

THE SCHOOL'S COOPERATION WITH PARENTS AND THE COMMUNITY- THE PURPOSE OF SOCIAL INTEREST

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Abstract

An issue that is raised today is how education and school should be so that we can prepare a healthy new generation that will be able to face the various challenges that society and time offer. The change in education is necessarily needed for the school to be an institution loved by the pupil and not just a place where they just pass the time and get a diploma. Quality education is made by various factors such as real and quality management, the cooperation of the school manager with teachers, professional colleagues, the community, etc. This research aims to prove how much the school cooperates with the community and how much this cooperation brings positive results and affects the quality of education and learning. Similar to other research studies, this research is accompanied by the method of theoretical analysis, the descriptive method which will help us to reflect the aspect of the school's cooperation with the community and the impact of this cooperation. To have concrete and clear results, we will use an instrument such as the survey which was carried out by the Principal of the "Abdyl Frashëri" Primary School in Bogovinje. The goal was to see what parents think about our school and what their suggestions are for achieving better results. We will present the achieved results in tabular form. After the completion of this study, we will see the current state of quality in education and as a result, the reason for this is quality management and cooperation with the community.

Keywords: education, quality, cooperation, management, community

Introduction

"Educate your children about the time they live in"

Ali Ibn Abi Talib

Today, a pressing issue is how education and schools should be so that we can prepare people for the information, society, and how to overcome this transition. Educational reform is necessary because many students do not like school, leave it, or come out with poor academic performance. Their school life is poorer than it should be. Change in education is needed because many teachers can't take it anymore, they are bored and have no energy left.

Regardless of the development and skills for good work, it is necessary to look for ways to develop the desire for such work. These are the roots and the need for motivation as an important managerial and leadership function. Motivation and management are important factors and a major need for effective leadership.

There exist numerous methods for acquiring knowledge, the most effective approach is one that is not only systematic and organized but also inquisitive about its discoveries. In other words, this way of knowing is not satisfied with simply obtaining information about the object of research, but rather adds questions about it and

analyzes its discoveries, if any, or otherwise there are a lot of ways of handling the research, so we can know how the things are.

I. Theoretical approach of the problem

1. School as an educational institution

Today, the developed world is ready to create a knowledge-based society, and it only achieves this with access to current information and knowledge, supported by the motivation and ability to use these resources (National Program for the Development of Education in the Republic of Macedonia 2005-20015). In contemporary society, the school can change to the extent that the teacher is willing and able to make changes. This is expected from teachers who understand the educational needs of the changing society, back from change, progress, and who are ready to accept and apply something new, that is, who have mastered the ways and means to achieve the goal. Such teachers should be motivated and trained further (Влаховић, Б, 2002, page 3).

But in reality, something like this is very problematic in our country. Every change that has been made, has not been made at the right level, and this has led to very big problems. In some cases, these changes have been short-term and have failed, where in this case students have been lost with inappropriate educational policies. The principal as a school manager should focus on creating the right conditions for school development, helping to find and identify potential resources, developing collaborative cultures in all subgroups of teachers, supporting and promoting the professional development of teachers, creating facilitating structures, and supervising the dedication of teachers (Zajazi, T, 2003, page 610-611).

2. Cooperation with parents

Parents are external agents of school change. They are interested in their children making as much progress as possible in school. The didactic triangle of Teacher-Student-Parent is very important for good and successful results at school. For this reason, I conducted a survey as the school director in the second week of the election as director-leader at the "Abdyl Frashëri" Elementary School in Bogovine to see what the parents think about our school. The survey was conducted for the first time with the parents of our school, to see how they see the school and strengthening the TEACHER-STUDENT-PARENT relationship. The purpose of the survey is to provide cooperation of parents and schools, to receive their suggestions or even their remarks. The survey was completely anonymous.

