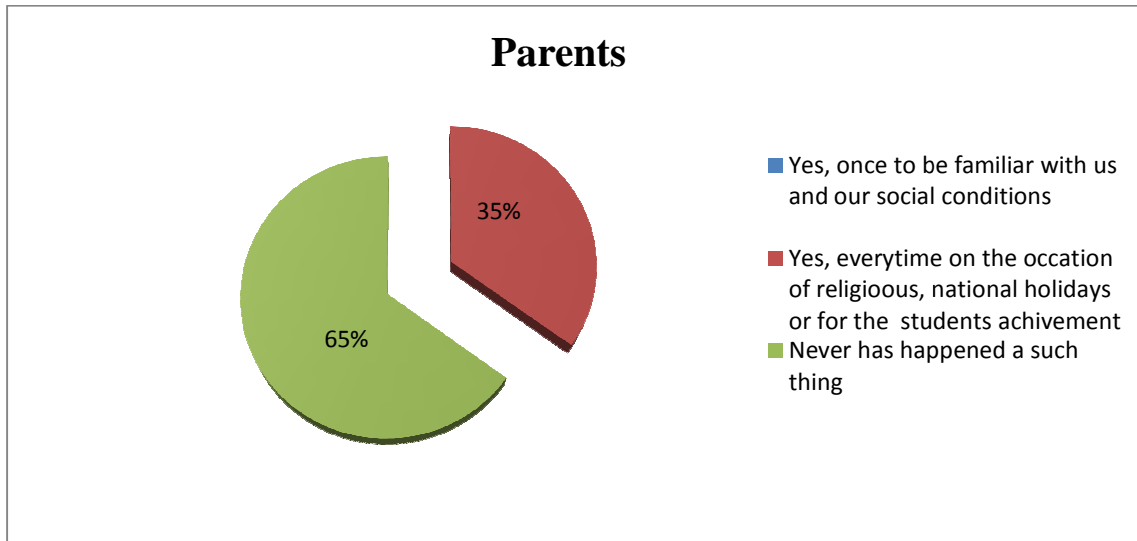
2. Were parents ever offered the opportunity to be present during the learning process?



Graph 2: Graphic presentation, in percentage, of the attitudes of parents and teachers to the presence of parents during the educational process.

From the results presented in Figure 2 we see that 9 percent of teachers were expressed that parents were offered the opportunity to be present during the learning process with the parents own initiative, while 100 percent of the parents have said that we were never offered such a thing, what 91 percent of teachers agree with the statement of such parents. From the analysis of these data we can conclude that schools are working narrowly towards the empowerment parents to be present during the learning process, at least twice probably would have been necessary for the parents to come to school and face the problems of their children school life.

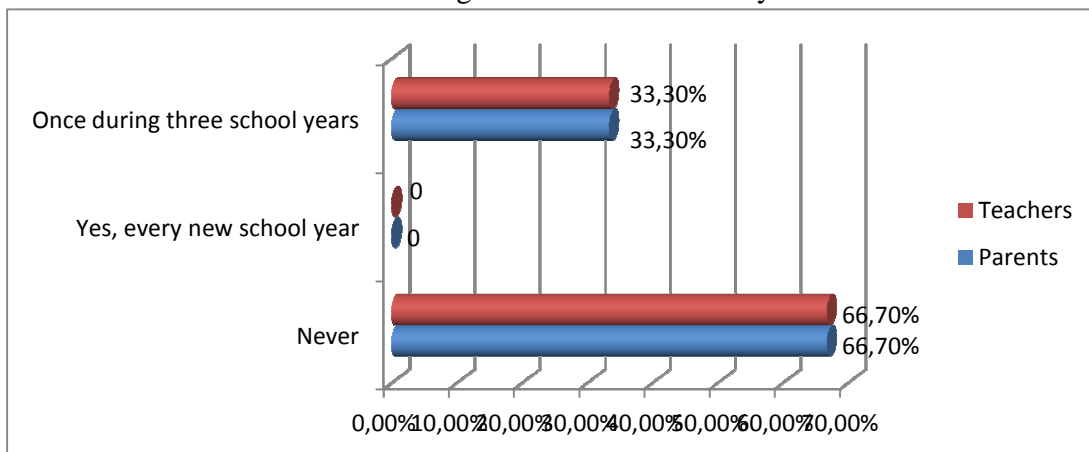
3. Have you ever been visited at home by the class teacher of your child and what was the purpose of this visit?



Graph 3: Graphic presentation, in percentage, the attitudes of parents towards the visit in parents' home

To the question: Have you ever been visited at home by the class teacher of your child and what was the purpose of this visit, we got the following data: 65 percent of parents had said that such a thing has never happened, while 35 percent of parents were for the alternative yes, every time in case of holidays, such as religious, national or student achievement. Here it is noteworthy that the percentage of parents who were for the alternative yes, whenever the occasion of holidays as religious or national or achievements of the pupils were of private school and a small percentage of parents who belonged to the elementary school.

