

THE EFFECTS OF PARTNERSHIP WITH PARENTS IN FULFILLING THE EXTRACURRICULAR ACTIVITIES

Mirlinda BUNJAKU¹

Phd Candida Cyril and Methodious University in Skopje

Abstract

The education of new generations requires dedication and serious commitment from all parties interested in the school, especially teachers and parents. In addition to the formal learning it provides school, we must keep in mind that this is not enough to achieve results. For this, extracurricular activities are also planned, which require time and dedication.

A highly important issue in the educational system in our country is the factor of the modalities applied for the effective development of the partnership between the school and parents, for the purpose of conducting extracurricular activities. Considering that extracurricular activities are defined very well in the Kosovo Curricula Framework (KCF), item 5.2.3 wherein it is stipulated that learning and teaching in various learning fields shall be supported by extracurricular activities for students. So, through this study, I have analyzed the level of cooperation between the school and parents, I have analyzed which extracurricular activities take place in schools, also the factors that influence the effective cooperation of the school with parents, and I have extracted the recommendations of parents and teachers as pertains to strategies and methods of cooperation with parents in order to develop extracurricular activities. The results of the research showed that there is mutual cooperation between parents and teachers for the development of extracurricular activities.

Keywords: Strategy, Method, Partnership, School, Parents, Teacher, Student, Activities, Curriculum, Extracurricular Activities

Introduction

Extracurricular activities are the factor that enables the achievement of goals and principles, according to the KKK-s. We must keep in mind that these activities are very important and necessary for all levels of pre-university education. We know that it is a big challenge to achieve these activities and for this we require cooperation and partnership between the school and parents, applying effective methods that lead to this cooperation. The school should take into account the needs of different groups and individuals so that everyone can benefit from similar activities. At the same time, the school should encourage students to participate in different activities in order not to create stereotypes or differences based on gender, race, religion, etc. In this regard, the school can play an important role in breaking the stereotypes about women's participation in various sports, scientific and technological activities, offering equal access to all students (Guidelines for school leaders, 2012).

The approving role of the school's governing council for extracurricular activities is defined in the Law on Pre-University Education, Article 17, point 11.5. and Article 23. points 1 and 2. Ideas and needs for extracurricular activities can come from students, teachers, the school director and/or everyone in cooperation. Any such initiative must be approved by the school governing council through the approval of the annual work plan where all extracurricular activities are foreseen, or even throughout the year in case groups of students and teachers propose other activities to the school director for approval by the governing council. The purpose of these activities is to strengthen school programs and adapt to the needs of student groups (Law No. 04/L-032, Law on pre-university education in the Republic of Kosovo, 16.09.2011).

The main research question is:

What are the effective strategies for developing partnerships between the school and parents, in terms of extracurricular activities?

While the auxiliary questions are:

1. What is the level of cooperation between the school and parents?
2. What are the extracurricular activities that take place in schools?
3. What are the factors that influence the effective cooperation between the school and parents, the implementation of extracurricular activities?
4. How much do social factors have an impact on the development of the partnership between the school and parents, in terms of the development of extracurricular activities?

Hypotheses

H01: Extracurricular activities are bridges between the school and parents

H02: Cooperation with teachers for the development of extracurricular activities is necessary

Literature review

Recent studies have shown that parental involvement in their children's education has a significant impact on their development and academic and social success. Parental involvement is linked to improved academic performance, more positive behaviors, and higher engagement in extracurricular activities (Kim & Hill, 2015).