3. Cooperation with the community

The community can be the impetus for decision-making in education. Communities with a high level of education put pressure on schools to make the most qualitative changes, while communities with a lower level of education often prevent positive changes in education. In the Republic of North Macedonia the practice so far has not given due importance to inter-ethnic communication and cooperation, nor has it offered new elements to better recognize the multi-ethnic and multicultural character of our country. This would be done especially if more was learned about the history and culture of the ethnic groups. Until now, the programs of the educational process have been very weak in the recognition of each other as part of the structure of the multi-ethnic community.

Education for peace and tolerance. - Students should be exposed to techniques for the peaceful resolution of conflicts and develop a sense of tolerance and respect for differences. Taking into account the last conflict that our society faced, peaceful education should be connected with trauma education and other forms of education, to deal with the past in a constructive way (Sulejmani, M; 2005) The religious culture implemented in the

educational system will help us in the mutual recognition of the entities and will help us in building a multicultural society, where we will not look at things only in one dimension but in a multidimensional way. How will we build a relaxed and stable society when we do not know the elementary codes of the other?

4. When talking about the perspective of educational institutions in the first place it should be done

4.1 Real assessment of the current situation

The real assessment of the current situation should be as objective as possible, there should be no attempt to "correct" the situation, because only when the weaknesses are known and said, then they can be overcome.

4.2 Exchange of experiences with other institutions

The exchange of experiences with other institutions is necessary because knowledge of the situation provides opportunities for harmonization, unification, and horizontal and vertical mobility of students. So the exchange of experiences with other schools, and the bringing of visiting professors to hold lectures for a certain period are of particular importance.

4.3 Quality assurance

Ensuring the quality and efficiency of on-the-job training of teachers requires the use of alternative methods. For example, training may include intensive block training, distance learning, and a blended model that combines intensive weekend training with distance learning.

II. Methodological framework

1. Research subject

The subject of research in this paper is the school's cooperation with parents and the community, as well as the impact of this cooperation on the quality and effectiveness of the teaching process.

2. The purpose of the research

Given the fact that the school's cooperation with parents and the community affects the quality of education, our goal is to investigate how much this cooperation and these mutual relations exist in our school and what effects these bring.

3. Research tasks

To investigate the issue of school cooperation with parents and the community, several research tasks should be carried out:

- analysis and study of the literature that deals with the importance of school cooperation with parents and the community
- surveying with parents
- interpretation of research results.

4. Methods

- method of theoretical analysis,
- descriptive method.

5. Technique

To reach the goal of the research, as a technique we will carry out the survey and as an instrument the questionnaire which will give us data about what parents think about our school and how they see it.

6. Hypothesis

The school's cooperation with parents and the community has an important role in improving the school's work and their participation in decision-making for the children's lives and activities at school.

6.1 Parents are satisfied with their children's success and achievements at school

6.2 Teachers cooperate with parents and exchange ideas and opinions about children regarding their success, behavior at school, etc.

7. Variables

The dependent variable in this research is the school's cooperation with parents and the community, while the independent variable is the opportunities that the school and its leadership give to parents to be cooperative, how much teachers approach parents, take into account their requests and needs for a better life at school considering that they spend a good part of their time there.

III. Analysis and interpretation of the results

The organization and implementation of the survey were done through the Microsoft Teams/online/ program, dividing them into several groups. The first group is the grade of -I-, the second group is the grades II to V, the third group is the grades VI to IX and the fifth group is the school of Rakovec and Sellcë, the grades are from -I- to V. Purpose of dividing into groups was to better see the remarks and complaints from which class or age group of students come. Then groups were formed on the VIBER platform, where the parents were informed in advance that a survey would be carried out by the school "Abdyl frashëri" Bogovinë, they were told the purpose of the survey, the time of the survey, and the method of conducting it with an example. The number of parents who participated in the survey is very large, even beyond our expectations.