4. Has the school ever organized a tour day or excursions for parents?

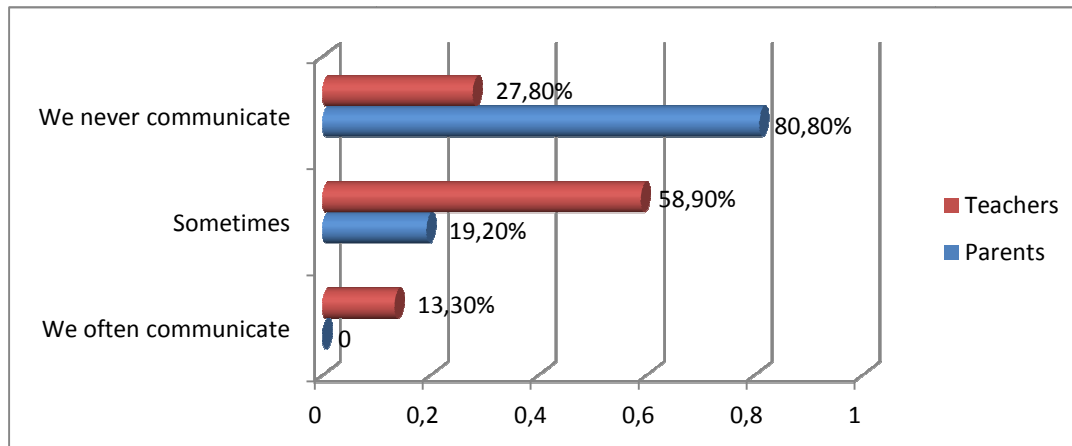


Graph 4: Graphic presentation, in percentage, of the attitudes of parents and teachers toward the organization of tours or excursions for parents.

How much schools organize tours and excursions for parents we have received the following information: It is important to note that we have the same percentage of perceptions of parents and teachers, from this we can say that the schools are not at all interested to organize such trips

for parents what would be necessary and useful in making parents to cooperate with the school and parents would feel themselves as a part of the school.

5. Do the representatives of the parents in the Parents Council and in the School Council ever communicate with parents?

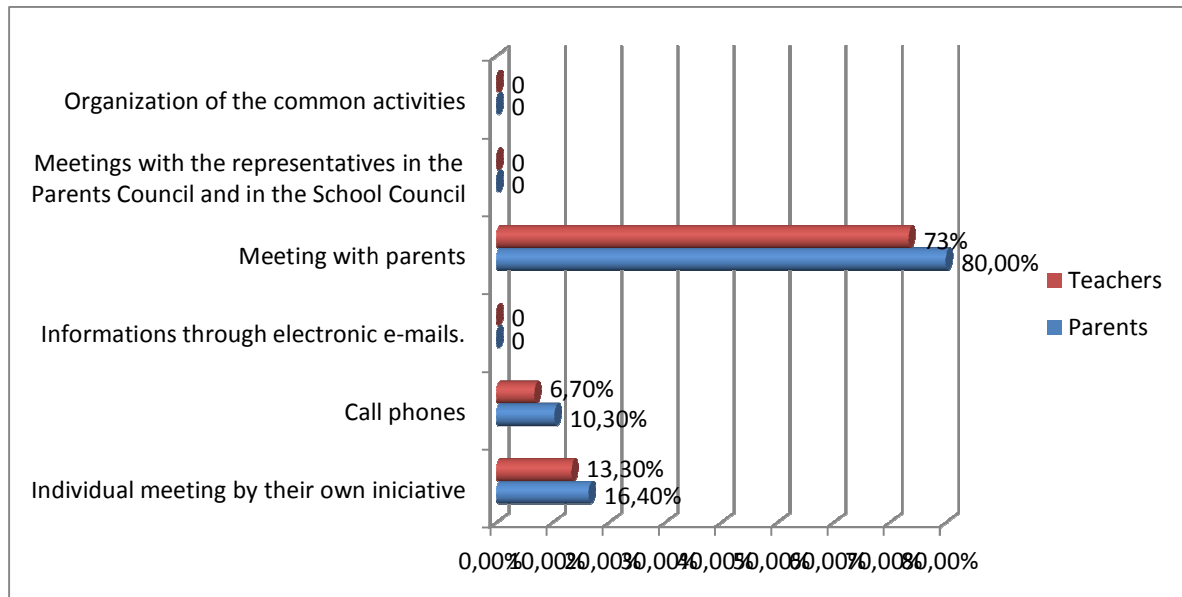


Graph 5: Graphic presentation, in percentage, of the attitudes of parents and teachers towards the communication with the representatives of parents in the Parents Council and in the School Council.

