

List information between school and family

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Abstract

Main objective of this study is to present a business strategy where the activities and behaviors of students are monitored by teachers. This particular strategy includes a written list which consists of keeping records on student's achievements throughout the week and it is supposed to be forwarded to parents early in the week to present the daily activities of their children at school. This research was conducted based on the interest of parents in the performance and school life of their children. Therefore, it is considered that this list information is the most convenient way of having a genuine cooperation among teachers and parents.

Based on the analysis of the data derived from this research, it is concluded that parents are quite satisfied with the implementation of such working strategy, because they are constantly informed about the work or lack of work of their children at school, and that through this type of cooperation it is led to a closer access on the results achieved for weekly performances of their children.

Keywords: list information, teacher-parent, teachers, cooperation.

Introduction

Recently, it was noted that the cooperation between school and family is constantly decreasing or less functional, although the school and the family are the two main factors that play an important role in the development of the young generation in the education. Children are more successful throughout their schooling if their parents are engaged frequently in meetings with teachers in order to have a higher quality of education and learning.

Collaborations between the teacher and the family can be accomplished through various forms such as direct contact, parent meetings, performances, exhibitions, counseling, phone calls, and social media, but the possibility of cooperation with parents through weekly working agenda, which is supposed to be a real opportunity for cooperation and mutual collaboration between teachers and family is actually never mentioned.

Having in mind that the family is one of the main factors which plays a role in a cultural and educational development of children and seeing the strong reason of the school to need help from the family, the idea for a stronger cooperation between school and family by applying the weekly agenda in school as a very powerful tool for a teacher-family mutual cooperation was developed, in order to have more favorable results for the student as well as for the family.

The whole process of cooperation between teacher and family is done through putting great efforts and taking regular notes in particular files. A teacher must have records for each child on their results achieved in any field such as: in writing, reading,

math, on the assignments, attendance, discipline, punctuality at school, personal development, emotional development etc. In addition to it, the notes of the students are transferred to the student's weekly 5 day agenda during weekends. On the first day of the week, agendas are given to the students so the students submit them to their families and through this way parents have a chance to see the achievements of their children and freely express their opinions, ideas and suggestions. Furthermore, these particular agendas should be signed by the parents and brought back to school throughout the school year.

Moreover, these daily school practices have shown great results of cooperation among both parents and the teacher. It is claimed that parents are very pleased and interested in knowing more information regarding the school life and activities of their children.

Research Aim

The aim of this research study is to assess the teacher-parent cooperation technique. The findings would be useful for current and future schools improving the cooperation among teacher- parent and in order to enhance better results by the students.

Research Objectives:

The study, therefore, seeks to achieve the following objectives:

1. to weekly inform parents for their children's performances through a written agenda;
2. to analyze and compare the attitudes of parents about such cooperation;
3. to offer parents a clear information of a constant care for children and achievements of the expected results.

Research Question:

Based on the extent literature, the research will look to critically explore the following questions and look for a possible approach to the answer:

- a) What does this kind of cooperation bring in having a close relationship with the children and the teacher?
- b) How does this kind of cooperation impact on having a more advanced educational level of your children?

Analysis of the literature

Scientific studies in recent decades have proven that parent involvement is very important in the learning process of children both for school and for future aspirations. Children are more successful students at school if their parents became involved in their school life and encourage learning at home, regardless of their educational level or social class (Epstein, 2001: 23).

Hence, school-family collaboration improves school programs and school atmosphere, provides services and support to families, enhances parent's ability and their leadership role, creates connection between parents at school and in communities and helps teachers in their work. Above all, such partnerships are created to help

youth succeed in school and in life (Epstein, 2001: 25).

Therefore, the weekly agenda of the students' work as a means of cooperation between teachers and parents plays a major role in bringing parents closer to school. Collaborations between teachers and parents have happened before and will happen continuously, but the best achievements are those when there are the most appropriate forms of cooperation and they give fruitful results for the student, school, family and society in general. Therefore, "For the student it is really important that genuine communication between school and home exists" (Rukiq, 2012: 84).

The problem of cooperation among teachers and parents is debated by many different researchers around the world and it is believed that it will constantly be debated. That is because with a good cooperation, potential problems can be prevented and solving problems becomes easier "(Rukiq, 2012: 85). That is why there were always efforts on finding the most suitable ways for avoiding problems.

As in most cases, the main burden of school activities falls on teachers, because teachers are those who have a moral and professional obligation to make changes in school, even though the changes seem difficult. However, the effect will be raised on the success of children in the future, especially in the case of problematic children who do not accomplish their assignments.

"Real life requires cooperation, joint problem solving" (Fullan, 2010: 68). Therefore, teachers are the best experts for such practical action. Teachers can definitely encourage parents in raising interest in such cooperation, being closer to school activities.

Taking into account the cooperation with parents then it is worked constantly in school activities, as well as outside the school, because the interest of parents to know much more about their children is so great that parents even often ask numerous questions such as: Do their children come to school on time? Do they have difficulties in lessons? What do they need to work more on...?

