

## **Partnership among Management-Teacher-Parent, Guaranty for a Successful School**

**Prof. Dr Fatmir Vadohej**

University of Shkoda "Luigj Gurakuqi"  
Faculty of Education Science  
Sheshi 2 Prilli, 4001 Shkodër, Albania  
fatmirvadahi@gmail.com

**Doktorante Eranda Bilali (Halluni)**

University of Shkoda "Luigj Gurakuqi"  
Faculty of Education Science  
Sheshi 2 Prilli, 4001 Shkodër, Albania  
erandabilali@yahoo.com

**Dr. Mehdi Kroni**

University of Shkoda "Luigj Gurakuqi"  
Faculty of Education Science  
Sheshi 2 Prilli, 4001 Shkodër, Albania  
kronimehdi@yahoo.com

---

**Abstract:** *The partnership between the school and the community is provided to increase the quality of the school. Schools should offer programs that facilitates the involvement of parents and community members and create conditions for their involvement in decision making. On the other hand, parents should be aware of the importance of their involvement in children's education.*

*The aim of this study shows the necessity of the parents involvement in school, as a tripple need of the progress and the school success, for the academic and psychologyc acheivement of pupils and the developement and integration of parents, the urge of the fruitful cooperation between school and parents community, as a determined factor at the increase of the school efectivity as well as the increase of awarness of the actors involved in the process to be orientated towards an effective and quality education.*

*Pooled data from questionnaires administered, consisting of four sections, intended to highlight the quality of cooperation between the school and parents in progress of the school.*

*Results of the study show that cooperation between school and parents is in a moderate level, because of the change of meaning on the running of the school and raising awareness of parents in their childrens education, but suggests that further efforts should be made, as by the school, as well as by parents to enhance the quality of this involvement. Findings and recommendations will serve management, teachers and parents to improve the performance of these relationships, in order to build bridges effective and the quality cooperation between the school of family.*

**Keywords:** *partnership, school, management, teachers, parents, teaching process.*

---

### **1. INTRODUCTION**

An educational institution like schools, aiming to have quality in its product, besides the academic achievements of students should evaluate the relationship with parents and their active involvement throughout the life of the school. In triangle school - teachers - parents are present as well as the doubts and conflicts. Some parents think that cooperation manager - teacher is enclosed within itself, so they are not interested for this cooperation, on the other hand, the school itself is reserved of expanding the role of parents fearing they can increase their attacks against school. But cooperation school - parent should be accompanied by a clear understanding of collective responsibility to increase the effectiveness of students. The school should have a close and strong cooperation with parents if they want quality. The way how to integrate and operate these elements with one - another, become complement and support each other bringing to quality school, very demanding today.

### **2. PARTNERSHIP MANAGERS - TEACHERS - PARENTS, NECESSITY TO SUCCEED**

Interaction between teachers and parents is a factor for school success. Quality inclusion of parents in all school activities is an important component that can lead to school success.

Cooperation between school and family is based on the known responsibilities related to meeting the educational goals in a given context. When parents and schools find common goals, they can think and believe in developing a better school climate. Therefore, the cooperation of school with parents creates confidence and reduces fears and prejudices, increases mutual tolerance and appreciation and helps in making various influences from the environment as best as possible and to reduce the risks. At this point it is worth mentioning the role of councils of parents, because they will help in presenting the issues of parents in school in a coordinated and structured form, facilitate the establishment of contact between the school and a clearly defined partnership. Rafie (2007) states that schools must have a safe and stable relation with parents to succeed. He believes that cooperation school - parents plays a vital role which can make successful school.

Teachers and parents have to recognize the complementary importance to each other in the lives of students, otherwise they set boundaries in prospects of improvement, boundaries which may be impossible to overcome (Fullan, 2010). What prevents parental involvement in school? Researchers have found that teachers are sometimes reluctant to involve the parents, because they.

- They are unsure about how to involve parents and still retain their role as specialized "experts".
- They are unsure about how to balance their focus to a group of children facing a more personal focus for each individual child, whom they believe it will be more detailed if parents would be more involved (McPherson 1972).
- They believe that parent involvement in activities require a greater longer time planning, they are disruptive and return learning responsibility back to parents, because parents do not know how to work with children.
- It is related to the fact that parents can not use standard language or demonstrate other undesirable characteristics.
- They wonder if parents will keep commitments, avoiding excessive criticism. On the other hand, parents complain that schools bureaucracy discourages their involvement, expression of questions, complaints and requests.

