

THE IMPACT OF WELCOMING FAMILIES BY SCHOOL AT SCHOOL LEVEL MEETINGS TO PREVENT VIOLENCE AMONG STUDENTS.

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Abstract

This study used quantitative method and aims to find answers to the following questions: Does the family welcome from the school level meetings between school and family to prevent violence among students? Are there significant differences on this issue between the family and school environment when families comes from urban and rural areas? The purpose of this article is to ascertain whether it affects the level of contacts between school and family for preventing violence among students by family welcoming at school. Research hypothesis: The level of contacts between the school and families affected by the welcoming family at school for preventing the violence among. We have included 400 teachers and 400 parents from rural areas in this study, as well as 300 teachers and 300 parents of fourth classes' from the urban areas. They come from the various city schools in Kosovo. Systematic sample was randomly selected, and we have compiled the questionnaire. A team of pedagogues, who have been previously trained to use this questionnaire, took attitudes of both subjects. Data were analyzed by SPSS 20 program. Univariate statistics were used to examine the frequency and distributions of all study variables in correlations. Statistical significance was set at $p < 0.005$. This study reflects upon the importance of qualitative collaboration, namely to enrich the public opinion with the valuable information about the cooperation between school and family. The study has reached some findings and conclusions. Participants' responses indicate that the level of contact between the school and families for preventing violence among students is affected by the factor family welcoming at school.

Key words: school, family, cooperation, welcoming, violence.

Introduction

Significant factors for cooperation between school and family for preventing the violence among students include communication, family information, sharing tasks and responsibilities, decision making, supporting student achievement, trust between school and family and vice versa, previous family experience with school, and **welcoming family by school**. In this article we will focus in stating the level of welcoming of families at school by school and its relation to the level of contacts between school and family for preventing the violence among students.

Although much research has investigated the relationship between welcoming family by school and parents involvement, but a little research has examined affects the level of contacts between school and family for preventing violence among students by family welcoming at school. This study attempts to show how the real situation in Kosovo schools is in relation to these factors.

Survey's Methodology

Operational definitions – Family is a group of individuals related by blood, marriage or cohabitation approval. Family should be more involved and participate in school. School is the educational institution in which the organized activity of upbringing and education of the young generation takes place. Establishing the highest level of school role through cooperation with the family. Cooperation between school and family are activities and cooperation agreements between them to achieve common goals. Welcoming should be the first to precede the school-family cooperation for preventing the violence among students. This implies that when the family is at school it needs to feel part of it, to see the school as their place, “where they belong”, not to discriminate the families – all of them to be treated equally irrespective of their intellectual, cultural, or social background etc. School should have a certain place for meetings with families. To feel not welcomed by school poses various obstacles to school-family cooperation. In this article we will focus in stating the level of welcoming of families at school by school and its relation to the level of contacts between school and family for preventing the violence among students. Violence among students is an expression, behaviour or action of a pupil or more, in one or more students. Violence, intentional use of physical force or power, or the threat of it, or their real use, against yourself, another person or against a group or community that is likely to result in injury, death, psychological harm, poor development or deprivation (World Report on Violence and Health, 2002).

The aim of the study – The purpose of this study is to determine the level of effect of welcoming families by school for cooperation in order to prevent violence among students at school.

Study Questions: Does the family welcome from the school level meetings between school and family to prevent violence among students? Are there significant differences on this issue between the family and school environment when families comes from urban and rural areas?

Research hypothesis: The level of meetings between school and family to prevent the violence among students is influenced by welcoming the family by the school.

The importance of the study: This study is important because it affects the welcoming family by school and it establishes the contacts with the family. Also, note that the relationship between these variables is the same in urban and rural areas.

Limitations of the study. This study may be limited by the following factors:

- Teachers may be cautious in providing information in collaboration with the family.
- Restrictions on giving honest responses may also encounter family.

Population and sample- The population of this research are all teachers and parents of elementary schools in Kosovo. Population is determined numerically and the largest number of pupils comes from rural areas. Since it is the large population to study the problem, we have defined the version of the study - sampling was done through systematic random selection. The sample included 300 teachers and 300 parents of fourth grade school from urban areas in Kosovo, and 400 teachers and 400 parents of school fourth grade from rural areas in seven regions of Kosovo.

Instrument applied. We have applied research assessment to determine the welcoming family by school from the school and the level of contacts between school and family. We applied comparative research for the comparison of differences in school and family attitudes and cooperation between them.

