

School and family collaboration in rising the qualities of teaching

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Abstract

In this project we have to do with principal issues of school and family collaboration, as a potential indicator in rising the qualities of teaching. From the students, teachers and parents point of view, one of the most important indicators on rising the qualities of teaching is the fellowship and association between school and family. Yet, this is where problems become noticeable and this continues to be the point of referation and a continuously object of study and research. Seen in this point of view and making analyses of different kind of known authors, we tried to gather the dimensions of this international problem and at the same time the contrubution of these famous authors whether they are local or from a different country. The theoretic, practic and empiric reaserach on this problem is intended show the importance of school and family collaboration as a basic indicator in rising the qulaities of teaching in rising the qualities of teaching, with the need for a change, finding different kinds of methods in order for the collaboration to be more active in school and in family, combinating different ideas into something new with prespective. It tries to come as a help to the school, leaders, teachers, institutions which agree and to the parents in order to make it noticeable that this kind of stumbles on the way to a collaboration do exist. Also this research suggests ways to make it through the way, other measures and looking forward to having an effective collaboration in order to improve students achievements in teaching. The informations that this project offers can be used in order to encrease the level in the field of teaching qualities.

Key words: Collaboration, school, family, lesson, teaching, different kinds of indicators

The entrance

"In life there are so many things that can wait,
but not children, we can not say tomorrow to them, their time is today"

GABRIELA MISTRALI

The connection that is created between the school and the family depends on many factors. A great importance goes to the motive consisting of desire and readiness for cooperation that is beneficial to the quality of learning. Starting from school practices but also by other scientific pedagogical approaches, it can be said that it is impossible to develop and implement educational work without the active cooperation of family and school. In this logic function and cooperation of the school grounds with family unity is seen as practical activity for the same purposes. The task of the school is to systematically develop and educate the students of various skills such as those of the body, particularly the hands and intellectual work needed to be.¹ This cooperation should be based on the basis of some real and functional objectives such as: the need for cooperation, collaboration, pedagogical forms of parental education, measures to improve working conditions in schools, measures to improve student success.² Parents should be as close to their children, because "if the child does not feature a close adult who cares for him or her, or someone to know and love, development of his interest would be harmed" says Magda classic B. Arnold. "At the age of 12-14 years old children in everyday conversations with parents express their ardent desire what they want to be when they grow up, what kind of profession – kind of school they like more".³ Seen in this context, the ratio of school and family is mutually conditional and this report is of utmost importance for the promotion of students. Cooperation between the school and the family will be fruitful and will guarantee the highest success if these two factors will understand their position as equal partners in sharing information and experiences shared

¹ Deva, Dr. Afërdita (2009) : Partnership school - family - community, Prishtinë

² Po aty

³ Mehmet Gjevori, Parents are the first educators of children, Prishtinë, 2005, fq.102

Collaboration between family and school in raising the quality of learning

Since the departure of children in school, between parents and the school established a correlation. Getting to know each other and mutual information are necessary. In this context, the child becomes a bridge between these two factors. Parents need to know more about the composition of the class, class schedule, while claiming to support the school well and how their students should oblige them to gather information about the student's personality, social conditions, etc.⁴ To this end, teachers in early education and parental organize meetings with parents notify the main goals of the curriculum, textbooks and forms of work putting emphasis on the importance of collaboration, invite parents for mutual cooperation. In this cooperation that both sides should talk, to listen to each other, to know each other and understand and support each other's goals. In the field of cooperation between parents and teachers - school of great importance is the recognition and respect of the obligations, rights and responsibilities to each other. The cooperation of parents and teachers is a key issue for the development of teaching quality. To cooperate in a school are responsible all key people: teachers, students, parents and school leadership. Although parents and teachers are not forced to cooperate, they should understand the significance of cooperation, the importance of personal contribution to achieving the desired results in teaching children, certainly achieve that cooperation is indispensable to evaluate the inalienable. Children are more successful students throughout the school if their parents involved in school and encourage learning at home, regardless of educational level or their social education.(Epstein, 2001).⁵

Throughout the learning process at school, work environment - all aspects of it - directly affects learning outcomes and learning outcomes directly affect the physical, human development and the development of social capital.

Starting from infrastructure development as the core of the learning process, all aspects of the working environment, standing in correlation with the results of learning, play a crucial role in raising the quality of teaching. The non specified definition and the disorder of the issue of competence of educational institutions has contributed quite a lot even in the absence of a fruitful cooperation between family and school.

⁴ Bexheti, Nijazi (2011) : Collaboration between family and school, 2011

⁵ Epstein, J. L. (2001). School, Family, and Community Partnerships: Preparing Educators and Improving Schools. Westview Press, A Member of the Perseus Books Group

The results regarding cooperation with the school and the parents care for their student children, although they are not satisfactory (the situation is worse in rural schools), there are indications that improved.

School aims schedule and task activities that will bring results and high success. This means that the primary goal is student success The level of these results is determined by environmental factors where the school operates The cooperation of school and the family is aimed at achieving the highest success in learning, but also includes other topics and questions of importance to both parties. Also, according to research, collaboration and partnership programs school-family-community and teacher practices of parent involvement have positive effects on the ability of parents to help their children through school years; parents in assessing the ability of teachers and quality of teaching, in the opinion of teachers opportunities for parents to help their children with school tasks at home and in the opinion of students on school... (Becker & Epstein, 1982; Epstein 2001).⁶

Genuine cooperation between school and family creates confidence and mutual trust of each - other, own responsibilities and accountability to each other, respect, tolerance, understanding and willingness to favorable solution for parties and compromise.

