

TEACHER-PARENT COMMUNICATION AND COOPERATION IN FUNCTION OF THE PROGRESS OF THE EDUCATIONAL PROCESS, TEACHING PROCESS

Makfirete Ameti¹, Afërdita Ilazi-Hoxha¹, Valdeta Zenuni-Idrizi¹

¹University of Tetova, Faculty of Pedagogy, Tetovo, RNM

*Corresponding author e-mail: makfirete.ameti@unite.edu.mk, aferdita.ilazi@unite.edu.mk, valdeta.zenuni@unite.edu.mk

Abstract

The school as an educational institution in which the younger generation learns about the real world and life, in addition to its role in transferring knowledge, skills and habits, it also has an important function that has to do with their communication and cooperation with the social circle, which means that schools are in the service of society. In the context of what we emphasized, the family as part of society has a great connection with the school, which is strengthened through the process of communication. The purpose of the research is the evaluation of the process of communication between school and family (teacher-parent) in order to advance the educational process through the attitudes and opinions of teachers, students and parents. This research goal is concretized through the task of research: to prove how much parents and teachers support the communication process as a suitable way to advance teaching. The goal was achieved through these methods: descriptive, analysis, synthesis, induction, deduction and statistical methods. As a research technique was used survey with its instrument - the questionnaire. The research involved 109 students, 104 teachers and 60 parents in four primary schools in Tetovo. From the obtained results we can conclude that the cooperation and communication between the teacher and the parent is in function of the progress of the educational process.

Keywords: teacher, parent, communication, cooperation, teaching.

1. Introduction

The educational process is quite complex and complicated, without the interweaving of work, activity, and action of the student, teacher, and parents as subjects, in essence, can't have the right value, and also the expected result.

From the theoretical and practical knowledge, the facts themselves show that once in the traditional school great importance was paid to the substantive aspect of the process of education, i.e. benefiting as much knowledge as possible, remembering mechanically, as many facts as possible, and today in the contemporary school is being stimulated and cultivated such a school climate where, although the content aspect is not ignored, it is increasingly benefited from the aspect of a reciprocal report of mutual respect of key subjects in the school institution i.e. the culture of communication between the family and the school is cultivated in order to advance the educational process.

The role of parents is very important in the process of education of the child, in their opinion about the school, in making important decisions, in forming an attitude towards school, in cultivating a culture of communication, etc. Briefly, their children will be successful students throughout their schooling if their parents are an integral and active part of the school and encourage home learning.

In this research, the effective way of involving parents in the education of their children through the creation and strengthening of cooperation between school and family will be one of the key aspects in order to advance the educational process.

2. Teacher-parent communication and cooperation

The notion of school has a very broad meaning. There are actually schools of different types and levels. The school with its primary task of educating young people makes radical changes with society. So the school is a system created by society for the interests of society itself. The elements of this system are: students, teachers, school leaders, administrative workers, professional workers (pedagogue, psychologist, sociologist, librarian) support workers, etc. (Ahmeti, M. 2010)

How the communication between the school and the family is realized depends on the initiative. Practice shows that the initiative is taken by the school and this fact shows that the family is subject to the dictates of the school, its authority. The dynamics of life raise many inquiries for creative dialogue and communication between school and family and other social factors, in this context including also the central and local government. This communication should be original, free, premeditated.

Dialogue between these two factors is essential. It depends on the cultural environment and by the willingness of both to cooperate. This indicates the pedagogical and social organization of life in school and the family. The family structure, closed or open is crucial to communication and dialogue. Another factor that makes school-family communication impossible is the uncertainty that drives authority as a protective reaction. For genuine dialogue, new models of communication, appropriate social climate, pedagogical rationality, and climate of trust in the school must be found. (Murati, Xh. 2013,161).

The reasons for mutual communication between teachers and parents are numerous. The first contact between these two partners begins with the arrival of the child in infancy or first grade. The purpose of communication is on the problems faced by the child - the student in school and in the family.

3. The importance of cooperation for the school

The importance of cooperation for the school lies in the fact that: the educational function of the school is constantly developed and improved; the cooperative teacher with stable authority, built on its work, behaviors and activity becomes an example in the path of student's development and education; teaching contents are applied with appropriate methodologies, etc.; family partnerships and various communities such as; those of businesses or NGOs with humanitarian projects, help improve school conditions; actualize and enable the functionalization of students' knowledge and the school social image; the number of students dropping out of school and missing students is reduced, etc.; school security is achieved - the safe school is the goal of democratic societies.

From this treatment, the cooperation of the school with the family and the community has multiple and comprehensive effects for the school. For this, it is expected that the school will be the gardener of the partnership, the initiator, and the bearer of the responsibility of the institutional partnership.

