THE IMPORTANCE OF CO-OPERATION AMONG FAMILY AND PRESCHOOL INSTITUTIONS

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Abstract - Through this article, it is strengthened the importance of effective and continuous cooperation and communication between the preschool and the family institution, every participation, every involvement and every information affects the development of their children. Preschool institutions should co-operate in an organized, planned and ongoing manner with the family. This cooperation is very important and indispensable for both the family and the school. Education of the child and its development depends regarding this cooperation. In order to achieve the common goals of education, cooperation, coordination and harmonization of all educational factors is needed. Through such co-operation, the school will know better the personality of the child, the family, their intellectual level, the cooperative and the interactive capacity. The school could benefit greatly from parents with different professions by engaging them in different activities. It is also important for the family to know more about school organization, working conditions, professional development of school staff, school achievements, curricular developments, and why not to participate in decision-making issue. Through qualitative research method the research is conducted, and both educators of preschool institutions and parents gave their opinions and attitudes about the importance of co-operation between preschool and family.

Keyword - Cooperation, education, family, pre-school institutions

I. INTRODUCTION

Many factors contribute to the child education process. Among them is the family that have the primary responsibilities for the development and education of children, they are the first and the main educators of them. After the family, important role and factors influencing their education are the school institutions. A co-operation between these two factors is indispensable for a better development, growth and education of children.

Many scientific research has shown that involvement and collaboration of parents with school are key to helping children to be more successful in school. [1] As a condition of cooperation and creating linking reports between school and family is communication. By means of a proper, sincere, open and clear communication, obviously the introduction and understanding of each other is achieved. Through communication we come to feel, experience and consider the thoughts and behaviors of others and thus build mutual trust of family and school. Some of the most important ways of communication are: the time we leave and and get the child from preschool institution, notice boards, notes and notebooks, information letters, conversations, various lectures, participation in kindergarten projects, organization of meetings with parents, individual meetings, home visits, parent-parent meetings, etc.[2]

Children have better results when family and school establish a partnership between them. School-Family Partnership means exchange of information, responsibility in educational processes, assessment and improvement of these processes at school and family [3]. For such a proper co-operation, the person in charge of the pre-school institution, mainly the teacher/educator should remind parents that they are the first teachers, ask the parents to provide information about their children, inform the parents about the curriculum, what the child teaches at school, to regularly notify parents about the activities being done at school and the progress of their children [4]. Communicating with parents is largely conditioned by the chosen form of co-operation. Based on communication methods, we have two main forms of communication with parents: The form of direct communication and forms of indirect communication.

Direct communication forms include: school board council, school board, regular meetings with parents, individual meetings, meetings with special groups of parents, home visits, meetings in school activities - exhibitions, artistic performances, telephone calls, etc. Indirect communication forms include: written communication, school publications (school manuals, information letters or school bulletins, brochures, information boards, school web pages, etc.) [5]. Regardless of the form of communication chosen by the pre-school institution, it is important to prepare a co-operation plan to achieve the purpose and objectives of that co-operation [6].

In order the meetings to be successful, the school should consider some of the difficulties or problems that may have. Some of these problems may be: "Do you have the appropriate environment and who will take care of the children if the meeting is held in the evening?" Make sure everyone knows where and when the meeting will take place and it is well organized. It is better if you make the announcement 1-2 weeks before the meeting. If you inform them earlier, people may...
forget. Contact them in order to remind them about the meeting, but also to receive their attendance confirmation. Small meetings (which are usually very effective) can be held in one of the member’s home. If space is a problem for you, think about objects near the community [7].

Parents can be beneficial partners for their children, but they can also contribute to the classroom and school. Parents with different professions can give information and introduce children with about different aspects of their professions. They may come to school to inform children of different professions. Policemen, carpenters, doctors, scientists, computer experts, artists, journalists and others can bring tools they are served with, discuss with children, therefore they get the knowledge and raise interest in different professions [8].

II RESEARCH METHODOLOGY

Purpose of the research
The purpose of the research is to identify the importance of successful co-operation among the preschool institution and the parents as very important factors in the growth, development and education of children.

Research Methods and Instrument
Research has used qualitative research methods
The research will be conducted through a semi-structured interview.

Population and sample
Populations of the present research are teachers / educators of pre-school institutions and parents of preschool children in Gjakova.
As a sample of the research are 10 teachers / educators and 20 parents
Sample was randomly selected.
Interview questions with educators:
Do you think co-operation with the family is important?
Do you have regular co-operation with the children’s family?
Which forms of cooperation do you use? Why?
Do you have parenthood support as an institution?
In which area or activity do parents support you and are more engaged?
Interview questions with educators:
Do you think co-operation with the family is important?
Do you have regular co-operation with the children’s family?
Which forms of cooperation do you use? Why?
Do you have parenthood support as an institution?
In which area or activity do parents support you and are more engaged?
Interview questions with parents:

Are you informed about school organization, working conditions, professional preparation of school staff, school achievements, curriculum?
Do you think that co-operation with school helps your child?
Which forms of cooperation do you prefer? Why?
How can you help the school?

Results from interviews with educators:
Based on the findings from interviews with preschool educators, all participants in the research think that cooperation with children’s families is very important and necessary and at the same time hold regular meetings and cooperation.
Regarding the question of What forms of cooperation do you use ?, the educators claimed that they mostly use direct communication with parents councils, individual meetings, meetings for different activities, while indirect meetings are rarely used since it is easier to communicate directly with parents and this form of communication is clearer and more sincere.
Parents highly support school and participate in various activities. Parents are always ready to meet school’s requirements and in cultural and artistic activities they are always ready to give their help.
Results from Parent Interviews:
Regarding the question of: Do you know about school organization, working conditions, vocational preparation of school staff, school achievements, curriculum?, parents' answers were that they have little knowledge of school achievements and curricular developments.
While parents' answers about forms of co-operation, they more prefer to have individual communication rather than group communication, because parents want privacy for their child’s behavior and development so other parents do not have to know about it, especially when their child does not give a good result in education process.
How can you help the school? - Parents stated that they assist in the various accomplishments of artistic and cultural activities, as well as accompany the teachers in the trips organized by the school.

CONCLUSION AND RECOMMENDATIONS

Outcomes from interviews with educators and parents of preschool children come to the conclusion that the co-operation of preschool institutions with parents is very important and indispensable, and that education and development of the children depend on collaboration of both these two factors, which are considered as the most important for the child's growth. Parents’ support in school is a push and increases the teachers’ responsibility for better work in the preschool institution.
This paper also provides recommendations that preschool institutions should be more transparent about school developments and notify parents of...
curricular design and curriculum developments organize and plan all forms of co-operation and communication with parents so that parents feel that they are useful in the school where their child learns. Organize meetings with parents who have different professions in order to provide information to the children about the various professions.

REFERENCES