SCHOOL-FAMILY COLLABORATION TOWARDS VIOLENCE PREVENTION IN SCHOOL PUPILS

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Abstract

This article aims to contribute to the growing interest and consideration to prevention the student violence by the school and the family. This actually leads to the optimization of the role of the school. Through answering the research questions, the paper could serve readers to reflect for the better cooperation between parents and school in terms of prevention the student violence by the school and the family.

This study reflects upon the importance of qualitative collaboration, namely to enrich the public opinion with the valuable information about the cooperation between school and home. The purpose of this article is to ascertain whether it affects the level of contacts between school and family by supporting the success of students from the school. This study used quantitative method and aims to find answers to the following questions: What are the school and the family factors that support the success of students? Does this affect the level of contacts between the family and the school?

Research hypothesis: The level of contacts between the school and families affected by the support by the school for students' success. We have included 400 teachers and 400 parents from rural areas in this study, as well as 300 teachers and 300 parents of fourth classes' from the urban areas. They come from the various city schools in Kosovo. Systematic sample was randomly selected, and we have compiled the questionnaire. A team of pedagogues, who have been previously trained to use this questionnaire, took attitudes of both subjects. Data were analyzed by SPSS 20 program. The study has reached some findings and conclusions. Participants' responses indicate that the level of contact between the school and families is affected by the factor to prevention the student violence by the school and the family.

Keywords: School, family, family involvement, cooperation,violence

Introduction

An estimated 200 million children and young people around the world are being bullied by their schoolmates and peers. A survey of schools in about 40 countries found that Australian primary schools were among those with the highest reported incidence of bullying in the world, where 25% of students in Year 4 are affected by bullying. The rate peaks during the final years of primary school where 32% of students are targeted. In general, primary school students suffer bullying at a rate of almost 50% above the reported international average (www.kidshelp.com.au/grownups/news-research/hot-topics/bullying.php).

In the last 10 years, numerous studies have been conducted on violence among students. They show that students who have experienced violence from other students express behaviors such as fear, loneliness, insecurity, impulsive, externalizing behavior and hyperactivity. Therefore, we are obliged to respond to it, and the best way to combat this type of behavior is prevention - to say stop. This can only be achieved through the cooperation of the school with the family.

Studies show that the interaction between school and family influences on prevention of violence among students in the school, and is therefore to promote the responsibility of the school to the family involved with the school for better cooperation in the prevention of violence among school students, and this can be achieved by strengthening factors that schools have an important role to achieve in working with the family.

Some of the factors for a higher involvement of the family in preventing school violence among students, are: family welcomed by the school, the direct communication between family and school, the right information and adequate division of duties between family and school, decision-making process of the family in the school, motivation for students success of schools, the faith of the family in the school and vice versa, previous experience of the family with the school.The studies show the importance of the above factors. They present their positive impact on the cooperation between school and family.

This study attempts to show how the real situation in Kosovo schools is in relation to these factors.

Survey Methodology

Operational definitions - Family, group of individuals related by blood, marrriage or cohabitation. The involvement of the family is a family commitment and active participation in school. School is an educational institution for the organization of educational activities and training of young generation. Cooperation between school and family activities and cooperation between them to achieve common goals. Violence, intentional

use of physical force or power, or the threat of it, or their real use, against yourself, another person or against a group or community that is likely to result in injury, death, psychological harm, poor development or deprivation (World Report on Violence and Health, 2002).

Methodology - We have mixed method for this study: the study of literature and other documentary material, the collection of contextual material and interviews with subjects. The use of these methods was necessary, the diversity of opinions, experiences and practices of violence among school students to meet.

The aim of the study - This study aims to reveal the relationship between factors like family welcomed by the school, the direct communication between family and school, the right information and adequate segregation of duties between family and school, family decision-making in the school, supporting student success by schools, the faith of the family in the school and vice versa, family and previous experience with the school, the level of school and family contacts to prevent violence among students.

Study questions: How much does the welcoming of the family by the school influence on the level of meetings between school and family in preventing violence among students? How much does the communication with the family with the school affect the amount of meetings between school and family in prevention of violence among students? How much does the information of the family by schools affect level of meeting on the prevention of violence among students? How does the division of tasks between school and family influence in school-level meeting on the prevention of violence among students? How does the family influence decision-making at the school level meetings between the school and families to prevent violence among students? How does the faith family at school influence in school-level meeting on the prevention of violence among students? How does the family experience with the school's influence in the school-level meeting on the prevention of violence among the students?

Research hypothesis: Factors such as family welcomed by the school, the direct communication between family and school, fair and reasonable exchange of information between school and family, the division of responsibilities between family and school, family decision-making process in the school, support the success of students by the school, family's faith in school and vice versa, previous experience of the family with the school, increase the level of school meetings with family in order to prevent violence among students (make them to meet often to discuss this issue).