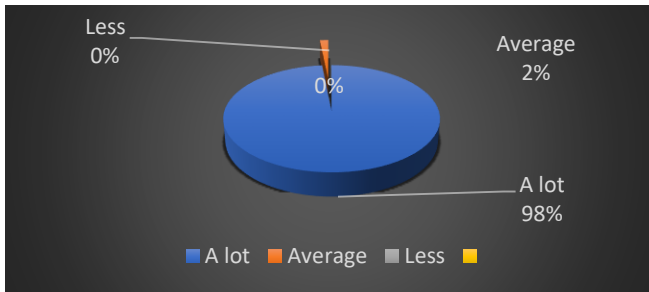
1. First group: first grades, number of surveys conducted 46;
2. Second group: second to fifth grades, the number of conducted surveys 180;
3. Third group: grades six to nine, number of surveys conducted 193;
4. First group: first to fifth grades, number of surveys conducted 38;

The total number of parents surveyed is 458.

A survey conducted with parents

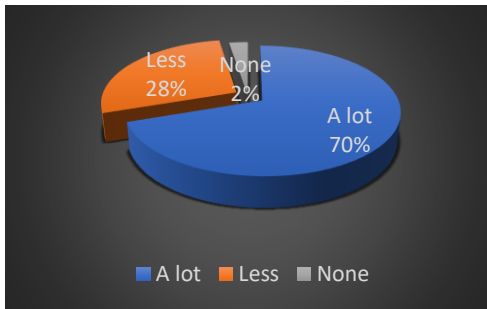
1. Do you want your child to be educated?

- **A lot – 189**
- **Average – 3**
- **Less – 0**



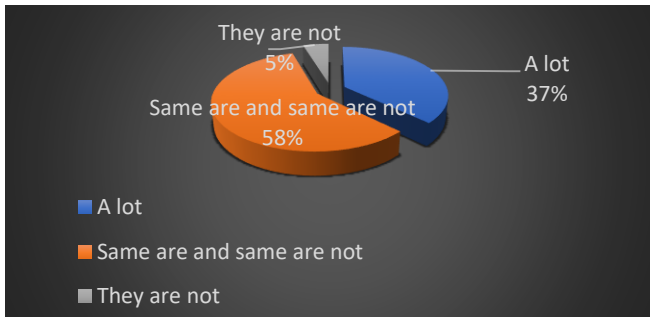
2. Are you happy with the education your child receives at school?

- **A lot – 134**
- **Less – 53**
- **None – 5**



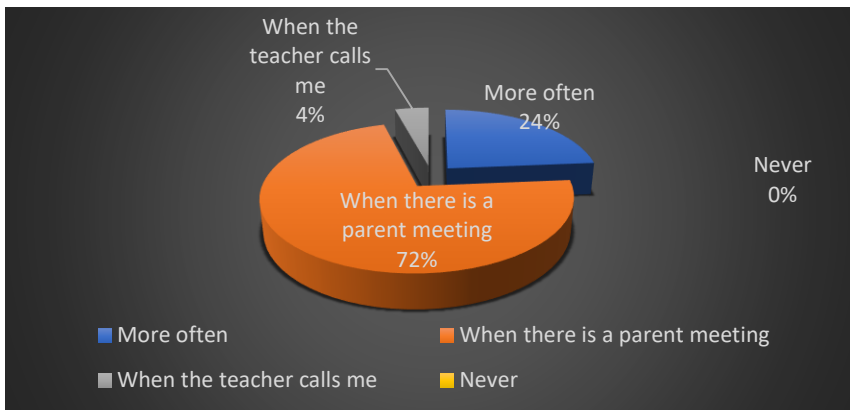
3. Are the teachers cooperating with you as parents?

- **A lot – 71**
- **Same is and same is not -111**
- **They are not - 9**



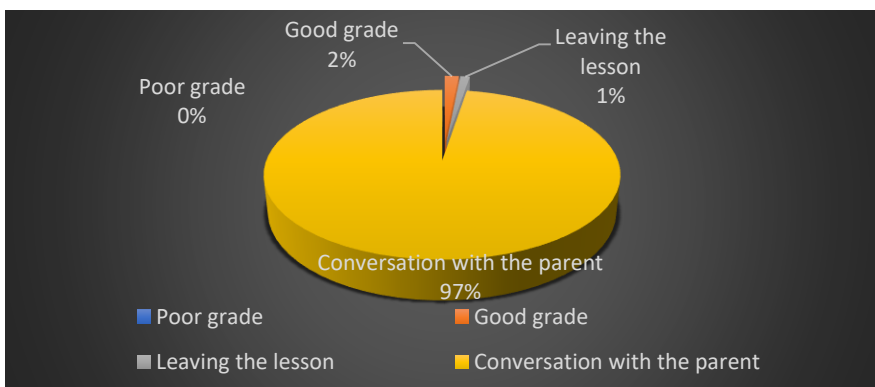
4. As a parent, do you often visit your child at school to see how he is doing with his lessons?