Parental visits to school or class, teacher - parent meetings are effective in encouraging the participation of parents in their children's education. Written and verbal information from teachers about the program and the progress of children are also helpful (Herman and Yeh 1980). Parents participate mainly in classroom activities, meetings with parents and policy planning sessions. They are more interested in meetings related to educational issues or personal growth and development. Meetings related to vocational training and social services are a minor importance. Social activities for fundraising are less popular activities involving parents in school.

Active cooperation of parents in the classroom is significant. Parents can enrich the learning subjects with their knowledge and experience, can participate in class events, class celebrations, school trips, support organizational issues, collaborate on curricular projects, etc. Council parents contributes to improving the quality of education service for students.

Based on the work of Bandurës (cited in Hoover - Dempse, 1992), the efficiency of the parents is defined as the belief of parents that they are able to have a positive influence on the results of their children's. A sense of efficacy of parents and their relationship with the inclusion were examined in this study. Parents of children answered questionnaires about their efficiency and involvement in the five types of activities: helping with homework, educational activities, volunteering in the classroom, participation in meetings and telephone conversations with teachers. Findings showed a significant relationship between reports of the parents for their selfefficiency and three of the five indicators of parental involvement.

Nowadays, our educational system has required management to create a new sense of direction. They can start by adhering to their vision, but when they listen carefully to the visions of others, including teachers, parents and other community members; they begin to see that their vision is part of something greater. This does not diminish the feeling of responsibility for the vision of the director, but this only adds to it (Fullan, 2010).

An effective manager must ensure the involvement of parents and the school community in developing a vision and a strategic plan for the school. He must have communication and

listening skills. Communication characteristics include the ability of managers to listen to teachers, parents, students and community representatives. The manager has to outline serious approach to influence the advancement of all aspects of the school. He must have the ability to involve parents in school governance, a partnership implies cooperation and membership. Cooperation means that conditions are created that everybody will be heard. In the field of education cooperation means sharing power between family and school. The head of the school must provide those family members the opportunity that teachers have on giving ideas and advice about school.

### 3. METHODOLOGY AND THE SAMPLE

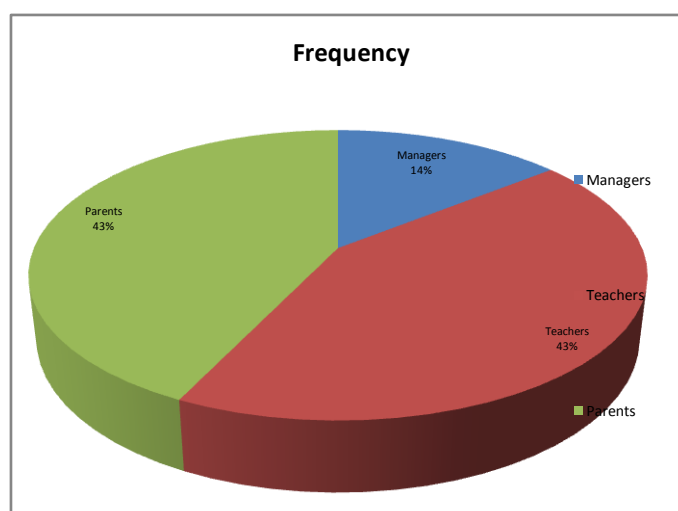
The population of the study are public schools of Shkodra district, teachers, managers and parents of these schools. Sampling of schools is randomly picked. By listing all the schools of Shkodra district were randomly selected 10 schools, 7 in the city of 3 in the village. The election of directors is directly determined by the selection of schools, so that was not necessary sampling them. Teachers are randomly selected in 10 schools, using random sampling, 30 teachers and 30 parents from selected schools. To obtain the results, based on which it became possible to undertake the study, methodological instrument was used of questionnaire. The questionnaire is divided into 4 sections, the first section asked general information, which includes variables: gender, age and status. Each of the three other sections meets one of the categories (which are set at the top of the questionnaire). The questionnaire consisted mainly of closed questions, with alternatives, but also open questions requiring free expression of opinion on the topic subjects.

