

THE ROLE OF COOPERATION BETWEEN FAMILY AND PRESCHOOL INSTITUTION

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ABSTRACT

The aim of this research is genuine cooperation between family and preschool institution, as two very important institutions for education and intellectual development of children, as well as the level of achievement of this cooperation. The methodology used in this research is analysis and comparative method, which was realized by two kinds of questionnaires according to Liker's degree, in which participated 38 parents and 15 educators. A Questionnaires consists of 21 questions for educators and 31 questions for parents. In this survey were included two main institutions, the first was from State Institution (SI) and the other one was from Private Institution (PI). The age of children who are sent in these institutions is from 1-6 years, which is a very important phase of child's personality development. *The main issues set towards participants were:* the readiness of reciprocal cooperation, the providing of reciprocal information for children's behavior in PI and home; the meetings Parent-Educator; the reasons of bringing children in PI and home, who brings them in PI, if parents are ready to participate in activities organized by PI, complaints against PI, the interest of parents for education process which occurs in PI, satisfactory conditions for cooperation with IP, children with special needs and more close cooperation regarding to this category of children, providing of advices from PI for parents about their behavior towards children during their stay in home and vise-versa, the organization and support of activities in PI by parents, as well as many other issues which are presented in schematic way for each issue separately. Results of this research have proven that cooperation Parents-PI is in satisfactory level, but this has to be continued further, aiming the best for children. It is recommended that educators should encourage parents to cooperate as much as they can, especially on different fields of activities , while parents should bring lots of information related to their children's work , and to be prepared to contribute not just on their financial aspect but also with their presence.

Key words: *Family, Preschool institution, development of child.*

1 INTRODUCCION

Early childhood development is essential stage for every child in their basic educational process, but essential need is also the presence of Preschool institutions in our environment where we live those are fundamental obligatory for our children social, emotional and cognitive development.

Also, it is important to notice that along the need for preschool institution an important role plays also the environment which should be suitable for the child and the provision of healthy food. Main educators in children's live are their parents and their teachers.

Parents are the prime educators until children enter to primary school but it does not stop here it remain as a major factor for his/her education during all life. As Williams says in his book that the more parents participate in schooling, in a sustained way, at every level-in advocacy, decision-making and oversight roles, as fundraisers and boosters, as volunteers and para-professionals, and as a home teacher –the better for student achievement (Williams. 1989, p.18).

The key of the successfulness of the educational triangle *Child-Teacher-Parent* is cooperation between parents and teachers always having child's development in center. Teacher's and parent's participation will improve children's motivation which also their engagement in this process would bring the sense of partnership.

This is defined as the process whereby schools, parents and other services support each other in stimulating children's curiosity, motivation and development (de Wit, 2005).

For parents Lee and Bowen (2006, cited in Hartas, 2010) identify three forms of parental capabilities:

1. personal dispositions (sensitivity, warmth , attitudes toward learning);
2. access to education resources and services; and
3. access to education-related institutions.

Parent's role in this partnership it also includes their responsibility for their children educational outcome. Katz says that the teacher's role is specific to schooling, while the parent's role is universal in all aspects of the child's life (Katz.1984, p1-26).

Why cooperation in general including children it is so important?

Preschools give the opportunity children to behave in a community. Cooperation in all sense it is very important it leads all to success. Toddlers, and young children by attending in the preschool institutions will be active learners individually, in pairs or in groups. The cooperation with others, the engagement with materials with teachers and giving ideas these all are factors which effect on children's intellectual progress.

But one can ask why Preschool is so important and what about the children who do not attend preschools? A very simple respond to say that preschool is a community where children interact each other which help to prepare them for the preparatory school. If we would make a comparison of the children who attend preschools and those who stay at home there are many differences between them, children in home have poorer cognitive and social engagement, while the children in preschools learn to act independently, to think, interact, improvement of verbal expressions.

Cooperation between parents and preschool institution are two important institutions for educational and intellectual development of children, as well as the level of achievement of this cooperation. Frequent communication teachers with parents help to ensure cooperation which is very effective for early childhood education. The role of parents in their children's education has long been recognized as a significant factor in educational success and school improvement (Epstein, 1996).

In order to have a successful cooperation for the child's wellbeing, the interest by both part parents and educators is required. Parents can be initiators of a conversation, but the basic

responsibility for establishing and maintaining relationships is being left with educators, who actually make the cooperation possible in the first place (Bahovec at al., 2004). So, the weight of responsibility is on professional teacher who should encourage the cooperation by giving advices and providing enough information to parents by giving advices as Patrikakou at al. (1999, p. 36) says that “teachers are really the glue that holds the home/school partnerships together.

That means that if educators have a good communication with parents and a close relation with parents that communication would be very effective. The importance of this relationship mention also Macbeth (1993) where he says that he finds it elementary to find the right relationship among all participants. The success which educators achieve with parents is that they need to develop a partnership with parents which depends heavily on the fit between parental cares and concerns and those of the teacher. Whereas parents want teachers to know about teaching their children and to communicate with them.

Teachers have more confidence in parents who have similar ideas about teaching issues, and childrearing practices, and who freely share important things about their children (Powell, 1998).

