

Parental Involvement in Improving Quality of Schools in Kosovo

PhD Hajrije Kastrati, Kosova

Email: shipi10@live.com

Doi:10.5901/jesr.2014.v4n4p383

Abstract

Improving the quality of students in schools, their the success and effectiveness nowadays has become an inalienable need. There are many factors that affect the improvement of quality in education and one of them in which I will develop in this research paper is the involvement of parents in raising the quality in schools. As the main objectives to be used in scientific work are: -The influence of parents on their children's success;-Their involvement in improving quality in schools, and;-What kind of cooperation do they have with teachers and school principals. This issue was also discussed by many authors (i.e. Fan&Chen, 2001) state that the relationships between parents and the school for the child's academic achievement is already consolidated. As a working methodology in this paper will be structured and semi-structured questionnaires for parents and teachers. Questionnaires will be distributed in some schools of Kosovo. Based on data from questionnaires taken will present recommendations and conclusions.

Keywords: parents, school, quality, students, improving quality, education etc.

1. Introduction

Quality in schools has become a priority in education policy agendas, where even today, improvement of quality of education is considered as a necessity for the economic development of a country. Parental involvement in education has reached significant levels in educational institutions as gaps still remain issues that have to do with the efficiency and organization of their own.

In all matters involving parents in education has defense acquisition to improve education quality, although in Kosovo according to numerous surveys and from data obtained from MEST to parental involvement in education is very low around 50% compared developed European countries like Slovenia, Romania, Croatia, etc.. where this participation is much higher which amounts to 80%.

Scientific studies over three decades have shown that parent involvement is very important in the learning process of children, in their opinion about school and their aspirations. Children are more successful students throughout the school if their parents involved in school and encourage learning at home, regardless of educational level or their society (J. Epstein, 2001)

Parent-school cooperation is one of the main aspects or activities which has been consistently the attention of many authors and researchers in the field of education. this aspect is considered of particular importance not only for school but also for educational institutions in general and collaboration when school / parent and professional structured so it becomes a favorable factor in the success and quality of students.

The role of education in the school staff must link and filled the role of parents is very essential therefore to establish and strengthen cooperation of these two columns.

2. Purpose

In all studies it was verified that the engagement of parents in school .. contributes to the quality and efficiency of education, so the main goal in this work is to improve the scientific quality in education by raising the level of involvement of parents in education matters.

Another aim of the paper is:

- The role of parent-school relationships and school-parent
- Defines the relationship and cooperation that exists between parent-school to improve the quality of education in some secondary schools of Kosovo where research is done and
- How satisfied are teachers and principals with the involvement of parents in improving the quality of education.

3. Definition - Parent Involvement in Education

The definition of parent involvement in education is related to parental participation in activities related specifically to education, or to influence the education and academic achievement of students in schools

Parent-school cooperation term is used to describe an interaction bipartisan support child learning (Hoover-Dempsey, KV, Whitaker, MC, & Ice, CL, 2009)

Parental involvement in education has been a topic of interest for many years ago and among those who have been worried are:

- a) academic improvements and
- b) achievement of children in education (Hoover-Dempsey and Sandler, 1997).

Participation of parents in improving the quality of education is a major factor and it takes part in many forms including:

- Two-way communication between parents and schools;
- Support parents as the main educators of children and integral to their learning
- Encourage parents to participate in voluntary work
- The division of responsibility for making decisions regarding the quality of students

4. Thoughts, Theories and Models for Parent Involvement in Education

The school communication with parents, has established a clear identity and tradition, which has coupled its school activity for improving the quality in education. The importance in relationships between parents and school achievement is the quality of already consolidated (Fan, X., M. & Chen, 2001 pg.1-22) and parent-school relationship in terms varies depending on the frequency and quality of communication (Pianta and Walsh, 1996).

This issue is addressed by many authors such as Martimower author conceives school relationships with parents as an indicator of the quality of school management. He asserted that "parents are a factor in effective schools differ little from those with such".

Goleman in his studies appreciates the cooperation of parents and teachers as an important determinant. He notes that "the commitment of students towards learning, attitudes can be strengthened by affiliates of parents and teachers.