### 4. RESULTS OF THE STUDY

#### 4.1. General Information Analysis

Questionnaires for the three groups aimed at gathering information specific to that group, but at the same time the verification of the information through the method of triangulism, or otherwise repetition of questions on the same issue in all three groups, to see how close or different answers are. These are the results we have from the database:

Status	Frequency	Percentage
Managers	10	14.28%
Teachers	30	42.86%
Parents	30	42.86%
Total	70	100%



Graph1. Frequency

As seen from the graphic, the total number of completed questionnaires is 70, while the managers have filled 14.28 %, teachers 42.86 % and parents 42.86 %.

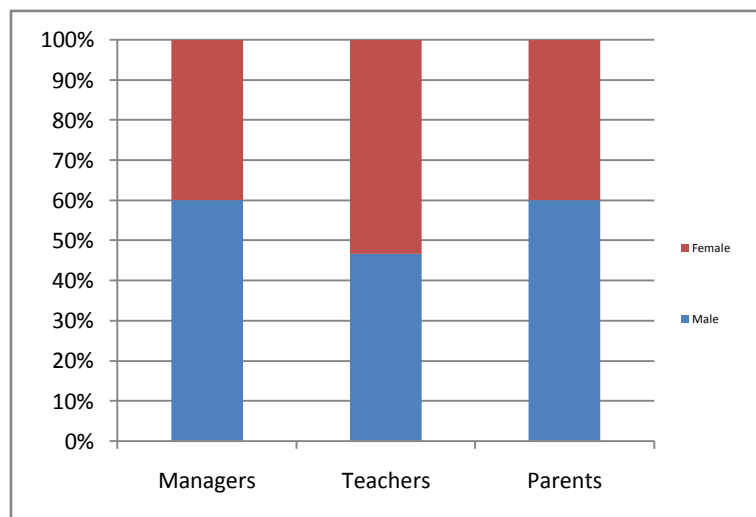
#### 4.2. The Average Age for Each Group

Data from the database the average age of the respondents for each group is: for managers 42 years old, teachers 35 years old and parents 36 years old.

### 4.3. Gender Distribution in Each Group

To see if there is any difference between the gender of the respondents and which group they belong we have identified cases for each:

Status	Gender		Total
	Male	Female	
Managers	60%	40%	100.00%
Teachers	46.67%	53.33%	100.00%
Parents	66.67%	44.43%	100.00%



Graph2. Gender

Our data shows that 53.33 % of the surveyed teachers are women, which is to say that the teaching profession is a profession widespread among women. An interesting fact is that 66.67 % of the parents interviewed were male. Given the fact that the parent survey is done on a monthly meeting, tell us for the interest of the couple to this matter.

## 5. ANALYSIS OF SPECIFIC DATA FOR GROUPS

Analysis of responses to relevant questions of managers, teachers and parents is given in analytical, written and graphically as follows:

### 5.1. Management

#### a. Do you involve parents in school decision-making process?

From the answers given by executives interviewed, 100 % of them said parents are involved in school decision-making process, through various programs that their school offers. The issue lies in the quantity and quality of this involvement, which does not only depend on the facilities it offers by schools, but also by their willingness and volunteering to participate in it.

#### b. What are the ways of parental involvement in school decision making?

The directors have determined ways of parental involvement in school decision-making process, the management and its activities, the three ways mentioned in the questionnaire, the association of parents (95 %), the school board (85 %) and the student government (90 %).

#### c. What is the nature of collaboration between school and the family?

Principals say that school cooperation with the family is turned on duty, especially in recent years, emphasizing the necessity of mutual cooperation. This task is of an organized nature, which is materialized into concrete programs and activities, which facilitates in parental involvement in school.

#### d. Do you think that you fully use the intellectual capacities parents as volunteers at school and as a participant in the policies of the school?

Most of the managers (7 of them or 70 %) responded that they use almost always intellectual capacities of parents and (3 of them or 30 %) admit they do not exploit the intellectual capacity of parents to be involved in decision making in school.