On the question: Do the representative of the parents in the Council of Parents and School Council ever communicate with parents? We received the following data: 80.8 percent of the parents had said that they never communicate with them, they also a percentage of teachers, 27.8 percent of them agree with this option. For the “sometimes” alternative agreed 19.2 percent of parents and 58.9 percent of teachers.

To the “we often communicate” alternative agreed 13.3 percent of teachers while no parent was specified for this option. From these data we see that the interests of parents are not represented by their representatives in these councils. It is worth noting that with some of the opinions of some parents we have encountered in that parents have noted that parents Council exists only on paper and some were not at all informed about the existence of this council.

6. Which are the most common forms of communication and collaboration offered by the school?

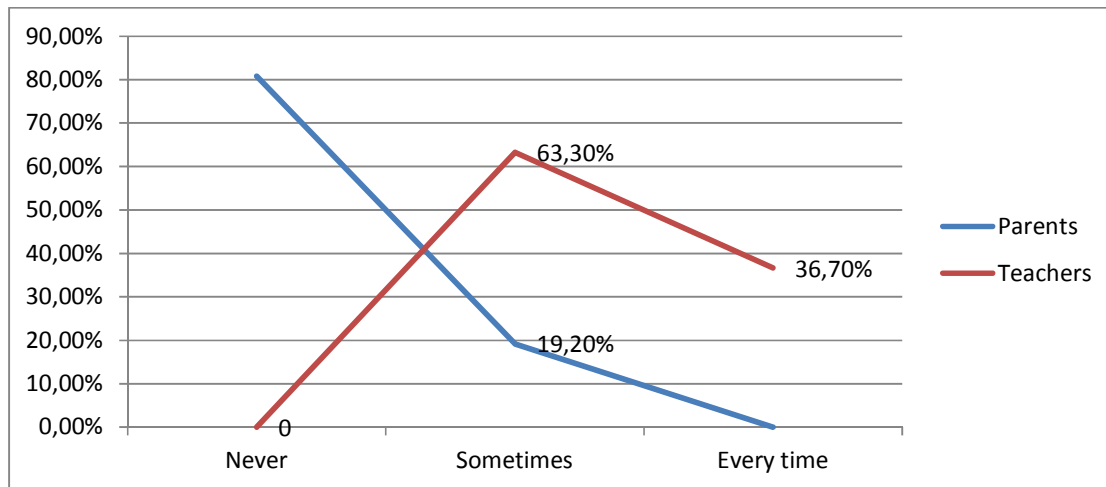


Graph 6: Graphic presentation, in percentage, of the attitudes of parents and teachers toward the frequent communication and collaboration that school offers

The data from Chart 6 indicate that the most common form of communication and cooperation that the school offers is meetings with parents, 80 percent of parents were for this alternative and 73 percent of teachers agree to this parent's opinion. Another form that the school offers is the individual meetings with the initiative itself, where 16.4 percent of the parents agreed with this and 13.3 percent of teachers and parents support this attitude of parents.

Also, 10.3 percent of parents were determined for the communication of telephone calls and 6.7 percent of teachers also support this attitude. As forms that are not applied at all in schools, were the common activities organizations and meetings with representatives of parents in the School Council and in the Parent Council. Looking at these data we see that parents and teachers have similar attitudes in this field.

7. Were parents sometimes invited by the school to be present at any celebration or activity organized by the school?



Graph 7: Graphic presentation, in percentage, of the attitudes of parents and teacher towards the parents presence in any celebration or organized activity by the school.

In the Graph 7 the data indicate that parents the invitation for their presence in a party or activity organized by the school have evaluated in this way: 80.8 percent of parents stated that they were never invited by the school to be present in any celebration or event organized by the school, 19.2 percent of parents stated that sometimes, and 63.3 percent of teachers support the parents' opinion. For the "every time" alternative 36.7 percent of teachers agreed, it is worth noting that this determined percentage of teachers to this alternative belong to the private and elementary school.

4.1. Opinions of participants in the study

1. Opinions of parents

- The leadership and school teachers are not interested at all for us to get involved in the school life of our children.
- I do not know why the Parents Council does not function; I think that funds are not needed to operate this council.
- In the school lacks culture of cooperation, we still do not have traditional schools where the principal of the school decides and we parents are not informed by them, but only by our children when they come home.
- Class teachers communicate narrowly with us; they do not inform us regularly about the state of our children even if we come to school, the class teacher avoids us.
- As a good form to cooperate I think that each teacher should assign a special term for meetings with parents.