Effective partnerships between schools and parents are essential for the successful implementation of extracurricular activities. Studies have shown that when parents are engaged and informed about extracurricular activities, there is a noticeable increase in student participation and engagement (Jeynes, 2012). Parents can provide various forms of support, including volunteering, providing resources, and creating a conducive environment at home (Larocque, Kleiman, & Darling, 2011). Parental engagement in extracurricular activities helps in the development of various skills in students, including social skills, leadership abilities, and self-confidence (Grolnick, Friendly, & Bellas, 2009). Studies have shown that children of involved parents are more likely to be motivated and engaged in extracurricular activities (Fan & Williams, 2010). While parental involvement is beneficial, there are challenges that need to be addressed. Some of these include lack of time, limited resources, and ineffective communication between parents and schools (Hornby & Lafaele, 2011). To improve partnerships with parents, it is important for schools to develop sustainable strategies to involve parents, ensure regular communication, and provide opportunities for parents to be active members of the school community (Goodall & Montgomery, 2014). A positive attitude of teachers also aims to increase success in involving "hard to reach" parents. When teachers make parent involvement part of daily teaching practices, parents increase interaction with their children at home, have more positive feelings about their abilities to help their children, have higher evaluations of teachers in general and students improve their attitude and achievements (Abizada, 2020).

Methodology

The research method is qualitative because in order to test the raised hypotheses, it is required to analyze pedagogical documents that are used in schools for information and cooperation with parents. The research design is non-experimental and correlative, the instruments I used are the didactic materials that were used in the three schools: PM "Thimi Mitko", PM "Selami Hallaqi" PM "Ramiz Cërinca" .

Discussion of results

The results of the research show that both raised research hypotheses have been confirmed by analyzing the pedagogical documents, there are no differences in the two schools. Schools claim that they inform parents about extracurricular activities in time. These activities are also determined at the beginning of the school year. When an analysis is made by the AP for the school year, after a considerable number of compulsory hours, students need to become part of free extracurricular activities, through which, also, will benefit from new knowledge and skills, collaborating with other students. Therefore, the school must create opportunities and spaces for the development of extracurricular activities. In this part of the activities, students will have the opportunity to develop their individual potentials, in the fields of interest. Free extracurricular activities influence the creation of a positive and friendly climate in the school, but also the creation of the general culture of the school. All the students participate in them with pleasure, because they are not mandatory, but voluntary. Therefore, the APs From the results in general we can say that a more suitable climate should be created and conditions should be provided for the realization of extracurricular activities at school, teachers and parents should be sensitized, but also other parties of the school about the importance of extracurricular activities, and to understand that for their realization there should be genuine cooperation between parents and the school, to offer conditions for professional training regarding the development of extracurricular activities and their impact on students' learning, the school should offer conditions for the realization of activities others such as quizzes with a school character, participation in various educational centers, practices, sports activities or even visits to state institutions, the school in cooperation with other parties of the school, must create opportunities for the participation of all students in extracurricular activities, with the aim so that the latter do not have a problem with social aspects.

Below we will present the planning tables of the work plan of special educational activities.

Table 1. Planning of extracurricular activities during the school year.

Specific objective	Activity	Account ability	Implementat ion period	Deadline	Resources needed	The necessary budget and the source of the budget	Means of verification and evidence
OS1	A.1						
OS2	A.2						
OS3	A.3						

The monitoring of the annual action plan takes place through the collection of data and their registration, the analysis of progress and the learning of recommendations for the undertaking of improvement actions with the aim of realizing the planned activities within the time limit and available resources. Monitoring and evaluation of the implementation of the action can be done at three levels: The first level includes the activities carried out on time (marked in green color) The second level includes activities that have been delayed in implementation (marked in yellow color) Level the third includes activities that have been canceled or are in danger of being canceled (marked in red).

Table 2. Checklist for monitoring the extracurricular activities of the PA's annual work plan.

Activity	Fully realized	Partially realized	It has not been realized at all	Notice: The method taken, the reasons for the realization, the reasons for not realizing the activities
A1				
A2				
A3				
A4				

Conclusions

From the analysis of the pruning we can reach the following conclusions: that we have good cooperation to some extent with parents regarding the development of extracurricular activities, which should be at a very high level to achieve success in the development of extracurricular activities. Regarding the provision of conditions by the school, in most cases the school provides conditions for the development of activities, but not at a satisfactory level, we also have a good cooperation with the school director in the development of extracurricular activities, regarding the assertion whether extracurricular activities enable assessment continuous for the students. Also, the extracurricular activities have been evaluated as fundamental elements for the professional development of the students, which enable them to develop the skills of the XXI century extracurricular activities. The results showed that strong partnerships with parents had a significantly positive impact on the implementation of extracurricular activities. Teachers and coordinators reported that actively involved parents helped in organizing and supporting activities.