**e. What are the ways of using these capacities?**

The analysis of the responses of managers, the ways they use the intellectual capacities of parents is summarized: engagement in classes, preparation of teaching aids, participation in improving school curriculum, adapting the curriculum to the needs of the local community, etc.

**f. How do you help parents to become more active in their children's education?**

The ways managers help parents to become more active in their children's education are: joint projects that engage parents, school climate change, making it positive and friendly, both increasing efforts school staff and parents, school boundaries to be more permeable and transparent.

**5.2. Teachers**

**a. Do students have the correct behavior with school staff and classmates?**

	Frequency	%
Yes	16	53.3
No	14	46.7
Total	30	100

Teachers say that there are students in their school who do not have the correct behavior of different nature, with school personnel as well as with classmates. This is a relatively high figure about 46.7 %.

**b. If a student does not attend school regularly, do you inform their parents?**

	Frequency	%
Yes	12	50
No	12	50
Total	24	100

From the data obtained by the database we see that the rate of not informing parents is 50 % to 50 % of the child where the latter is not attending school regularly. It would be interesting to know reasons why teachers do not inform parents.

**c. What are some of the difficulties of working with parents?**

Regarding their difficulties working with parents, teachers' list:

- *Lack of interest from their parents and the failure of parents in school meetings.*
- *The low education level of parents, (it is more emphasized in the countryside).*
- *Social problems and economic difficulties of parents, (it is more emphasized in the countryside).*
- *Delegation of responsibility for education of their children by parents to the school.*
- *Parents interest only to certain aspects of the work of the school and the demand for higher results not deserved by their children.*
- *Lack of understanding between teachers and parents.*
- *Lack of evaluation of the school work by parents.*
- *Behaviour and lack of communication by parents.*
- *Not knowing the terms and new aspects in educational programs that have changed enough by parents, (it is more emphasized in the countryside).*
- *Lack of knowledge of parents about the child personalitiy.*
- *The distance of residence from school, (it is more emphasized in the countryside).*
- *Overload of teachers.*

If we look carefully we can tell two interesting facts: teachers see all the reasons and problems on the parents and almost nothing on their side, only a small fraction of them mention as a problem for themselves overload.

**d. Have you created a teacher-student relationship based on an open dialogue?**

	Frequency	%
Yes	25	80
No	6	20
Total	30	100

Table nr.5

As seen from the table teachers responded that there is an open dialogue on the student teacher relationship.

**e. Asked what teachers propose to enhance cooperation with parents, they responded:**

- Training with parents to strengthen their role as educators, training for teachers as well as joint training for both sides.
- The literature on these issues, for teachers and for parents.
- Recommendations of models and good experiences on working with parents.
- Taking initiatives by parents themselves without waiting from school.
- Cooperation with psychologists and school social workers.
- Exchange of experiences between parent councils.
- Knowing parents with school educational plan that they will be involved in its implementation.
- Motivation of teachers to work with parents.
- The involvement of parents in the development of school plans and strategies.
- Schools make parents feel welcome and respected.
- Developing policies such as they allow a greater participation of parents to ensure the partnership.
- Sensibilization of parents and the public through the mass media.
- Visits to the students homes.

**f. Do you tell parents how to help the child at home?**

	Frequency	%
Yes	26	80
No	4	20
Total	30	100

As the result shows teachers have known parents with practices and effective ways to help children at home.

**5.3. Parents**

Questionnaires and interviews with parents aimed to collect information on the frequency and quality of their contacts with the school through meetings with parents, reasons of not going in class meetings, parent notification if a child has problems at school etc.