"Family and school assume an education strategy, or they are very close to their education goal, associated with the formation of the personality of their children" (Kraja, M., 2009: 428).

From the given educational practices, it can be said that it is impossible for educational work to be developed and implemented without the active cooperation of teachers and parents, where these two factors are seen as a practical unity for the same purposes. Collaboration between teachers and parents will be fruitful and will guarantee higher success if these two groups understand their places as close partners in the mutual exchange of information.

"Scientific research has proven that parental involvement is key in helping children to be successful in at school. They grow better when their parents care about what they are doing at home, in the community and at school" (Tamo, A., & Rapti, E., Karaj, Th., 2005: 216).

From the numerous publications it could be understood that having such cooperation is a great thing, especially when the forces are joined for one thing; to help children today and to have a better society in the future. Also, according to scientific research, these forms of cooperation between school, family involvement have positive effects on the ability of parents to help their children during their school years.

Despite the positive developments, the level of parental involvement in school life and

school-family-community collaboration is allegedly to be still very weak. Additionally, a survey is compiled in order to assess the importance of such cooperation among teachers and parents, as a measure of parent's attitudes.

According to the results of the study it is showed that the agenda is an appropriate tool for a genuine cooperation among teachers and parents, as numerous scientific studies show that it should not be expected of parents to take the initiative to organize the cooperation with the school, but in most cases, schools should be those to launch such initiatives.

Research Methodology

A quantitative method was used for this research. This way 167 parents of students of classes I, II, III, IV and V participated in the study. This strategy was implemented in lower primary and middle high school, "Scanderbeg" in Hogosht-Kosovo where parents were easily approached by the students of this particular school.

Analysis and interpretation of survey results

Analysis of data from this survey indicates a fairly large interest among parents in mutual teacher - parent cooperation. Below the analysis of data obtained from the questionnaire are presented. The participants of the study were parents of the students from "Scanderbeg School" in Hogosht. Charts, tables and percentages are used for further visual explanations. Some of the findings drawn out from the data analysis are given below.

On the first question: What do you think about weekly agenda and should it be necessary for teacher - parent collaboration?

Out of 167 parents involved in the research, 143 of them or 85.64% responded that it should be necessary while 12 of them or 7.18% responded that this kind of agenda is necessary to some extent, and also 12 others answered that: I do not need this cooperation at all, because we can contact by telephone. From this it is noticed that the interest of the parents in cooperation with the teacher is quite high and they firmly request for having a weekly agenda as one of the priority tools for mutual cooperation. See the Fig. 1.

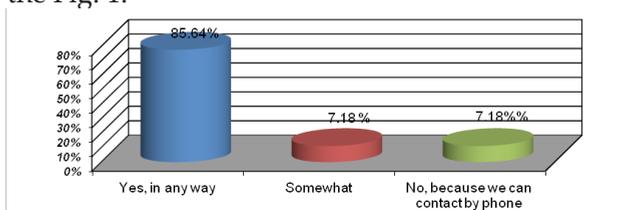


Fig.1. The attitudes of parents regarding to weekly agenda as a necessity for mutual cooperation.

Moreover, the question: Do you think that this kind of cooperation contributes sufficiently to your close relationship with the teacher and school? From 167 parents that were surveyed 139 or 83.24% of them stated that such cooperation contributes quite a lot to their relationship with the teacher, while 12 or 7.18% stated that the influence is partial. And, 12 of them or 9.58% answered no, because they may meet

during parent meetings. From this it is seen that according to the respondents (parents), agenda contributes quite well to their relationship with the teacher and school because through this they are closer to school activities of their children. See the Fig. 2.

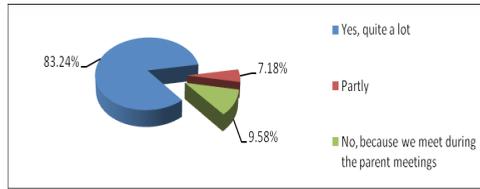


Fig.2. The attitudes of parents regarding the contribution of the agenda in their close relationship with the teacher and school.

In the following question: Do you think that weekly agenda is impacting positively on your children’s commitment to the school obligations? 149 or 89.22% of them responded that the agenda has influenced quite a lot the commitment to school obligations of their children, while 18 or 10.78% of them stated that it has partly contributed to them. And, none of them responded that the agenda has not affected their children. This let us understand the importance and impact of weekly agenda as a very important tool of student activities that is affecting quite good on the commitment of their school obligations. See the Fig. 3.

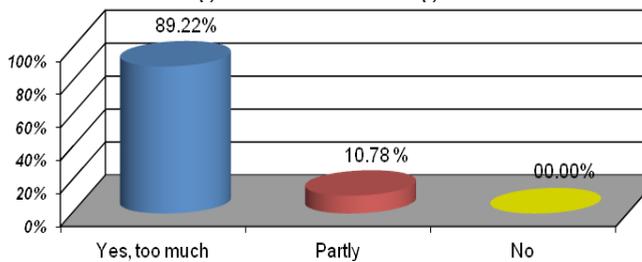


Fig.3. Parent’s opinions regarding the positive impact of their agenda on their children.