The findings of this study reinforce the importance of parental involvement in the implementation of extracurricular activities. Parents play a crucial role in creating a supportive environment and encouraging student participation. To maximize the benefits, it is important for schools to develop sustainable strategies to engage parents and establish open and effective communication with them.

Recommendation

In conclusion, strong partnerships with parents are essential for the successful implementation of extracurricular activities. This study suggests that active parental involvement enhances the quality of activities, increases student participation, and contributes to their overall development. Future research should further explore the specific mechanisms to strengthen

these partnerships and address existing challenges. The contribution of this study is the identification of strategies and social factors that influence the increase of school cooperation with parents through extracurricular activities.

The findings of the research serve for the current permission of schools regarding the organization of extracurricular activities that are a bridge for the functioning of the didactic triangle: school, parents, students giving these recommendations:

- Management of extracurricular activities by teachers creates a cooperative relationship with parents and students and school staff.
- Integrating extracurricular activities into other subjects is important in motivating teachers to learn.
- Learning through attractive extracurricular activities stimulates critical thinking, which is the goal of today's scythe.

References

- [1] Azar Abizada, Ulkar Gurbanova, Ainura Iskandarova & Narmin Nadirzada (June 2020) The effect of extracurricular activities on academic performance in secondary school. Fan, W., & Williams, C. M. (2010). The effects of parental involvement on students' academic self-efficacy, engagement, and intrinsic motivation. *Educational Psychology*, 30*(1), 53-74. <https://doi.org/10.1080/01443410903353302>
- [2] Goodall, J., & Montgomery, C. (2014). Parental involvement to parental engagement: A continuum. *Educational Review*, 66*(4), 399-410. <https://doi.org/10.1080/00131911.2013.781576>
- [3] Grolnick, W. S., Friendly, R. W., & Bellas, V. M. (2009). Parenting and children's motivation at school. In K. R. Wentzel & A. Wigfield (Eds.), *Handbook of Motivation at School* (pp. 279-300). New York, NY: Routledge.
- [4] GIZ. (2009). Bashkëpunimi dhe zhvillimi i shkollës. PRISHTINË: Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH. Graham-Clay, S. (a.d.). Communicating with
- [5] Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45*(3), 740-763. <https://doi.org/10.1037/a0015362>
- [6] Hornby, G., & Lafaele, R. (2011). Barriers to parental involvement in education: An explanatory model. *Educational Review*, 63*(1), 37-52. <https://doi.org/10.1080/00131911.2010.488049>
- [7] Jeynes, W. H. (2012). A meta-analysis of the efficacy of different types of parental involvement programs for urban students. *Urban Education*, 47*(4), 706-742. <https://doi.org/10.1177/0042085912445643>
- [8] Kim, S. W., & Hill, N. E. (2015). Including fathers in the picture: A meta-analysis of parental involvement and students' academic achievement. *Journal of Educational Psychology*, 107*(4), 919-934. <https://doi.org/10.1037/edu0000023>
- [9] Larocque, M., Kleiman, I., & Darling, S. M. (2011). Parental involvement: The missing link in school achievement. *Preventing School Failure: Alternative Education for Children and Youth*, 55*(3), 115-122. <https://doi.org/10.1080/104598809034>
- [10] Kosovës, K. i. (16.09.2011). Ligji Nr.04/L-032, Ligji për arsimin parauniversitar në Republikën e Kosovës. Prishtinë: Kuvendi i Republikës së Kosovës.
- [11] MASHT. (02/05/2012). Udhëzuesi administrativ 04/2012, Standardet e praktikës profesionale të drejtorëve të shkollave. Prishtinë: MASHT. Michael Fullan, M. N. (2001). Kuptimi i ri i ndryshimit në arsim. Tiranë. Edualba, 2001 Botimi i 3-të.