2 PURPOSE OF RESEARCH

The purpose of research was to explore the important issues related to preschool institution such as cooperation of teachers with parents and how this cooperation may impact in children’s early development

3 METHODOLOGY, RESULTS AND ANALYSIS

For our study we gathered data from all participants and these offers information in percentage for many different kinds of questions we compiled to gain trustful results.

Author of the questionnaires was Prof. Mr. Arlinda Beka, which includes 21 questions for educators and 31 questions for parents across Prishtina. In this survey were included two main institutions, the first was from State Institution (SI) and the other one was from Private Institution (PI).

Questions were optional, our purpose was to find answers if there is cooperation in preschools. Some of the questions were: 1) Do parents meet with educators; 2) Do educators inform parents for child’s development; 3) Do parents participate in activities; 4) Do they inform educators for children’s abilities or preferences;. Some of the questions in these questionnaires were constructed for parents and educators about children aged from one to six .

This age of children who are sent in these institutions is from 1-6 years, which is a very important phase of child’s personality development.

The main issues set towards participants were: the readiness of reciprocal cooperation, the provision of reciproc information for children’s behaviour in PI and home; the meetings Parent-Educator; the reasons of bringing children in PI and home, who brings them in PI, if parents are ready to participate in activities organised by PI, complaints against institution, the interest of parents for education process which occurs in PI, satisfactory conditions for cooperation with PI, children with special needs and close cooperation regarding to this category of children,

providing of advices from PI for parents about children's behaviour during their stay in home and vice versa , the organization and support of activities in PI by parents, as well as many other issues which are presented in schematic way for each issue separately.

The questionnaire we compiled was with the intention to know if there is cooperation between parents and educators to achieve good conditions for children.

Firstly, we asked the educators if they work with a small group of children or big group 40% of educators said they work in a group of 10-20 children, 34% of them said they work in a larger group from 20-30 children and the rest percentage worked with smaller groups. There is no limited number of group which to work but if they work with smaller groups is more effectiveness because teacher have time to work with each one.

There were a high percentage (93%) of educators who said that that they meet with parent as it is needed, as for their communication the majority of educators 46% of them said they meet with parent in formal meeting, whereas 27% through the phone and email.

We also wanted to know if parent give enough information about their children preferences, abilities 47% of educators said Yes 33% said No, the rest of them stayed Neutral.

Regarding to the question if parents are ready to participate in activities 66% of educators said Yes while 34% said No. The majority of educators were ready to stay and cooperate even after their work 86% of participants said Yes which is a good news and 14 % of them said No.

Educators are pleased that parents are interested to know about their children educational development 87% of them said that parent show interest 13% of them were partly agree, also they say that parents are ready to cooperate, and we asked educators if parents do not show interest for cooperation only 27% off educators say for some of the parents that they are not ready to cooperate otherwise the results of cooperation are in a satisfactory level.

From 31 questions made for parents we will try to discuss some of main important questions which explain our theme of this research trying to know whether they are ready to participate and cooperate with preschool institution.

The reason why they sent their children in preschool institution is for educational purpose 79% agree and the rest 21% say they sent their children for daily care. Also we wanted to know if educators reflect on children behavior in home parents 79% of them said Yes and 21% said No

Parents feel good that their children are safe in these institutions the majority answered positively, educators inform parents for parent's rights and responsibilities if they have any concern about the child they offer their professional help to deal with this issue.71% of parents say they are informed by educators about the procedures if they have any concern, 29% said No.

Parents are glad that they are informed constantly by educator for their child's development 76% said Yes and 24% of them said No, and they also are well informed for the activities which institution organize and 75% of parents say they are invited to participate in the organization of activities 25% said No. In the question if parents do not have time to contribute individually do they contribute with ideas? 34 % of them said Yes others say No. If there is the need to

contribute financially the majority of parents say they are ready to contribute 68%, others stayed neutral to this question.

4 CONCLUSION

The children's learning development is a matter of a whole society, by this research we came to conclusion that there exist a good cooperation between parents and teachers, both parts have the main purpose the child's welfare.

Communication of both sides is key factor to make the relationship of the work, in the preschools where we realized our questionnaires it seems that there is a satisfactory level of the cooperation.

Parents were ready to contribute financially and participate individually in the events and activities organized by preschool institutions.

Our study demonstrated the positive readiness of cooperation teacher-parents partnership.

Despite the fact that parents invested in home it is very important parents to find time and turn learning in a daily routine , because the interactions parent-child in home and school play an important role on making home learning more effective.

On the other hand we agree that the educational triangle we mention above must function on circle. If one of the factors such as teacher or parent fail to cooperate the effectiveness result will disappear, teachers should be potential factor to contribute with their hard work and their closeness showing toward children are very important and impact in the emotional aspect of the child.

Of course there may exist irregularities which are minor and do not need our preoccupation by arousing awareness of both sides will have better educational system in the future.

At the end, on this research we have given recommendations, for educators as well as for parents.

Recommendation for educators: the encouragement of parents to cooperate as much as they can, especially in the field of activities.

A better and close cooperation between educators especially on activities field is our recommendation too.

Also for parents we recommend for parents to seek for more information about child labor and to be willing and prepared to contribute with their presence, not only in financial terms.

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