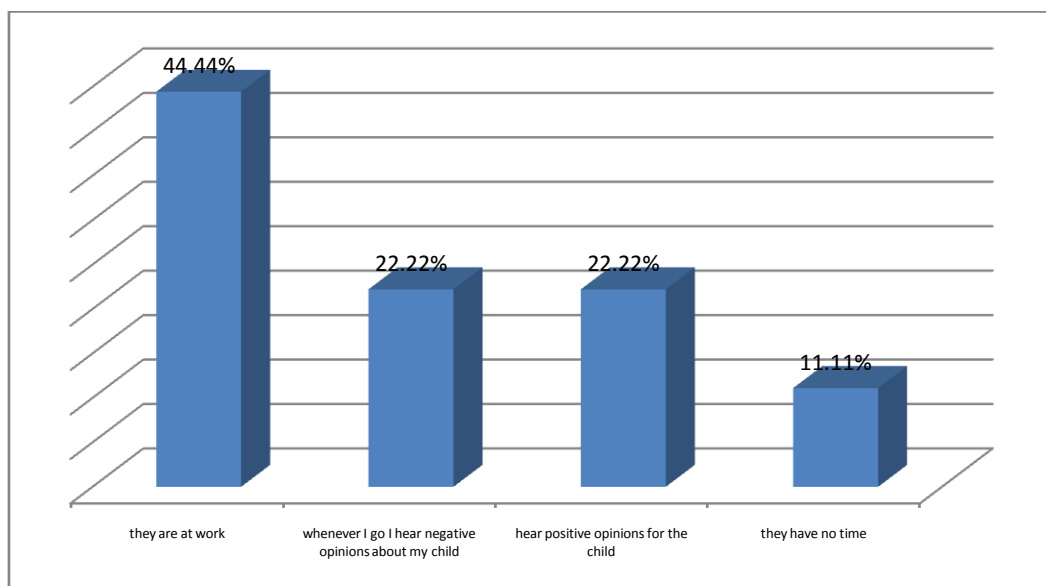
**a. Do you attend the class meetings organized by the school?**

The vast majority of parents confirme that meetings with parents at the school organized once every two weeks, a good enough frequency if it is reliable. Regarding the attendance or not at the meeting, 60 % of the interviewed parents go to meetings, while 40 % of them do not go to meetings. Regarding the quality of the meetings, parents demonstrate a high level of consent to the manner of their organization and training of teachers for these meetings. They claim (only parents who have gone to the meeting) that during these meetings have sufficient time to talk to teachers and to make questions that concern them.

This seems a positive result, but as stated by many teachers and school principals attention must be directed to the low level of preparation and parents interest in these meetings, regarding the content of parents discussions ranked as the most discussed (in descending order): grades in school, children's behavior, problems with textbooks, school facilities conditions, problems with learning tools, educational activities and financial problems of the school.

**b. What are the reasons for not attending the class meetings?**

To identify the reasons of not attending class meetings are selected 18 parents who were asked for the reasons of not attending. From the data, 44.44 % do not go to meetings because they are at work. They say that time of meeting is not very convenient for them, 22.22 % say that whenever I go I hear negative opinions about my child, 22.22 % say that whenever you a go hear positive opinions for the child, they do not tell us other things we do not know and 11.11 % tell that do not go to meetings because they have no time. Graphically, the answers are as follows:



**Graph3.** *The reasons for not attending the class meetings*

Question of what are the main causes that hinder communication and better cooperation between parents and school, parents responded:

- Non-positive attitude of teachers on parents involvement.
- The load of parents with activities, work and other commitments, their economic and social problems (reasons cited most often by them).
- Their indifference on child control.
- Indifference and miscommunication with teachers and school managers.
- Organization of a few meetings with parents and holding them not at the right time.
- Teachers lack of motivation.
- Lack of information about what happens in school.
- Bypassing the role of parents about what happens at school and in their partnership.
- Mindset, educational and cultural level of the parents, more emphasised on the village.
- The child's weak results.
- The workload of teachers.

The last two elements are quite interesting. Although there are parents who mention workload of teachers as a factor, these are just a few. So, we have a lack of perception of parents regarding the work load of teachers as an obstacle to a fruitful cooperation between them. Likewise, relatively few parents mentioned that poor child outcomes constitute a reason for parents not to come to school, and it is mentioned by many teachers and some school principals. It is a known fact, as stated by parents who come rarely are those who have children with more problems. This may have several explanations like social, economic and psychological character. Families who have social problems: immigration, divorce, parental illness, physical and mental disabilities, a large number of children or the elderly to look after, are less likely to be present in school for the reasons that were mentioned, which make their efforts for the survival of the family are larger. As a result, they do not have the necessary time and energy to deal with the education of children.