The importance of the study. This study is important because it will state whether the above factors affect the highest level of school and family

contacts to prevent violence among students. You will also find that the relationship between these variables   is the same in urban and rural environment.

Limitations of the study. This study is limited by the following factors:

- Teachers can be cautious in providing information in collaboration with the family.

- Also restriction in giving honest answer by the family may also occur.

Population and sample - The population of this research includes all teachers and parents of primary schools in Kosovo. Population is determined numerically and the largest number of students coming from the rural environment. There it is, the problem is to study the majority of the population, we chose the next version of the survey - sampling, systematic sampling. The sample included 300 teachers and 300 parents of fourth grade classes of the urban environment in Kosovo, and 400 teachers and 400 parents of fourth grade class in a rural area in seven regions of Kosovo.

Instrument used. To determine the communication between the school and the family and the level of their contacts, we used evaluation research, while we used to compare the differences in attitudes to school and families to assess their comparative research cooperation. Used Instrument questionnaire for parents and teachers, the five-point Likert scales such as "agree", "agree", "undecided", "disagree", "Strongly disagree" and labeled as parts of: Welcome to the family by the School, effective communication, family, student success support, family trust in the school and vice versa, the division of tasks and responsibilities, family experience with school, family decision-making role in the school.

Review of the literature

"The history of violence between students is long and sad '(Rigby, K.2002).

European and international practice, especially in the United States have shown that parental involvement helps in the school performance of the students intellectually, but also in the prevention of violence among students. A number of studies show the value of close cooperation between family and school to prevent violence among students. "Family involvement in school and their awareness of violence is a key," (http:psychcentral.com)

Nowadays, many different strategies for parental involvement in the schools to prevent violence among students has been developed.

Epstein has developed a framework of six types of parental involvement in school. These six types of involvement have developed from numerous studies and many years of work by teachers, schools and families and all class (Epstein, 2002). Epstein defines this kind of cooperation

between school and family first Advisory work with the parents - to help all parents a learning environment that motivates students to create, for example, school consulting on the use of methods that can be implemented successfully at home. 2 Communication - development of two-way communication and content-educational programs, methods and progress of the students. 3 Given recruitment, community and parent support and assistance to the school - volunteering. 4 Home learning - learning aid for children at home - consulting with parents. 5 Cause parental involvement in decision making in the school and their commitment to the debates on important school issues - the involvement of parents in decision-making processes. 6 The collaboration with the larger community - identifying and integrating resources and provides related services. According to Rigby, information is equally important factor in family involvement, to prevent violence (Rigby, K.1996) among students.

Certainly, the involvement of parents in the school showed the various obstacles. Despite these obstacles, regardless of parental involvement, parents want their children to succeed. School and other social factors influence how and why the family should be in school (Mapp, 1997) was added. We think that the family will be more involved in the school, and the number of meetings to be when school reinforces the following factors: family of the school, communication, information, welcomed the exchange of tasks between the school and the family, the exchange of energy, previous family experiences with school, family decision-making process in the school. Think of the family in the school and vice versa. Given the importance of coop- eration between family and school achievements of students, we should aim to be efficient in cooperation, as this will have on impact on the nation. When at the family, community, schools and systems are strong, the nation is strong, too (Kreso, 2004).

Results

In this part of the article we have presented the results of the study on the relationship of the content of the meetings between the school and the family, and we have factors that influence participation of the family in preventing violence among students included. Table 1 shows the connections between the teachers' meeting with the family of the urban environment and factors affecting the involvement of family violence among students, followed by Table 2, the present relationship of these factors with the level of meetings between teachers and families in rural environment rather than prevent it. Table 3 shows the state of the relationship and the level of household contacts of urban environment in schools to prevent violence among students, and Table 4 shows the data on the interaction of the family

level meeting in a rural location and factors that influence family involvement in the prevention of violence among students.

Family welcomed by the school .713 .005   Division of power between school and the family -. 546 .004

School communication with family .432 .000   Division of tasks between school and family .454 .322

Family informed by the school .553 .044   Previous experience of the school and family .243 .003

School's faith in the family .788 .006   Support to student's success .754 .003

Decision making process of the family in school .511 .005

Table. 1. Correlation between the level of contacts between school and family in preventing violence among students and factors such as: welcoming, communication, information, support success, division of powers, division of duties, previous experience, among teachers in urban environment.

Family welcomed by the school .812 .000   Division of power between school and the family .343 .323

School communication with family .532 .000   Division of tasks between school and family .678 .003

Family informed by the school .263 .453   Previous experience of the school and family .443 .009

School's faith in the family .788 .006   Support to student's success .677 .008

Decision making process of the family in schoo .445 .002

Table. 2. Correlation between the level of contacts between school and family to prevent violence among students and factors such as: welcoming, communication, information, support success, division of powers, division of duties, previous experience, among teachers in rural environment.