- The class teacher should inform us every weekend for the performance and attendance of our children at school.
- A good opportunity of communication and cooperation would probably be the creation of a special corner for consultation with parents and the establishment of an association of volunteer parents to help the school.
- No need to blame only the school but we also carry a fault because we are not interested enough in our children's school life, if we do not take care and if we are not interested for them who else will .

2. Opinions of teachers

- Parents do not care at all for their children, there are parents who I do not know and have not been in school for the past three years that I have been a class teacher of his child.
- When we call parents in meeting the majority of parents do not come even those parents who are coming are the same ones.
- I think that there is very little done in terms of parental involvement in school life.
- A form of communication and cooperation that would bring success would probably be that the school should made it obligatory that for every beginning of the school year to establish special programs for organizing activities with parents and organize sometimes tours and training for parents.

5. Findings, conclusions and recommendations

- About 74.2 percent of students' parents involved in the study estimate low the school's commitment to involve parents in cooperation
- A high percentage of teachers, 86.7 percent of them evaluated the school's commitment as not good,
- Providing parents the opportunity to be present in the learning process, 100 percent of parents claimed that they had never been offered such a possibility, which is supported by 91 percent of teachers
- A higher percentage of parents, 65 percent of them have claimed that they have never had the opportunity to visit teachers in their press, while 35 percent of parents have claimed that there were visits by teachers on the occasion of religious holidays or other holidays.
- About 80.8 percent of the parents stated that their representatives never communicate to them in the Parents Council and in the School council.
- The fact that about 80 percent of parents and 73 percent of teachers have claimed that the most common form of cooperation that is offered by the school is the meeting with parents,
- About 80.8 percent of the parents claimed that they have never been invited by the school to be present at any party or school activity.

Findings from this study confirm that school-family collaboration does not satisfy educational needs, lacks of duplex interest, but we also have dissatisfaction from both parents side and as well as from teachers. Relying on parents' perceptions and their opinions we can notice lacks culture of cooperation, of mutual confidence and the willingness of both parties to cooperate, even lacks of special programs to educate parents as well as teachers. The provision of adequate and appropriate forms of communication and collaboration with parents from the school side will raise the awareness and interest of parents to create an era of cooperation and positive environment of cooperation so that would wipe away the prejudices that exist between them and to inform parents about the importance and advantages that this cooperation brings. Also, in order to increase the consciousness and interest of both pairs, in future should be organized courses, seminars and workshops of various topics dealing with parent-school cooperation and compile appropriate programs and various manual for prospective teachers, for the Parents Councils and for their work organization. It is also necessary the education and training of parents which I think is the most important aspect to increase parental involvement in the school life of their children.

6. References

- Bezinovic,P(2010).Samovrednovanje skola.Prva iskustva u osnovnim skolama. [Self evaluation of the schools. First experiences in elementary schools] p.92 Zagreb,
- Epstein, J .L. (2010.): School, Family and Community Partnerships: Preparing Educators and Improving Schools. USA. West view Press
- Fullan, M(2001).Kuptimi i ri i ndryshimit në arsim. [The new meaning of change in Education] Tiranë
- Galic,M.“Suradnja Učitelja i Roditelja“; [Teacher-parent cooperation] <http://www.istrazime.com/skolska-psihologija/suradnja-ucitelja-i-roditelja/> Maj.26,2013 [seen 7/7/2013]
- Glasser, W. (2005), Kvalitetna skola-skola bez prisile. [Qualitative school-school without presion]Zagreb, Educa
- Kamenarac,O(2009).Razvoj komunikacijskih kompetencija-potreba i nuznost.[Communication competences development-need and obligatory] Beograd
- Kraja,M (2009) Pedagogjia. [Pedagogy]Tiranë
- Muka,V (2000).Për drejtimin e shkollës. [For the leadership of the school Tiranë,p75]
- Murati,Xh(2009).Pedagogjia e menaxhimit. [Management pedagogy]Shkup,p178
- Polovina,N&Bogunivic,B(2007).Saradnja skole i porodice. [Family-school cooperation]Beograd
- Rukiqi,Sh(2012) Mësimdhënie e balancuar. [Balanced teaching]Prishtinë,p88

- Selakovic,J.“Putevi i nacini komunikacije izmedu roditelja i skole“ [Ways and means of communication between school and parent];
http://www.cipcentar.org/i_roditelji_se_pitaju/index.php/biblioteka/87-clanci/102-putevi-i-nacini-komunikacije-izmedu-roditelja-i-skole [Retrieved on 11/4/2013.]
- Sijakovic,T(2011).Odeljenski staresina-aktivnosti pod lupom.[Class teacher- activities through the microscop] Beograd, p18-19
- Zuna-Deva,A(2009).Partneriteti shkollë-familje-komunitet. Prishtinë,p218 [School-family-community collaboration]