Applied instrument is a questionnaire for parents and teachers, which consists of questions through which we discover how the success of students is supported by the school. The questionnaire consists of five scales: "strongly agree", "agree", and "undecided", "disagree", and "strongly disagree".

Analyses. Analyses were conducted using SPSS (version 20.0). Univariate statistics were used to examine the frequency and distributions of all study variables in correlations. Statistical significance was set at $p < 0.005$.

Literature review

Joyce Epstein (1995, 2001) has based its practices in a partnership model and cooperation and shared responsibilities between families and schools. "There are many reasons for school, family, and community partnership to exist. Partnership can improve school programs and school climate, to provide services and family support, parental skills and leadership. Connect families with others in school and in the community, and help teachers with their work ""(Epstein, 1995, p. 702). Already, this certainly affects the prevention of violence among students.

“ Approximately two-thirds of all deaths among children and adolescents aged five to 19 years result from injury-related causes: (32%), all other unintentional injuries (14%), homicide (13%), suicide (10%). Between 10% and 25% of child and adolescent injuries occur on school property. Schools have a responsibility to prevent injuries from occurring on school property and at school-sponsored events. In addition, school can teach students the skills needed to promote safety and prevent unintentional injuries, violence, and suicide while

at home, at work, at play, and in the community, and through-out their lives.”(Barrios. L, Sleet. D, Mercy. J, 2003).

As to prevent violence among students, should integrate family at school, while the integration achieved by welcoming the family to school, others already. While, “ one important influence on parents feeling welcome in their children’s school is teacher’s specific invitations to become involved”(Coutts. M, Sheridan. S, Kwon. K& Semke. C, 2012).

Welcoming family from school is a complex issue. This complexity is manifested with the fact that not all the parents are equally treated by school “elimination of ignorance, discrimination in democratic schools is a way that all participate in a meaningful way before school meets all the future challenges” (Berger, 2000). While, Cooleys demands that family should not see disregard and disrespect. He in his studies shows the fact that how we see ourselves depends on our perceptions how others see us. And, this fact has three phases: reflection (parents watch themselves in the mirror), interpretation of reflection (How they interpret what they see) and the feelings of pride and shame. If in the second step parents reflect positively, in the next step they feel pride and they will work with the school for their children’s benefits. If they see disregard and disrespect it will be really hard for them to work as parents (Cooleys, 1964).

Certainly, the involvement of parents in the school showed the various obstacles. Despite these obstacles, regardless of parental involvement, parents want their children to succeed. School and other social factors influence how and why the family should be in school was added (Mapp, 1997).

Results and discussion

To understand whether whether welcoming the family by the school, We made an analysis of their interconnection and on this basis we have the following results. Based on the statistical results of Table 1 we understand that teachers of schools from urban areas in Kosovo consider that welcoming the family by school for prevention of violence among students is high. A big difference is between “medium” and “high” level. We don’t have any teachers that consider that welcoming the parents by school is in a low level, while only 20% of them consider this as a medium level. The results on the table show clearly that the teachers from urban areas consider very high their welcoming that they offer to the families for prevention of violence among students at school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low	60	20.0	20.0	20.0
	medium	240	80.0	80.0	100.0
	high	300	100.0	100.0	

Table 1. The attitudes of students from urban areas for their welcoming offered to the family.

Meanwhile, the study in data from Table 2 shows the strong correlation between welcoming the family from urban area by school from that area and the level of contacts between school and family for preventing the violence among students of that school. It was found that the welcoming of family at school and the level of contacts between school and family has a high correlation with statistical significance ($r=.078$, $p=.005$, $n=300$). We can state that the level of meetings between school from urban area and family increases with the increase of level of welcoming family from school.

		Welcoming	Nr. Meetings
Welcoming	Pearson Correlation	1	.078
	Sig. (2-tailed)		.005
	N	300	300
Nr. Meetings	Pearson Correlation	.078	1
	Sig. (2-tailed)	.005	
	N	300	300

Table 2. Welcoming the family by school and the level of meetings of students from urban areas with family.

The study of the data from Table 3 shows us that the attitudes of teachers from rural areas are those that show that welcoming is a significant factor in the level of contacts between school and family to prevent the violence among students. 99% of teachers have that attitude.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	high	400	99.3	100.0	100.0
Missing	System	3	.7		
Total		403	100.0		

Table 3. The attitudes of teachers from rural areas for their welcoming offered to the families.