While the authors (Christenson, SL, & Sheridan, SM, 2001) cite that parents and schools work as collaborators by referring to these elements:

- Parents and schools need to cooperate and coordinate to enhance learning opportunities, educational progress and school success

In another research synthesis, is performed by researchers (Henderson, A. & Mapp, K, 2002), where he took into account 51 studies, published from 1995 to 2002, which had the focus improve academic achievement and influence that parental involvement has on them and in some cases, community involvement, became a summary of benefits that students from these inclusion. Through studies were summarized it has been concluded that students, 73 parents who are involved, regardless of economic status and their family background, are more likely to have:

- GPA higher and higher scores on tests;
- Participation in advanced academic programs;
- Higher practicability and earned more credits;- Higher school attendance.

MODELS - also have numerous models for parental involvement in improving the quality of education one of the modes is the author's theoretical model (Deslandes, 2001) - which according to this model as parents also schools have started coming to the same subject matter and that the both parties intend to student success and finding ways to make this cooperation and the bilateral relationship, function (Deslandes, R. & Bertrnd, R., 2004). This model is based on the principle of free access, strengthening the protection of the relationship parent - teacher.

Theories - Apart opinions and theories and models have more authors and the LEARNERS One of them is the theory of Epstein and her colleagues who identify six aspects of parental involvement that affect the academic achievement of children as parental skills and habits, communicating, volunteering, learning at home, in school decision-making, cooperation. (J. Epstein, Parents reactions to teacher practors of Parent Involvement, 1986, pg 278-294)

5. Methodology

As the methodology of scientific work in this paper are quantitative data where data collection in this research was done

between questionnaire which is the main instrument for the implementation of research. There are three (3) types of questionnaires: Questionnaires for teachers, students and parents that comprise of six (6) questions. For each school will be distributed by 90 questionnaire and the total number of questionnaires for all schools will be 360 questionnaires.

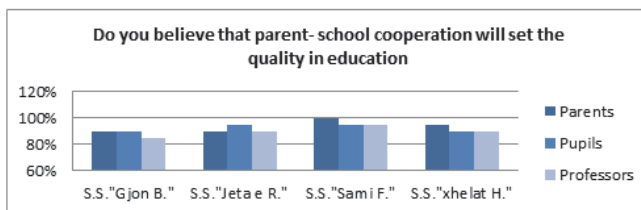
Questionnaire which will be distributed in four (4) high schools in Kosovo as in cities: Orahovac, Prizren, Pristina and Suhareke and schools that participated in this research are:

1. General Secondary school "Gjon Buzuku ne Prizren
2. General Secondary School "Jeta e Re" Therande
3. General secondary school "Sami Frasheri" Prishtine
4. General secondary school "Xhelal Hajda-Toni" Rahovec

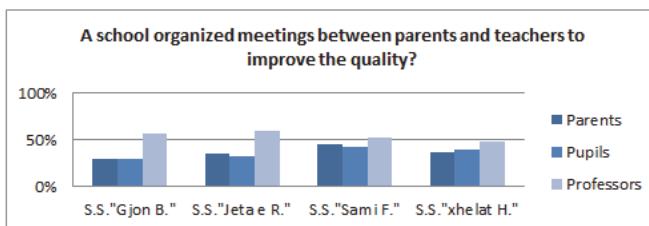
After completing the questionnaires was made the collection and then the classification is done, the data obtained from the questionnaire which is presented in the next chapter analyzes is presented.

6. Results and Analysis of Data from the Survey

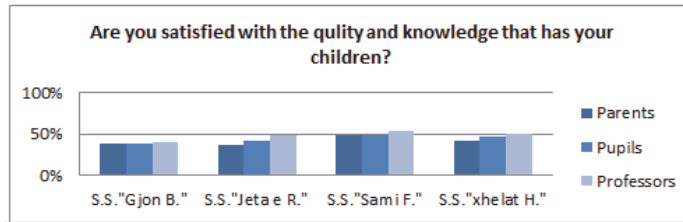
In this chapter will present the data obtained from the questionnaires of these data will also present in the form of diagram. We first question: Do you believe That parent-school Cooperation Will set the quality in education about 95% of the respondents were for a yes, then are agreed that parent-school cooperation will bring quality in education and this is shown in diagram 1.



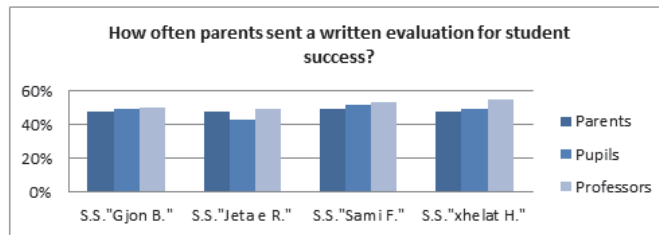
In second that questions: Does Organized Meetings Between school parents and teachers to Improve the quality? - Respondents as parents and pupils also less happy the teachers were so close to 55% of the response of the respondents stated that schools organize meetings between parent-teachers to improve the quality, and this is shown in the following diagram.