Family welcomed by the school .622 .000   Division of power between school and the family .113. .873

School communication with family .332 .076   Division of tasks between school and family .634 .002

Family informed by the school .263 .000   Previous experience of the school and family .264 .003

School's faith in the family .596 .043   Support to student's success .669 .003

Decision making process of the family in school .871 .005

Table. 3. Correlation between the level of contact between the school and family to prevent violence among students and factors such as: welcoming, communication, information, support success, division of powers, division of duties, previous experience, among family in urban environment.

Family welcomed by the schoo l.556 .005   Division of power between school and the family .289 .511

School communication with family .243 .221   Division of tasks between school and family .356 .322

Family informed by the school .322 .000   Previous experience of the school and family .244 .001

School's faith in the family .688 .003   Support to student's success .529 .003

Decision making process of the family in school .185 .000

Table .4. Correlation between the level of contact between the school and family to prevent violence among students and factors such as: welcoming, communication, information, support success, division of powers, division of duties, previous experience, among family in rural environment.

Discussion

To understand whether whether welcoming the family by the school, direct communication between family and school, fair and adequate information between school and the family, the division of tasks between family and school, family decision-making process in school, supporting student success by school, family's faith in school and vice versa, previous experience of the family with the school, maintaining the level of contact between the school and family to prevent violence among students. We made

an analysis of their interconnection and on this basis we have the following results:

The results of the study for the interconnection between welcome and level of contacts between schools and families in the urban environment were presented in **Table 1.** which shows that inviting and the level of contacts between school and family in the prevention of violence among students strong and significant relationship, which means that the family welcome from the school made it possible, means that more family contacts with the school, the violence had prevented between students (r = .713 p = .005 n = 300).

Table 1 shows the relationship between the level of contact and communication that schools in urban areas were maintained with the family. This clearly shows that the correlation between the level of contact and communication between the school and the family, weaker than the correlation between the factor and inviting the level of contacts between school and family, but this relationship is important for statistical purposes (r = 432, p =. 000, n = 300). This means that the right of reproduction of the school with the family, after school in the urban environment, leads to a higher number of meetings between schools and families to prevent violence among students.

Interaction level of contacts between the school and the family, and information about the family of the schools on the role of the family in the prevention of violence among students is represented the school in the urban environment, in **Table 1,** and "told" that this interaction strong and significant (r = .553 p = .000 n = 300).

The data in **Table 1** shows that the ratio between the amount of contact and the sharing of responsibilities between the school and family in the urban environment is strong, but negative (r = 0.546 p = .004 n = 300). School in the urban environment conception of power sharing with family as an important factor for the level of contacts between the two parties on the prevention of violence among students.

The data in **Table 1** shows that the families trust in school, according to the school in the urban environment, they do considers this as being more significant factors in the level of contacts with the family for prevention of violence among students. Such factors consider the decision making process of the family in school, where we have strong correlation with the level of contacts, but it is negative in its statistical significance, which means that teachers in urban environment consider as a very important factor the level of contacts they have with the family to prevent violence among students (r = .511 p = .005 n = 300).

Study of the data in **Table 2** shows that the attitude of the teachers in rural environment shows that greet factors is even more evident at the level

of contact between the school and families to prevent violence among students, so there is a strong correlation between these two variables (r = .812 p = .000 n = 400).

The same table shows that teachers in rural environment considers that communication that the communication and the level of contacts between the school and the family are two factors that are closely related. Here we have a substantial connection with r = .532, but without statistical significance p = 0.654, while the opposite occurs between information and the level of contacts between the school and the family, the teachers in a rural environment by, seems to be a factor of poor correlation with each other (r = .263 p = .453 n = 400).

Supporting student's success and the division of tasks between school and family, as evidenced by results in **Table 2,** according to teachers in rural environment more important factors in the level of contact they have with the family was seen as violence between students prevent r = .677 and it is statistically significant p = .008. The same table shows that the teacher is not to be regarded as an essential factor in a rural location information of the families of the school and not consider it a reasonable degree of contact between them and families r = .263

The same table shows that the correlation between two very similar factors, such as the separation of powers and previous experience with the level of contacts between school and family. It turns out that the division of powers as factors moderate correlation with the level of school and family contacts, and previous experience with family and teachers by teachers for not negligible factors, but not with strong correlation with the level of contact between the School and prevention of family violence among students, where r= .443 p= .009 for teachers in rural surroundings.

Family confidence in the school is also important to assess in the rural environment as factors that are shown the results in **Table 2** to the level of contacts between them and the prevention of school violence among students, where r = 0.788 and p = .005 Therefore, these factors are closely related with each other.