4. The importance of cooperation for the family

The importance of cooperation for the family lies in the following: the family manages to get to know the child, to research and understand the causes of learning difficulties; the family seeks and finds, even in collaboration with relevant experts, the reason for the child's inappropriate or deviant behavior; supports the good behaviors and fair aspirations of the child; improves educational function and achieves better quality education, manages to experience the aftermath of educational triumph, which has a cumulative effect - a success fosters a commitment for achieving another success; parents awareness of the need for their continuous psycho-pedagogical training is raised in order to avoid the infrequent mistakes of parents and the consequences for children, on the one hand and on the other hand, in order to achieve their pedagogical competence; the cooperative family avoids the possible “pedagogical negativity” that results from the closure of the family in front of the community and the school; an interactive family makes providing a more comfortable supportive and safer environment for the child. This results in the establishment of humanized family relationships and with this the child is expected to be more communicative, i.e. more open, cooperative, critical, more willing to self-assess, courageous during the assessment and flexible, etc. (Zuna Deva, A. 2009, 59-60)

5. Attitudes of teachers and parents about the communication process as a suitable way for the progress of teaching

Through this research are presented the opinions and attitudes of teachers and parents about communication as an important factor in the progress of educational activity of teaching.

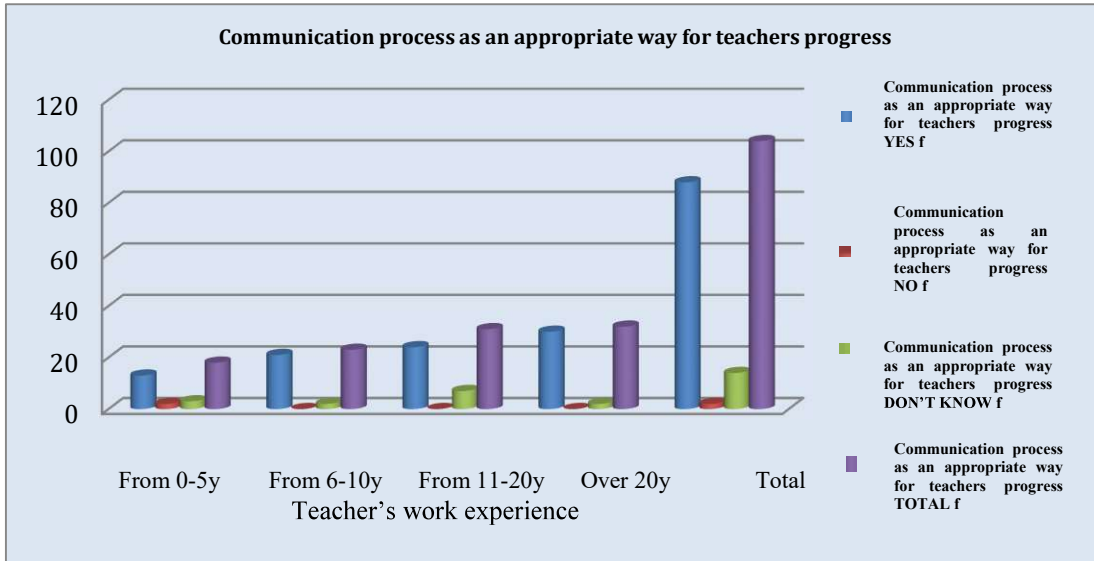
Regarding the analysis and interpretation of the results in the research, the results of the questionnaire with teachers will be presented at the beginning, where the total number of teachers is 104. The results of the teacher's questionnaire regarding the communication process as a suitable way of teaching progress and the teacher's work experience are presented in table 1 and figure 1. The largest number of teachers, 30 or 28.85% out of a total of 104 with over 20 years of work experience, have stated that the communication process is a convenient way to advance teaching as a complex and complex skill.

Teachers, who have 11-20 years of working experience, have declared 24 or 23.07% that the communication process is a convenient way to advance teaching as a complex skill. Almost similar to these, have declared those with 6-10 years of working experience or 21%. A small percentage of teachers or 1.92%, have expressed that the communication process is not a suitable way to advance teaching (these teachers are with 0-5 years of work experience).

Table 1. Communication process appropriate way for teaching progress and teacher’s work experience.

		Communication process as an appropriate way for teachers progress							
		YES		NO		DON'T KNOW		TOTAL	
		f	%	f	%	f	%	F	%
Teacher's work experience	From 0-5 y	13	12,50	2	1,92	3	2,88	18	17,30
	From 6-10 y	21	20,19	0	0	2	1,92	23	22,11
	From 11-20 y	24	23,07	0	0	7	6,73	31	29,80
	Over 20 y	30	28,85	0	0	2	1,92	32	30,77
	Total	88	84,61	2	1,92	14	13,45	104	99,98

Figure 1. The communication process a suitable way for the progress of teaching and the work experience of the teacher.