In the following question: How much does such cooperation help you to monitor your children’s school activities? Out of 167 respondents, 131 or 78.44 % responded that this kind of collaboration has helped to promote the monitoring of the activities of their children. 30 or 17.96% stated that it does not affect it much, because there are other alternatives. And, 6 of them or 3.60% said that does not affect it at all. From these data it can be understood quite clearly that: Such cooperation increases the parent’s interest in monitoring the school activities of their children. See the Fig. 4.

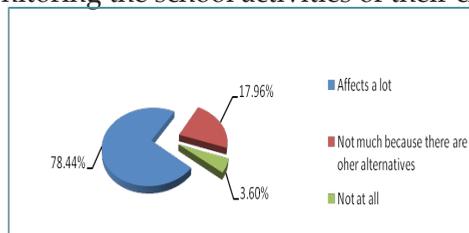


Fig.4. Opinions of parent’s on the impact of the agenda, on their interest in monitoring

the school activities of their children.

Another question: Do you think that such cooperation should continue and why should it continue? From these data it was realized that from the 167 respondents, 160 or 95.81% answered that such cooperation should certainly continue. At the same time, only 7 or 4.19% of them responded that they do not need such cooperation. That is why, in order to achieve a closer cooperation between parents and teachers, for the only common goal, such as education and educational tracking of students, the highest number of parents stated that the collaboration through the agenda should be continued. See the Fig. 5.

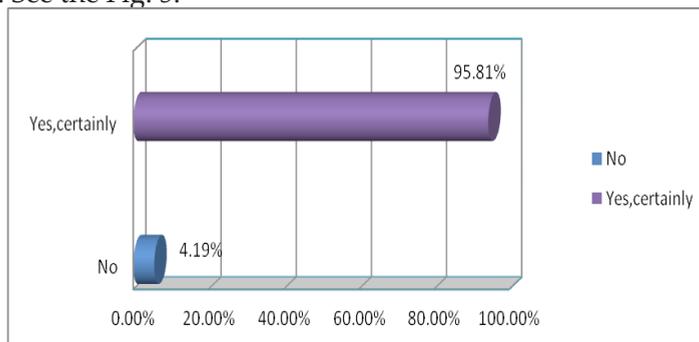


Fig.5. Parental opinions connected with the continuing cooperation through agenda.

To the same questions about continuity of such cooperation, the respondents answered in open writing questions: If so, why? And if not, why not?

Yes, because:	We are not wasting time on meeting the teacher	11	06.58%
	We track the children from home	23	13.78%
	I am informed on time about all activities	52	31.40%
	Children are continuously supervised	43	25.75%
	They always do their homework on time	31	18.56%
No, because	Communicate by phone	7	04.19 %

Table 1. The results are taken from the respondents student`s parents of this school.

From the data presented in the table it can be understood that from 167 respondents, 160 or 95.81% have agreed to continue with such cooperation, because it is found easier to follow the activities of their children in school, e.g. parents are informed on time about the activities done in school, children do their homework on time, etcetera. On the other hand, only 7 parents or 19.4% of the respondents answered that: Schedule is not necessary because it is easier when we communicate by phone. Based on this it is understood that the vast majority of parents have responded very clearly and agree on such cooperation.

Conclusions

According to the findings it is confirmed that the interest of parents in having cooperation with teachers is quite high and it is firmly requested that the weekly agenda must be one of the priority tools for mutual cooperation. Hence, according to the respondents (parents), the agenda contributes greatly to their relationship with teachers and school and it allows them to be closer to the school activities of their children. The impact of weekly agenda as a very important tool of student activities on the children's commitment to their school obligations is quite good. Through this agenda parents are encouraged and very interested in following the school activities of their children.

In order to achieve a better cooperation of parents and teachers, parents had unanimously declared that the cooperation through weekly agenda must be continued because it gives them a chance to keep records on their children's performances at school from home, the children are continuously under supervision, the homework given is done properly, and this may be one of the most appropriate methods for mutual teacher - parent cooperation, especially for parents who claim that they do not have time to have meetings with teachers to ask for their children's results and behavior.

Recommendations

- Ministry of Education, Science and Technology together with the Faculties of Education -should encourage the development of a new subject in university studies for school-family collaboration
- Collaboration with parents should certainly be one of the priority criteria for a contemporary school.
- There should be meetings held by the municipal directorate of education to enhance the technique of using agenda with the students in order to keep records for the students and inform their parents.
- The school directors at the municipal level, in collaboration with teachers, parents, community and other institutions should develop a common regulation, where their goal should be to introduce the agenda at school, as a means of mutual parent - teacher cooperation.

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