

FAMILY INVOLVEMENT IN SCHOOLS TO PREVENT VIOLENCE AMONG STUDENTS

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Abstract

This article serves as recognition for liaison in welcoming the family from the school and level of meetings between school and family on the prevention of the violence among students, the possibility of making recommendations for students, parents and school, and increasing public awareness of the consequences of violence between students. It also aims to increase the interest and consideration for the importance of family welcoming in school for cooperation in preventing violence among students. 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. This study used quantitative method and aims to find answers to the following questions: at what level is welcomed by the family of schools for prevention of violence among students. Research hypothesis: The level of contacts between the school and families affected by the welcoming family at school. 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. 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, violence.*

Introduction

School age is undoubtedly very important stage for the positive development of children's right as individuals and citizens. This necessitated their overall care, meeting the needs of their development and security. By filling these needs we enable to have healthy and responsible students – citizens.

Quality school cooperation to prevent violence among students welcoming should initially proceed. This means that when the family is at school should feel that it is part of it, to see school as a place that they "belong" and not to face with the discrimination of the family - all should be treated equally regardless of their level of education, culture, social, etc , and schools should possess a special place for meeting with the family.

Violence among students in school is a phenomenon present in developed and developing countries. It is a global problem which has affected all continents. This is why numerous studies have been done, especially in the United States for the safety of students on school violence among students in all its complexity.

How important is the cooperation of school and family in prevention of violence among students Krasniqi. I & Zuna. A (2012) wrote that "through sound partnership cooperation between family and school will succeed more easily to detect signs of delinquency deviations and other social behaviors in children, and timely to plan steps for the most effective measures to prevent or avoid the difficulties which children may be faced and which happen to hinder the development in the way of their education" (Krasniqi. I & Zuna. A, 2012).

First motive that prompted us to write this article, is guided by the principle of the Convention on the Rights of the Child which seek to protect the child from any kind of violence, both physical and psychological, inhuman treatment. The second motive was finding the ways to strengthen the cooperation between schools and family in prevention of the violence among students in the school, which we assume it is the trust factors between the school and the family.

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. Violence among students is an expression, behaviour or action of a pupil or more, in one or more students.

Methodology

In essence, this study is quantitative. In order to recognize the problem in its complexity, the mixed methodology was used: the study of literature, collection of contextual material, surveying subjects. Using these methodologies was seen as necessary to meet the breadth of opinions, experiences, and practices on violence among students in particular, and welcoming family- school collaboration in preventing violence among students.

Research Design

The objective of the study was the discovery of attitudes, views of family and school about the level of school welcoming family and disclosure of relationship between this factor

- welcoming and family and the level of contacts with the school to prevent violence among students.

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 the study consists of teachers and parents of the eight classes of lower secondary school in Kosovo. Population is determined numerically. The type of sample is stratified random sample. Stratification is done by the respective geographic regions and according to urban / rural (two dimensional layered sample). The study analyzed the factor of the school welcoming family in a vast geography that represents the entire population of the country. The number of samples for each layer is made in order to fulfill the formula $30 / (2 * \text{number from geographical regions})$. While the method of selection was random selection (proportional to the number from parents and students in school). It uses Lahiri methods (linear cumulative) of sampling. The sample included 300 parents of fourth class school classes of the urban environment in Kosovo, and 400 parents of school rural environment of the fourth class of seven regions of Kosovo.

Instrument applied. Instruments used in the study were a questionnaire - through which we came to the findings of welcome of the family collaboration with school to prevent violence between students.

The questionnaire consists of five Likert scale as "strongly agree" , "agree" , "undecided" , "disagree" , "Strongly disagree" and the part labeled family trust in school, effective communication, family information, decision-making, support the success of students, the school welcomed family and vice versa, separation of duties and responsibilities, previous experience with the school family. The questionnaire was developed by us as the researchers.

The procedure of data collection: Data were collected from a group of professors who were trained prior to data collection. Data collection began in October 2012 and ended in June 2013. The study is divided into two phases. In the first phase is done by examination of existing literature on the problem. In the second phase we applied questionnaires through which we received the findings of the school welcoming family in violence prevention in school. Before conducting a survey we respected the requirements for quantitative research ethics, such as confidentiality, anonymity, the consent of the persons involved, the right to privacy and the opportunity of attraction...

Data analysis procedure: Data- study findings were analyzed by two methods. Initially using descriptive statistical analysis. Later on correlation study was done. Pirson's correlation was used to determine whether there was significant relationship between the dependent variable - level of meetings between family and school and family welcomed to the school.

Literature review

Research suggests a link between family involvement in school and welcoming, while they may be involved if the school climate, and social and educational atmosphere at school - is what makes them to feel that they are welcomed, respected, trusted and heard if necessary (Debbie Ellis & Kendra Hughes, 2002). The author of Effects of Parental Involvement in Education - Gudlaug, states that "There are many benefits of parent involvement. It also stresses the importance that parents feel when they are welcome and respected at school. Key factors to include parents is to have a school climate where parents are often invited to get involved in school, and when parents perceive themselves to be welcomed" (Gudlaug Erlendsdóttir, 2010, p. 38).

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).

School's duty and responsibility is to invite family for cooperation for prevention of violence among students, but not all parents experience in the same way the notice for school meeting. "Some parents will experience joy at the thought of the upcoming meeting in the school, while others will be scared and somehow blocked by the next meeting notice in school " (Kreso , 2004). Parents go to the school meetings with different experiences during

their education and with different levels of education and culture. If schools and teachers fails to recognize, understand and respect the diversity of feelings of parents to school, depending on their personal school experiences, it is likely to succeed in the construction of at least the first steps of partnership" (Kreso, 2004) . Whereas Pushor (2007) claims that we need to change the history of the school from an institutional location and castle, in a real place that welcomes parents as partners in their children's learning (<http://portalguide.tech4learning.ca>)

Knowing how important is the presence of family at the school for cooperation in prevention of violence among students in school, then the cooperation of school and family should have more attention on creating a welcoming environment for the family at the school, which promotes trust between school and family.

In the book "Parents lifesavers", the author says that parents are often invited to participate in the design of strategies for engaging parents, because ultimately, they bear the main burden of educating children. But, however, such efforts often fail, because the atmosphere at school is cool and inappropriate" (Batey, C. Parents,2000). The same author considers school headmaster as the factor for welcoming the family at the school, who must together with school staff explain to parents the school goals and how they can help.

To welcome the family to school VOLTZ (1994) school advisers and educators should address parents using titles such as Mr. or Mrs. Even though the use of first names in some cultures may be seen as a mean for creating a collegial body. "Using < the tone of voice to express courtesy and respect " <http://www.adlit.org> is also important.

For family involvement in school is largely based on psychological literature Dempsey Hoover and Sandler, propose three main sources of motivation for involvement of parents in fact the second after the trust is the perception by parents for their involvement in schools invitations (eg. Welcoming in school) and special invitations from teachers and children (Green, CL, Walker, JMT, Hoover - Dempsey, KV, & Sandler, H., 2007). Invitations as significant factors in school welcoming family, considered by some authors "Invitations by teachers are very important because they show the parents value" (Dempsey K. , Walker J , Sandler H , d Whetsel , Green Ch , Wilkins A , K. Closson , 2005) .

Batey, C. in the book of Parents lifesavers of life, gives some guidance for welcoming family to school as the family smiled upon by the director and staff, be removed shyness and fear of parents is to put a sign on the door or in the hallway where heads of the families are welcomed; leave a room available where parents meet each other and to look at the parents when they talk, etc. . (Batey, C., 2000).

Results and discussion

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	Nr. Meetings
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

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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