- **More often – 45**
- **When there is a parent meeting – 137**
- **When the teacher calls me – 8**
- **Never – 0**



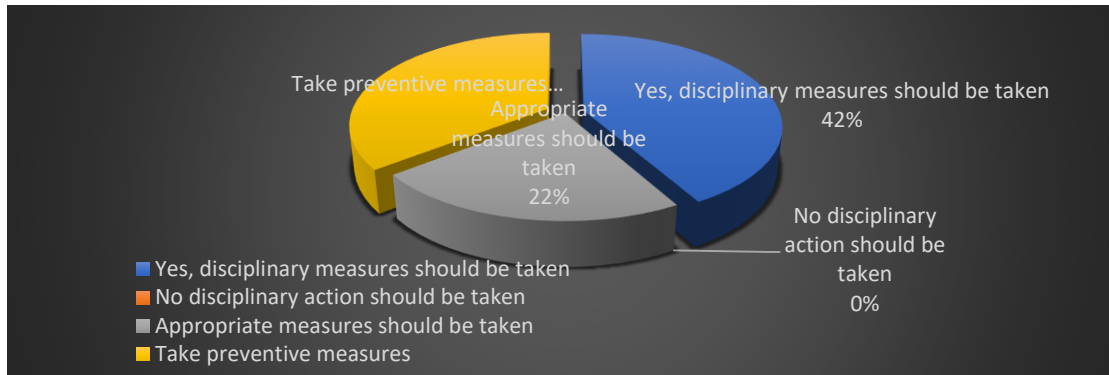
5. If your child is problematic, what would be the best way to solve a problem:

- **Poor grade - 0**
- **Good grade - 3**
- **Leaving the lesson - 2**
- **Conversation with the parent – 187**



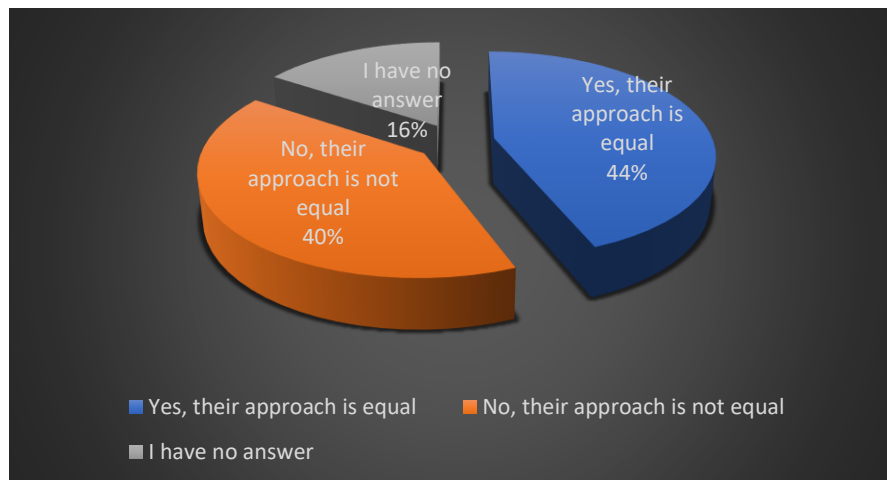
6. Do you think that problematic students should be punished for their behavior?