The study shows that the level of the decision making process and meetings between school and family in a rural environment are two factors with strong relationship in cooperation for the prevention of violence among school students (r = .875 p = .005).

Table 3 shows that the correlation between welcoming the family in school in urban environment and its level contacts between the school and the same environment for preventing the violence between students has strong statistical significance and therefore it is considered that welcoming the family is a factor that affects the level of contact they will have with the school, it appears that r = .622 and p = .000 are statistically significant.

The data in **Table 3** make it clear that the family in urban environment have moderate correlation between the level of contact and communication between family and school in urban environment r = .332 which means that the family does not consider that communication with school is a significant factors in the level of contacts that they have among themselves to prevent violence among students, but this factor should not be neglected since it is statistically significant p = .076

Table 3 shows that the degree of interconnection between information as a factor in the cooperation between family and school in the urban environment and the level of contacts with schools to prevent violence among students, the poor level of correlation. Unsatisfactory interaction seems to be division of responsibilities between the level of their mutual contacts, where r = 113 which means that the family in the urban environment is not the view of the separation of powers influencing the number of their meetings with the school for the prevention of violence among students.

But the situation is different when we look at the level of contact between the family and the school in the urban environment and the distribution of tasks between them. **Table 3** shows that the division of tasks in urban family environment is an important factor in the plane of contact between the family and the school in the prevention of school violence among students r = 0.634 while previous experience with the school for families in urban environment is not a factor that apart affect the level of contacts with the school from the level that they are already as p = .264 and .663

Study of the data in **Table 3** shows the strong correlation between the support of the student success and the level of contact between the family and the school in the urban environment. It means that families such as the important factors for the success of students by school level contacts would prevent violence among students. In this case we have r = .669 and p = .003

We conclude the interpretation of **Table 3** with the level of interaction contacts of families in urban environment and school. Confidence in the school when the family shows strong correlation with statistical significance, r = 0.596 and p = .043 it seems that the family's confidence in the schools in the urban environment is the level of contact with the school violence to prevent students influence.

The data in **Table 4** and the correlation between the level of family contacts with the school in the rural environment in which the family greeting factor in school turns out to be stronger r = 0.556 which means that families in rural surroundings welcome by School considered as a factor that affects it would have on the meetings with the school. But it's not the same case with communication as a factor that seems to be at the level of the

contacts, the family holds in a rural area significantly as a tool for the prevention of school violence among students, in this case we have r = .243 and p = 221 A similar situation is with the division of power between the family and the school in a rural area (r = 289 and p = 388), which means that the separation of powers for the family in the rural area is not significant factors in their meeting with the school to prevent violence among students.

Support for the success of students is very important factor for families in rural environment for the amount that they have with the school, in this case we have r = .529 and with statistical significance p = 003 therefore, as much the success of students is supported by the school, the higher will be the level of contact between family and school in rural environment

They present such an attitude for the confidence factor of the family in the school that they consider as an important factors in their level of contact with the school, i.e. the correlation between these two factors appears to be strong. It means that the family in rural environment considers that the family's faith in schools will drive them to the highest level of contacts between them and the school (r = .688 p = .003 n = 400), these data are presented in **Table 4**.

Previous experience between rural families and the school environment and family contacts with the school, is shown in **Table 4** and it seems to be a weak correlation (r = 0.244 p = .001), which means that support for the family in the rural environment previous experience with the school under to be no impact on the current level of contacts between them and the school, higher, or vice versa, that is, it is an important factor in the plane of contact with the school regarding the prevention of violence students. The same table shows that neither the decision of the family in a rural area is an important factor in the level of contacts between them and the school (r = .185 p = .000).

Recommendations:

Based on the study results, for the school in both environments was recommended to strengthen the important factor in working with the family and the division of tasks between school and family. Our study shows that family and school believes that this factor will affect the level of meetings between the family and the school, who knows how fruitful will this cooperation be if the family and the school does not share their duties and responsibilities. Therefore, the duty of the school is to pay utmost importance to this factor. However, even if the family neglect this factor, the school has a professional obligation to raise awareness about the importance of the division of tasks between them and the school work in raising family income.

The second recommendation is for the families in the two environments that we consider that it does not consider the division of power between school and family as a factor of cooperation. In the meantime, the family in a rural setting should not put aside its decision-making in the school, which is an important factor for the family.

The last recommendation is directed to the school and the authority responsible for education, the Ministry of Education in Kosovo, to increase the family's awareness of the importance of collaboration with the school for education and student's success, because our study shows the unsatisfactory situation in this regard to the fact that family did not consider some of the factors to cooperate with the school, especially in decision-making, the allocation of their functions and powers with the school.

Schools should also increase their awareness of the importance of information to the families.

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