Because in the midst enters the constant care of parents for their student children, especially in schools in the rural areas is not satisfactory level.

Report required parent-student school does not work, making the student does not have the support and encouragement necessary to learn as much learning. With respect to psycho-social, parental and community involvement still leaves much to be desired. A form of parental involvement in the learning process is also recently aplikimii elective courses in education Engaging parents in school activities are successfully implemented in the electoral teaching students in accordance with their parents or subjects identify areas where they most need, inclination or desire to get additional instruction. In this context, the most favorite subjects for students to find the support of parents, are subjects' skills in life "and" Maintenance of the environment ", which obviously have quite an impact on

⁶ Becker, H. J., and J. L. Epstein. (1982). Parent Involvement: A study of teacher practices. Elementary School Journal

psychosocial development, the process of social and socialism awareness of the importance of a healthy environment, children in school.

Open communication of the school with parents, the key to student success in learning

After a deep analysis of the study results, the current situation and the scientific studies on the subject, through this study provided essential information about the importance of great and effective ways of involving parents in their children's education.

In a survey done by elementary school students in Prizren, from 360 students to learn in groups questioned whether the lesson in class, 82.6% of them responded positively. This process has been developed alongside the growing awareness of teachers to have a more inclusive approach to the learning process, by placing the student at the center of the process. This report led to the improvement of student - teacher ratio, as a very important factor for the creation of a positive climate in the classroom and school and raising educational quality.

According to poll results this communication, predominantly in the direction "school-parent", where parents are more likely to listen than to its position. 50% of surveyed schools in the municipality of Prizren understand opinions / attitudes of parents, speaks very limited ability of parents to influence the situation in the school improvement. About 60% of teachers surveyed expressed a reservation on the quality of organizing meetings with parents and school teachers, while over 75% said that the school has no strategy of communication with parents. This speaks to the need to define some norms of communication with parents, and staff training to establish an effective communication is the improvement of teaching and learning. As an obstacle to the development of such communication, school teachers see the parents lack the interest, but limited time, while 54.8% of them consider that teachers do not need special training to work with parents. However, such a conclusion contradicts the teachers expressed dissatisfaction regarding the quality of communication with parents to develop.

Note that there is a very good mood parents to participate in various school activities, but 39.7% of teachers surveyed stated that parents do not engage to assist teaching again

speaks to the need to approach their school and finding ways to contribute to training the learning process.

Even students believe that parent involvement in school affairs brings great benefit in raising their successes. Thus, only 1.7% of respondents indicated that parental involvement does not affect or little impact on improving the overall atmosphere in the school, while the rest of the surveyed directors are of the opinion that affects or somewhat. In practice schools offer little support parents to exercise parental care to their children. Without doubt, this affects the capacity of parents to supervise their children's involvement in homework, and to assist in other school activities. Meanwhile, enjoy the fact that school teachers have very positive attitude towards the idea of providing such support parents, with all that recognize that, for various reasons are not able to do so. Thus, for example, 63.3% of teachers confirm that the school does not offer material help parents to assist their children with homework, while 81.1% consider making such a step with great impact on improving learning outcomes while only 3.1% thought that it would have a positive impact on children. However, teachers find enough obstacles to make such actions, among which, the central place is occupied by the lack of resources at the school and lack of interest to parents.

Teachers of the respondents reported a fairly high degree of parental influence in governance councils, which the summary indicator reaches 71% in the "greatly", while about 25% in the "limited extent". Parents Council actively participates in all forms of decision-making at the school, including teaching and afterschool activities.

Analysis of teachers' responses shows that the overall impact of parents in school is over 50% average in school, while 25% considered the greatest impact. However, one should consider that the issue is about the perception of teachers, why can not a conclusion consistent for the true impact of parents.

Recommendation and conclusions

Undoubtedly effective cooperation between school and family is one of the most influential factors in raising the quality of learning. According to American authors, the family has a multifaceted impact on the education of young people setting out options for

further education material, influencing the formation of motives, aspirations and interests of further education and finally, through a more or less pressure directly. However the impact of the school - teachers on the quality of student learning is influenced by several factors:

- Social characteristics, composition and number of members, occupation and education of parents.

- Social contacts, cooperation with parents,

- Material conditions and living conditions of students (village, town)

- Spiritual climate to activities, activities (occupations) certain leisure activities, duties and responsibilities of young people at home,

- Education, interests and aspirations of parents and other family members.

At the conclusion of this paper will try to support the analysis of empirical research, to suggest some measures to be taken, which we believe will contribute to the issue of cooperation between school and family in order to increase the quality of learning:

1. Schools should develop procedures for meetings with parents to determine the dynamics, the preparation and course of such meetings. Should be practiced as group meetings / thematic, and individual meetings with parents. However, teachers should have the function of promoting the center of teaching and learning in school.

2. Schools must commit to raising awareness of parents about their role in school and improve their ability to exercise such a role.

3. Parents need a greater support from the school to be able to help their children improve learning outcomes.

They should be distributed materials to guide in this regard, and in certain situations should organize training or information sessions for parents.

4. Representatives should be given to parents in school governing bodies, to effect in increasing the participation of parents in school life for a better learning quality

5. To set standards and criteria for a healthy environment and adequate teaching and learning efficient and effective.

6. Have much more in the professional consulting and teaching, indicated creative skills and problem solving, commitment and innovative approach to changes, etc.

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