- **Yes, disciplinary measures should be taken - 80**
- **No disciplinary action should be taken - 0**
- **Appropriate measures should be taken - 43**
- **Take preventive measures – 68**



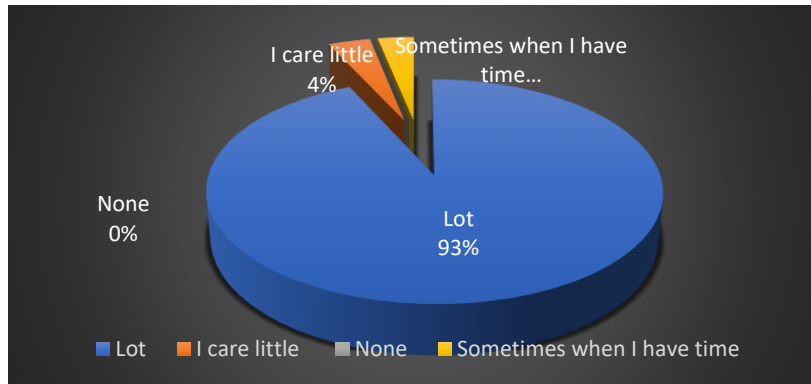
7. Do you think that teachers have the same approach to all students?

- **Yes, their approach is equal - 84**
- **No, their approach is not equal - 77**
- **I have no answer – 30**



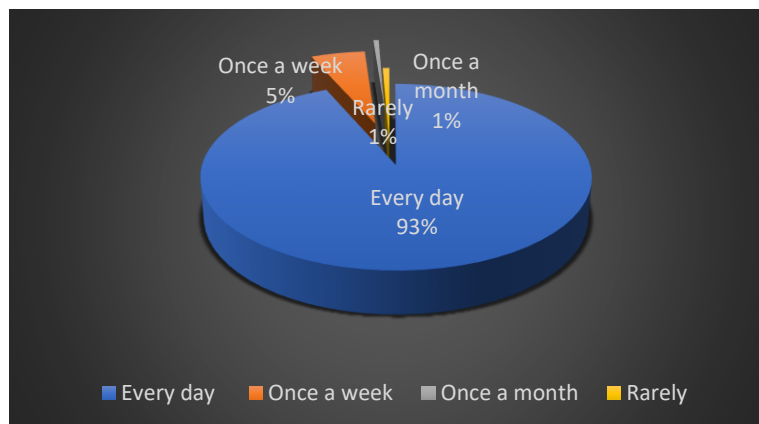
8. As parents, do you care enough about your children in terms of their behavior, their clothing, and their use of smartphones and social networks?

- **Lot – 178**
- **I care little - 7**
- **None – 0**
- **Sometimes when I have time - 6**



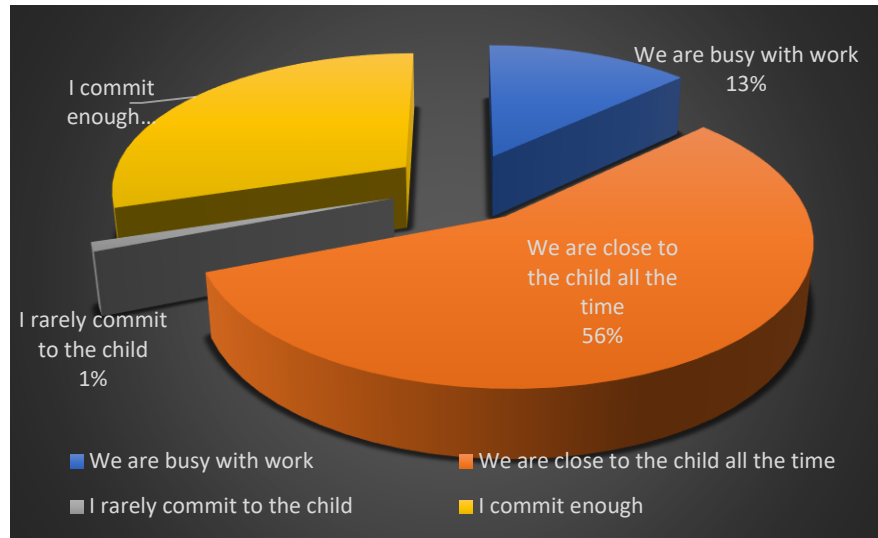
9. Do you talk to your child about how he spends his day at school?