We assume that such thoughts are probably the result of insufficient work experience with students and a lack of communication skills.

Therefore, we can emphasize that communication is one of the important pillars, first of all, in the exchange of information, between two key teaching entities, which information will help students to gain new knowledge.

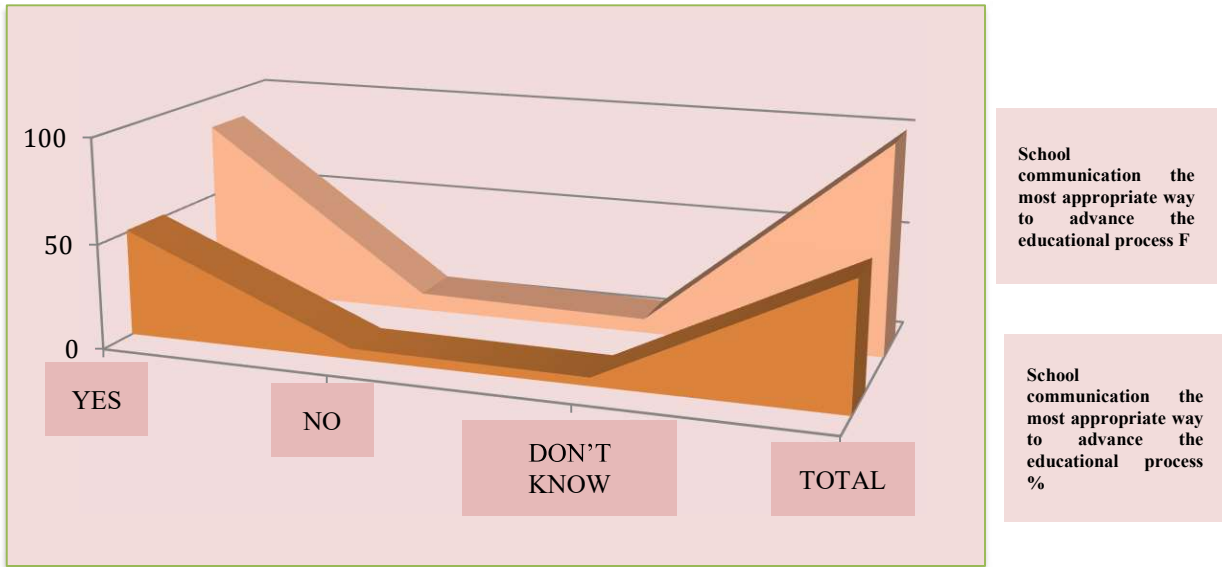
Based on these data and based on the results, we conclude that the hypothesis presented **H - Parents and teachers fully support the communication process as one of the most appropriate ways to advance teaching.**

To have a strong influence on the education and upbringing of the children, the family must be a healthy and stable social community. This can be achieved when the family atmosphere is warm, and the behavior of the parents is good, positive, and admirable. The results of the teacher's questionnaire regarding the communication process as a suitable way for the progress of teaching and the work experience of the teacher are presented in table 2 and in figure 2.

Table 2. School communication is the most appropriate way to advance the educational process

School communication is the most appropriate way to advance the educational process	F	%
YES	51	85,00
NO	5	8,34
DON'T KNOW	4	6,66
TOTAL	60	100

Figure 2. School communication is the most appropriate way to advance the educational process



The process of communication between teacher and parent is more specific than communication with students. How many parents have real communication with teachers and how according to them communication is the most appropriate way for the progress of the educational process we have studied through their thoughts and attitudes.

The results in table 2 and figure 1 clearly show that the largest number of parents, 51 out of 60 parents or 85%, affirm the importance of school communication as a general way of advancing the educational process. A small number of teachers, only 5 of them or 8.34%, say the opposite. The role of parents in the education of the child is multifaceted.

From the obtained results we can conclude that parents consider real cooperation and communication as important in the progress of the educational process whereas a result of this progress, together with the help and support that they offer to their children will achieve greater success in school and in life in general.

6. Conclusions

From the results obtained during the analysis of the research which was conducted in four primary schools in Tetovo, we conclude that the hypothesis presented **H- Parents and teachers fully support the communication process as one of the most suitable ways for the progress of teaching** is fully substantiated.

Based on the results from the research, where the communication and the cooperation of the teacher with the parents are fully supported, and being inalienable at the same time, it is recommended that the communication and cooperation between them should be encouraged in order to dominate transparency on both sides and to have progress and prosperity in the education of the children in the future.

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