Correlation between welcoming the family by school in the rural areas and the level of contacts between school and family to prevent the violence among students is considered high also and statistically significant ($r= .687$, $p= .003$, $n= 400$).

These data make it clear to us that the level of contacts between rural schools and family on prevention of violence among students, among else, is affected by welcoming of family by school.

		Welcoming	Nr. Meetings
welcoming	Pearson Correlation	1	.687
	Sig. (2-tailed)		.003
	N	400	400

Nr. Meetings	Pearson Correlation	.687	1
	Sig. (2-tailed)	.003	
	N	300	300

Table 4. The welcoming of family from school and the level of meetings of teachers from rural areas with family.

Data on Table 5 show the percentage of parents of urban schools that are satisfied with their welcoming by school. They consider it as high. 97% of parents express such an attitude. Only 3% of them consider it as average. Meanwhile, it is observed that there are parents of urban schools who are not satisfied how they are welcomed by school. On the other hand, it can be observed that that welcoming as a successful factor of cooperation between school and family for prevention of violence among students affects the level of contacts among these two cooperating entities. Urban parents are convincing in this regard.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	medium	1	.3	.3	.3
	high	299	97.8	99.7	100.0
	Total	300	96.2	100.0	
Missing	System	12	3.8		
Total		312	100.0		

Table 5. The attitudes of parents from urban areas for their welcoming offered to school.

Table 6 shows that the level of correlation between welcoming of urban parents and the level of their contacts with the school is high, and there is a strong positive linear correlation, which is also statistically significant ($r=.543$, $p=.000$, $n=300$). According to attitudes of urban parents, welcoming that school implements with parents increases the level of contacts among them for prevention of violence among students.

Welcoming	Pearson Correlation	1	.543**
	Sig. (2-tailed)		.000
	N	300	300
Nr. Meetings	Pearson Correlation	.543**	1

	Sig. (2-tailed)	.000	
	N	300	300

Table 6. The welcoming of family by school and the level of meetings of parents from urban areas with teachers.

Data from Table 7 make it clear to us that rural parents are welcomed at school. In total, 97% of parents state that they feel welcomed at school. This shows a high rate of welcoming of rural families at school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	medium	12	3.0	3.0	3.0
	high	388	97.0	97.0	100.0
	Total	400	100.0	100.0	

Table 7. The attitudes of parents from rural areas for their welcoming offered to the families.

The correlation between the level of contacts between the school and family and rural family is also found to be strong, as is seen in Table 8. The study shows, as observed in the final result ($r = .076$, $p = .003$, $n = 400$), that the correlation between welcoming of families by rural school teachers and the level of contacts between the school and family for prevention of violence among students is high and statistically significant.

		welcoming	Nr. Meetings
welcoming	Pearson Correlation	1	.076
	Sig. (2-tailed)		.003
	N	400	400
Nr. Meetings	Pearson Correlation	.076	1
	Sig. (2-tailed)	.000	
	N	400	400

Table 8. The welcoming of family from school and the level of meetings of parents from rural areas with teachers.

Conclusions and recommendations

This study is the first to investigate the moderating role of the welcoming family of schools to prevent violence among students. Specifically, it determine the level of effect of

welcoming families by school for cooperation in order to prevent violence among students at school.

Our study showed that welcoming family by school is very important factors in the cooperation between school and family and even increases meeting level between them.

The statistical data indicate that urban and rural school teachers consider welcoming of the family by school to be at high level. The differences are minor among them on this issue. Also, the parents of both rural and urban areas consider that they are welcomed at school, and differences among them are minor too; rural area parents show that the level of welcoming at school is slightly higher. Regarding correlation between the level of contacts between the school and family for prevention of violence among students at school, we state that teachers from both areas consider the relationship as strong which means that indeed the higher the welcome of family by school the more frequent are the meetings between them and the school for prevention of violence among students. Also, for parents of both areas, the study shows a strong correlation between the welcoming and level of contacts between the family and school, therefore the high level of welcome conditions the level of contacts between the family and school for prevention of violence among students.

In the space provided in the questionnaire for “Your eventual comments on welcoming”, parents expressed their concern about the fact that there is no special room for meetings with teachers at school. The meetings between parents and teachers take place in school halls or in its yards besides collective meetings, which are envisioned twice per term. We might raise the question whether these meetings between family and school held in these areas are productive or formal? This question is addressed in particular to educational leadership institutions, and we recommend them to provide a special location for meetings for family and school to take place at every school.

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