- **Every day – 175**
- **Once a week – 10**
- **Once a month – 1**
- **Rarely - 5**



10. How committed are you as a parent to your child's success?

- **We are busy with work - 25**
- **We are close to the child all the time - 107**
- **I rarely commit to the child - 2**
- **I commit enough – 57**



Conclusions from the survey

Decision-making at school should be everyone's, so it's best to find each other's mistakes, try to advise, and improve. The results will be promising.

PARENT SURVEY FINAL REPORT

Survey analysis and conclusions

The survey was made up of 12 simple questions, 10 of them were multiple choice, everyone chose what they thought and the last 2 were giving their suggestions about the school.

From the first question to the tenth question, the following conclusions emerge:

- ✓ Parents want their children to be educated and;
- ✓ Approximately 30% of parents were not happy with the upbringing and education their child received at school;
- ✓ Parents were not satisfied with some teachers regarding their cooperation with them;
- ✓ From this survey, it emerged that most parents visit their children at school, only when they have a parent meeting called by the class teacher;
- ✓ Some 98% of parents thought that they should be informed about any problem of their child;
- ✓ There should be preventive and then disciplinary measures for problematic students;
- ✓ Somewhere around 45% of them think that teachers do not have equal access to all students;
- ✓ The parents answered that they take care of their children in terms of clothing, behavior, use of the phone, etc. And talk to them about how they spend their day at school;

As for questions 11 and 12 of the parents' survey, the answers have been numerous, with around 721 comments related to these two questions. In the following, we will show some of their comments, although they will all be attached to this report.

Conclusions obtained from reading parents' answers or comments:

- In our school, the way of school management must be changed;
- There should be more activities within the school;
- Removal of phones from students is very problematic;
- Our school lacks a psychologist, special education teacher, etc.;
- Daycare by teachers is not at the right level, care for students during break time;
- Cleanliness should be better;
- Our school should have a code of ethics/household rules or internal regulations;
- To take stricter measures for problematic students, so that they do not negatively affect others;

- Security at the school entrance,
- Cooperation between teachers and not separation between them;
- Particular attention should be paid to bullying among students, but also by teachers towards students;
- Practical learning should be made possible according to the possibilities and conditions of the school;
- Prohibition of phones for students but also teachers;
- The school should have more privacy, and should not be connected to politics every time, as it may lead to disruption of order within the school and political party jobs;
- Better conditions for the school, such as the sports hall, work tools, cabinets, etc.;
- Some parents thought that everything was good in our school and we were satisfied with the teachers and the school's conditions (most of the parents who thought so, their children were in the first grades;
- Based on these results, talking with teachers and parents, and consulting with the teachers and other competent people, we have decided on an internal regulation/household order/. In this house rule, the rules that must be implemented and the disciplinary measures for their non-implementation have been established.

Conclusion

"The path of education is difficult, but its fruit is sweet"

From the results achieved, we can come to some conclusions:

We are sure that every parent wants to contribute to making their child's school better, and safer and provide opportunities for children. But the most important thing is the desire to make changes. However, desire alone is not enough to achieve results. Research has shown that schools and families should build partnership relationships based on mutual communication, shared obligations, and responsibilities during the upbringing and education of children and the organization of school life. Also, for efficient and quality teaching, for a better life in the institution called the school, the right way of managing the school is needed, the rules in the school will be useful for teachers, students as well and parents. But in reality, something like this is very problematic in our country. Every change that has been made, has been made, not at the right level, and this has brought very big problems. In some cases, these changes have been short-term and have failed, where in this case students have been lost with inappropriate educational policies. The Ministry of Education and the Bureau of Education Development must carefully analyze any change or any plan that cannot be experimental from time to time, trying to copy others, if something is successful somewhere does not necessarily mean that it necessarily to be successful in our country as well. Our mentality is different, our culture as well, work tools, living conditions, etc.

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