

RECOGNITION OF SUBJECTS' PROGRAMS AS A FACTOR ON THE QUALITY OF EDUCATIONAL PROCESS ORGANISED BY PARENTS IN THE FAMILY

Dritan SALLAKU
Ministry of Education and Science
Street "Durrresi", 23.Tirana
dritan.sallaku@mash.gov.al; sallaku.dritan@yahoo.it

Abstract

Qualitative education of children, represents one of the priority interests of the parents. Participation of parents in the education of children is considered as necessary from all the actors involved in the in education process. But not always, the educational process which takes place in the family reaches the desired success. This might be for many reasons, but one of these is the lack or limited knowledge that the parents have for the programs of the subjects that the child develops in the school.

The purpose of the paper, is to find out that the lack or limited knowledge of subject's programs from parents does not produce an objective evaluation of achievements and affects the setting of unfriendly relations between students and the learning experience as well.

Method of the research is based on *interviews* with parents of the students of grade 3, 4 and 5 of elementary in compulsory education, as well as school administrators of this cycle. The platform of interview is oriented to find out on how the subject's programs are considered by parents in their educational action.

The subject's programs are not in the centre of the learning process organised by parents in the family. This process is typically relied only on the student's book. Also, the school in its support does not advice the parents for a major consideration of subject's programs in their educational action.

Conclusions: the lack of knowledge of academic curricula, especially the subject's programs by parents, means that their teaching process in family is not based on concrete objectives that are reflected in the program. Also, the lack of knowledge of the subject's programs affects the lack or limited knowledge of the indicators of the success on the activity of learning. This situation does not produce an objective evaluation of the achievements.

Keywords: *subject's program, learning objectives, indicators of success achievements.*

Qualitative education of children, represents perhaps the most important investment and also the priority of the parents' interest. It is this interest that affects the establishment and development of the strong collaborative relationships of the school and the family. All actors involved in education, whether teachers, school leaders, parents and children / pupils join in the evaluation that the parents and the family as a whole, have an important role in determining the child's successful performance in school.

The importance of partnership of the school with the family is quite topical today in all approaches that are created by the professional education community. In view of the school building partnerships with parents, ascertained the willingness of both players, schools on the one hand and on the other hand the parents. The Inclusion and involving of the parents in school activities appear with different profiles and actually, in all educational policies emphasize the need for parental involvement in every aspect of school life, whether management, administrative, professional, ethical, etc., aiming that parents are not simply 'beneficiaries', but also 'contributors' of the quality of service.

Despite the complex nature of the inclusion of the parents in the education process, the most important aspect of their involvement remains entirely the education of child and in particular his academic achievements. In this regard, despite the practices developed by schools, considerations, estimations and judgments that have both actors involved in collaboration are different that, meaning both players need to improve methodologies in order to realize their full educational potential.

From the perspective of the school or of the teacher is stated that the family carries great educational potential, which for many different reasons, both objective and subjective fail to return fully supportive of the success factors of the education process. Educational activity organized in the family, although in different substantial proportions of time and different from what the school is organized, clearly represents a learning process, which should be structured on the same requirements methodical, professional and effective as this process takes place in school. Precisely, the methodology used by parents in home learning, the improving and its unification with that school realised in the school, is the permanent requirement of teachers that is addressed to the parents.

The lack of the success in the academic expected / desired achievement so much targeted from school and family, can have many reasons and may implicate many factors, among which those of psycho-pedagogical nature. The quality of the education service that children are benefiting is in correlation with the quality of the factors and actors involved in the implementation of the learning process. So the quality of student achievement is based on or is limited from the quality of the nature of pedagogical factors as may be, the quality of teaching, quality of curriculum, infrastructure quality of the learning environment, and the factors of psychosocial nature, as can be, the willingness of parties involved in this process, awareness, attitude and interests of the parties to the competencies, values and attitudes that handles and develops school curricula.

Through this paper, we aim not only to evident that how the present and considered are the curricula to the parents in the educational process organized in the family, but also to argue that the limited knowledge and for more the ignorance of the subject programs from the parents, is

one of the causes that negatively affect the expected success of learning from school as well as the parents.

In this perspective, I think the topic is of interest not only for parents but also for teachers and will contribute to further enrichment of the experience of the cooperation between them, improving parenting model and in particular to increase the effectiveness of the learning process from the child / student.

The methodology of the study of the topic of this paper, is based on interviews conducted with parents of students in grades 3, 4 and 5 of primary education cycle basis, as well as teachers and school administrators of this cycle. A total of 60 parents were interviewed, of whom 23 or 38% were parents with secondary education. Parents, whose children attend or grade III and IV were respectively 15 and 30 parents of children of class V. Teachers interviewed were 10. While executives interviewed were 6, of whom four deputy directors attending primary school to school. The subjects interviewed profit and offer educational and service in 3 schools of compulsory education in Tirana city.