Here's what parents advise on improving the meetings held in the school:

- Meetings with parents to be held more often and with certain topics and not simply reporting on student grades.
- Meetings, whenever possible followed by representatives of educational institutions to exercise control over this aspect of the work of teachers and schools, as well as to become familiar with the requirements of parents.
- Meetings to be scheduled at the beginning of the school year and announced in due time.
- Teachers and schools should be better prepared for these meetings and create an atmosphere where parents feel at ease to express their opinions and problems.
- Meetings to be held with on the presence of the school board and the student government at the same time.
- Parents to participate in thematic meetings of the school management.
- Meetings not to be held only in emergencies or problem cases, but also for joint activities such as birthdays, picnics, trips, seeing films, theatre, sports activities, participation in curricular projects, etc.

**c. Are you notified by teachers for various problems of your child?**

Here are their responses: 68 % of parents admit they are informed for the problems their children have, while 32% admit they are informed for the problems of their children only when the problem is aggravated.

**d. How do you assess parent - teacher relation?**

72 % of parents think they have built a positive relationship for the benefit of their children, while only 28 % of them have not created this relationship; however they say there are several ways on how to improve this cooperation.

**e. What do parents think they can improve their cooperation with the school?**

Through the questionnaire, parents have given practical ideas on how to intensify the cooperation. Many of these ideas were mentioned by other groups of schools. Specifically, parents are aware that cooperation is not optimal, but there are real opportunities to improve it. Parents say enough work is done by teachers and they require more warmth and kindness and to be well prepared as well.

It is obvious the good attitude shown towards teachers, as well as the critical one. Kindness and respect expressed by recognizing the irreplaceable role that teachers have, the quality of their teaching and motivation in children's education and their achievement of high results. Here's how one parent said: *"If we want to have a healthy school, healthy cooperation, a success of our children to school, I think the key is the teacher, who is the brain of the nation. If they will be satisfied and motivated, our children will be better educated "*.

Parents' emphasis on creating a better climate of cooperation, where the primary role have schools and teachers. Here's how one parent said: *"As a parent I can improve the relationship with the school if the school meets the normal conditions of teaching and eliminates problems of irregular teaching "*. It is a good illustration of the importance of parents respect towards school to cultivate genuine cooperation relations.

**f. Which is the most effective way of involvement in the school for you?**

According to the answers given by the parents, the most effective way of involvement in school is through participation in various learning activities, both at home and in school (65 %), while less preferred commitments which are: general communication school-family (25 %) and assistance to school (10 %).

**6. CONCLUSIONS**

Family and school share their essential mission in the education of the young generation. Their cooperation should be embodied according to the principles recognized and respected by all. Results of this study show that:



- Parent- school partnership is at a good level, due to the change of the managing sense of the school and increasing the awareness of parents to be involved in school.
- Managers pay attention on drafting policies and programs aimed at involving parents in school, emphasising the role of parents as important partners in decision-making processes.
- As for parents, they show moderate levels of awareness about their rights and duties in the educational process of their children.
- Parents prefer to engage in activities directly related to the education of their children, than in other activities organized at school.
- Parental involvement in school in some cases are prevented from causes related to the parents themselves (economic difficulties and lack of time) but also school-related reasons (lack of transparency and failure to notify by teachers on issues related to children).

### 7. RECOMMENDATIONS

The necessity of parental involvement in school is related on improving the work of the school, increasing student academic skills and parental involvement in the educational process. The findings of this study suggest that it is necessary, both for the school and the community to achieve an active participation of parents, community members, in activities organized by the school. Below are some recommendations to be considered by stakeholders of the school, so that the involvement of parents in school life to be easier and effective, which will affect the success and effectiveness of the school.

#### Recommendations for Management

- Leading functional school with an emphasis on preserving and strengthening the relationship with parents.
- Establish programs for parental involvement, in that way they become partners in their children's education.
- Establish management policies and strategies that promote constructive participation of parents.
- Changing the organizing way with parents meetings.
- Work to understand the formation of families, culture and goals they have for their children.
- The school, to become community learning center should provide for parents: counseling for children training, information about the activities of various institutions and agencies, professional training courses according to the needs of the community, various cultural and scientific activities.
- To understand that the efficiency of parents about their institutional involvement depends on their willingness to be "invited".
- To make cooperation legal, clarifying parents on their rights and responsibilities in this cooperation.
- Supporting parents with practical information that helps to work with their children.