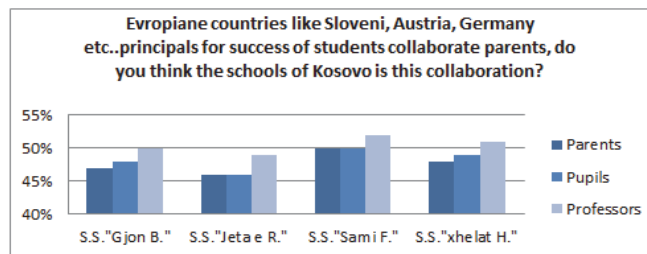
In the third question: Should parents Engage more to Improve the quality? -All respondents were to look, so parents should be more involved in improving the quality, while the fourth question: Are you Satisfied with the quality and Cards That has your children? - Close to 45% of the respondents were not satisfied with the quality and knowledge of these data we can see in t diagram below



In the fifth question: how often the parents sent a Written Evaluation for student success? - Parents, students and teachers who were part of this research about 46% felt that parents did not sent you written estimates for the success of the students, this percentage will appear the diagram.



And the last question: European Countries like Slovenia, Austria, Germany etc. . . principals for success of Students collaborate with parents, do you think the Schools Collaboration of Kosovo is this? - About 48% of the respondents in schools that Kosovo does not exist the bait this collaboration can be seen in the diagram below.



7. Recommendations

To give the message to parents how schools and parents work together for the children is even stronger than the impact that back-GRAUND parents that complies with the findings of this research, but also to researchers and other (Daubert SL & Epstein JL, 1993).

According to data obtained by questionnaires answered by parents, nxenesvedhe ELI instructors are my recommendations:

- Teachers and parents must work together to thwart the purposes of improving the quality of children through joint planning strategies, the division of responsibilities in order to attend the program, etc..
- That the closer parents stand to education of her child, the greater will be the impact on development and academic achievement of children,

Principals also need to work with parents who have higher quality in education,

- Any irregularities and evaluation of students must report in writing to parents, schools must engage parents' awareness of their role and the skills to perform such a role,
- And finally parental involvement should be greater for the improvement of education quality.

These were some of the main recommendations of parental involvement in improving the quality of education.

References

- Blankstein A.M.&Noguera, P.A. (2010): Gaining active engagement from family and community.
- Christenson, S.L., & Sheridan, S.M. (2001). Family factors and student achievement: An avenue to increase students success.
- Christenson, S.L., & Sheridan, S.M. (2001). School and Families: Creating essential connections for learning. Guilford Press.
- Dauber SL & Epstein JL. (1993). Parents attitudes and practices of involvement in inner-city elementary and middle schools in: Chavkin NF, editor. Families and schools in a pluralistic society. New York: Albany, NY.
- Deslandes, R. (2001). A Vision of Home School Partnership: Three complementary conceptual frameworks.
- Deslandes, R. & Berndt, R. (2004). Motivation of parent involvement in secondary-leveled schooling. *The Journal of Educational Research*, 164-175.
- Dunst, C. (2002). Family-centered practices: Birth through high schools. *The journal of Special Education*, 139-147.
- Epstein, J. (1986; pg 278-294). Parents reactions to teacher practices of parent involvement.
- Epstein, J. (2001). School, family, and community partnerships: Preparing educators and improving schools. Westview Press.
- Epstein, J. (2011). School, family, and community partnerships: Preparing educators and improving schools. Philadelphia: Westview Press.
- Fan, X. C. (2001). In Parental involvement and students academic achievement: A meta-analysis (pp. 1-22).
- Fan, X., & Chen M. (2001). Parental involvement and students academic achievement: A meta-analysis. pg.1-22.
- Friend, M. & Cook, L. (2007). Collaboration skills for school professionals.
- Henderson, A., & Mapp, K. (2002). The impact of school, family, and community connections on student achievement.
- Hoover-Dempsey & Sandler. (1997). Why do parents become involved in their children education.
- Hoover-Dempsey, K.V., Whitaker, M.C., & Ice, C.L. (2009). Motivation and commitment to family-school partnerships. New York.