The platform of interview structured for the three subjects, parents, teachers and administrators, aimed to collect information about the level of knowledge that parents have on the curricula and to know how much the subject's programmes are considered by parent in their learning process organised in the family. Also, another purpose was to see the role of school's administrators in supporting parents to organize their learning process referring to the curricula

The analysis of responses shows that:

- Parents have no knowledge of the curricula. The learning process that they organize in the family, mainly is based on student's textbook and their culture or in their education / formation background as parents.
- Parents are never known during their children's education with the concrete objectives of curricula.
- Also, they claim that they do not know the substance of the subjects and objectives of each subject line or chapter's.
- The typical difficulties that parents face in the learning process that they organize at home, are particularly the implementation and evaluation of the quality achieved.
- All parents claim that the recognition of the academic curricula by them will help them in organizing the successful learning at home.
- It is accepted by them that are not oriented from the school to familiarize themselves with the subjects programmes, and they have no information on where to find them.
- the school administrators in their annual planning of the teaching work, in the sections of cooperation with parents there are no specific activities addressed to the device and / or recognition by parents of the school's subjects.
- the deputy directors of schools claim to have consistent communication with parents and the parents' support for their learning in the home, is realized through methodical advices provided by them and especially by teachers.
- Teachers also recognize that in their communication with parents rely on the program subject, but meanwhile, recognize that parents are not aware of the programs and are not interested to know and / or pick them up.

- Also, teachers claim that all cooperation, consultation and their methodical advice for parents is fully supported in subject program. However, on their part it is accepted that non-recognition of academic curricula is that they find in the work of parents and that this deficiency is among the causes which affect the quality of the students' learning.
- Discussion: Lack of knowledge of school subjects from parents, reflects a significant limitation that does not favor the qualitative learning process at home. By not referring to the subject programs, it appears that parents fail to organize a process referred in the same learning objectives that teachers use in the classroom. A learning process organized with different objectives, compromise the quality of the process, from planning, implementation and especially in the evaluation of achievements.

Also, lack of knowledge of academic curricula, doesn't enable the parents to know the indicators of success in the skills and competencies where the students exercise, what can also affect different assessments of parents and teachers about the achievements and the level of success of students. Differences in learning methodology in the family to that used in school, affects the limitation of the capacity of the parent to assess the real evaluation of achievements of the students, causing them not share the same view with the teacher. This situation is not in favor of the quality of the process, but can be seen as a cause of stress as well that can accompany the child during learning.

The full expression of educational potential that parents bear can not be achieved without the full knowledge of the content of school subjects. The knowledge of the content aspect of the program, will enable the parents to clear not only their academic competences, but also the improvement of their capacity to distinguish the success, or the needs for improvement. The training of the parents in this regard, would create the access that their educational action in the family to be unified and complementary to that developed in the classroom.

Referring to the conclusion that school leaders are not addressed in activities aimed at the knowledge of academic curricula from parents, I think the school is not designed in one of the most important elements of programs such as school curricula and especially the quality of implementation its limiting the quality of the contribution of parents in the educational effectiveness of the service it offers.

School leaders have not found the willingness of the parents and teachers to collaborate in terms of learning and consequently, this cooperation premise is not considered in their planning of the learning process and the implementation of education. As a result of this context, is lacked the methodology and instruments to support and develop this partnership. Teachers also have failed to recognize the education methodology of parents and to identify the needs of their improvement in this process.

Continuous communication with parents, teachers appear to be one-sided. Teachers positioned only in reference to some simple councils of the nature of establishment and evaluation related to directions and needs that must be practiced and improved the child. But they do not orient their advice in terms of methodological support and "What" and "How", the child must be exercised in terms of its content and the time and especially in their training for the organization process with objectives based on success indicators.

Conclusions:

Recognition of parents with school curricula, except that it is their right to be informed from the school, is also a necessity that affects the quality of the learning process. Subject's program should be at the center of the learning process which takes place in the family and parents should be unified in the methodology of this process, for the organization, implementation and evaluation of quality achieved.

Administrators and teachers in their annual planning for the developing of the partnerships with parents, should have as priority the recognition of academic curricula by parents and their support and methodological aspects of their achievements. Teachers should assist parents in recognition of programs for each subject, particularly the objectives of each chapter, as well as to support them in their training for the education process in the family by referring only to the objectives defined in the program.

Also, teachers should adopt methodology that enables parents to recognize and use the success indicators in their evaluation of process, in order to enable them to distinguish achieve success distinguish the achievement of success or in identification of the needs where the child/students need to improve.

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