#### Recommendations for Teachers

- To have maximum commitment and responsibility to the task of educating children.
- Facilitating cooperation by organizing discussions with parents of different types of discussions and informing parents with curricula and methods they need.
- To promote cooperation by providing activities that parents and children can do together.
- To announce openly the results of cooperation by providing appropriate information at the right time for student achievement.
- To create parent-teacher organization with teachers who lead them, with the aim of involving parents.

- Encourage to find alternative forms for a much wider involvement of parents in school life.
- An exchange of ideas among the stakeholders and students.

### **Recommendations for Parents**

- Parents should be more cooperative, caring and dedicated to tracking child academic outcomes and skills for life.
- To have maximum commitment and responsibility to the task of educating children.
- Get involved in teaching activities at school and at home in order to get more ideas from teachers, to know more about the curriculum and appreciate the effort and quality of teachers.
- To take the initiatives themselves to organize meetings with teachers.
- To understand that their efficiency in relation to their institutional involvement depends on the willingness they have to accept the "invitation" of the school.
- Common evaluation of results and failures among the stakeholders.

### **REFERENCES**

- [1] Abdul Rafie Mahat. (2007). Smart Partnership In School. *Educator*, 39, 52-53.
- [2] Ahmad Esa, Abdul Rasid Abdul Razzaq, Zurina Yasak, Zainon Omar. Teachers' Perception On The Relationship Betëeen Parents And School. *Us-China Education Review*, ISSN 1548-6613, USA. May 2010, Volume 7, No.5 (Serial No.66)
- [3] Andrws, S. R., And Others. "The Skills Of Mothering: A Study Of Parent-Child Development Centers." *Monographs of the Society for Research in Child Development*, 47 (Serial No. 198). 1982.
- [4] Bryk, A., Sebring, P., Kerbow, D., Rollow, S., & Easton, J. (1998) *Chartin Chicago School Reform*. Boulder, Co: Westview Press.
- [5] Concha Delgado-Gaitan. Involving Parents In The Schools: A Process Of Empowerment *American Journal Of Education* Vol. 100, No. 1 (Nov., 1991), Pp. 20-46 Availabe Online: [Http://www.Jstor.Org/Stable/1085651](http://www.Jstor.Org/Stable/1085651)
- [6] Fullan, M. (2010). Forcat e Ndryshimit. Tiranë: Qendra Për Arsim Demokratik
- [7] Fullan, M. (2010). Kuptimi i ri i ndryshimit në arsim. Tiranë: Qendra për Arsim Demokratik
- [8] Herman, J. L., & J. P. Yeh. Some Effects of Parent Involvement in Schools. 1980. Ed 206 963.
- [9] Kathleen V. Hoover-Dempsey, Otto C. Bassler & Jane S. Brissie. Explorations In Parent-School Relations.*The Journal Of Educational Research* Vol. 85, No. 5 (May - Jun., 1992), Pp. 287-294 Availabe Online: [Http://www.Jstor.Org/Stable/27540488](http://www.Jstor.Org/Stable/27540488)
- [10] Mcpherson, G. H. *Small Toën Teacher*. Cambridge, Ma: Harvard University Press, 1972.
- [11] Mohamad Ali Hassan. (2007). Role Of Parent And Teacher Association In Implementing Education Development Master Plan. *Educator*, pg.36, 65-67.

**AUTHORS' BIOGRAPHY**



**Prof. Dr. Fatmir Vadohej**-Vice-rector of the University of Shkodra. Professor of “*Educational Psychology*” and “*Preschool Pedagogy*”, Department of Teaching, Faculty of Education Sciences, Shkodra, Albania.



**Eranda Halluni Bilali** - Lecturer of “*Pedagogy*” and “*Communication*” in the Department of Teaching, Faculty of Education Sciences, Shkodra, Albania.



**Dr. Mehdi Kroni**, is Head of Department of Teaching and professor of “*Philosophy*” and “*Sociology*” at the Faculty of Education Sciences, Shkodra, Albania.