

The forms of cooperation with the school community in Kosovo schools and the environment.

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Abstract

Kosovo society can not develop integrated into society without making major changes in the education system. Investing in knowledge claims brought great benefits of Benjamin Franklin. Kosovo society as to invest in education today, so tomorrow will be well advanced. The partnership offers schools a supportive process that emerges from the perspectives of teachers, students, and the community. So partnership is the life and soul of the school.

School will not be able to provide skilled staff know if there is support support, incentives, financing, caring society decisively or otherwise as called community. It plays an important role in relation to how a community can become a place where learning and life together in order to create more favorable circumstances and in the interest of learning for all residents of this community.

Key words: collaboration, community, parents, pupils, schools.

Introduction

The main task of the school is to train the man with all the positive features of a versatile personality that contributes to himself, family, nation and human society in general. So the school has an educational task, ennobling, that all human energy and power of scientific achievements, technology to guide for the benefit of humanity or the terrestrial globe.

Community is a community group of people who live and work in the same place and collaborate on some common interests. On the counterpart of direct cooperation between school and community, through involvement in activities and joint projects, as with families, parents, employees, MED, MEST, NGOS, GOS, and other members of the community can feel responsibility obligations personal decision-making process. Requirements for the ongoing improvement and development is part of the culture and intellect of the members of a community integrated contemporary.

Community is a community group of people, (national, religious, humanitarian, cultural, educational, scientific, commercial, etc.) who live and work in the same place and collaborate on some interest or to meet the common needs.

Studies estimated that schools and community interaction is needed to form relationships based on mutual communication, the duties and responsibilities shared learning, education and school life.

This cooperation should be open to discuss all the phenomena that affect or hinder the learning process by creating good conditions and climate for learning the value of high quality. So the school is part did for society, not separate from society-community. This collaboration with the community school can be in different forms of street and informal nature.

School collaborates with the community in many activities such as: environmental protection, civic awareness on the benefits for the school, different manifestations of the joint that have national and international significance.

Research Methodology

The object of the research is the interaction between school and community in lower secondary schools in Kosovo as R factor of two in important and implementation of interactive educational process. Without the cooperation of the school community of parents, teaching and educational process in schools is incomplete or out of reach to say. So, there are two factors, one objective and the other subjective-school, parent community, that when operating the unified yield quality results and choose many obstacles that arise in the progress of education and educational work. School and community need to work together in many areas to achieve them goals, goals, objectives and tasks of school. Also not meet the requirements pedagogical, didactic and methodical, psychological and personality to prepare versatile in terms of moral, intellectual, technical working health - physical, aesthetic, human and democratic. School prepares students for the challenges of sequential and rapid changes of globalization. Our research, on this topic has been several months by applying several methods, research techniques such as descriptive-prescriptive method, historical method, comparative method or comparative statistical method. Then as survey techniques, observation, interview and the other of which suit the conditions and circumstances that will bring results accurate quantitative and qualitative.

The purpose of the research

The research aims to present the real situation about school-community collaborative report in lower secondary schools R Kosovo. Also find the differences between the traditional and the

modern school of these two factors that condition the effectiveness of the educational process. Then we found the similarities and differences between these phenomena in urban and rural schools.

Methods and techniques of research

Methods that helped us in the research of two very important factors, school and community, was the historical method which explains the past and the history of two factors for many generations of Albanian school. This method helped us recognize today forces us to think and planning for the future.

During evolution at different times, these two crucial factor in favor of the school interactive Albanian nation, recognition enables us - descriptive methods. Whereas variables enable us to know the causes and consequences of different phenomena. Or comparative comparatives method helped us to know, recognize and compare school and community in the past as well as today's time and differences between the results of research urban and rural schools.

The views, opinions, conclusions, on this subject, were collected from teachers, school administrators, parents of different communities, through research techniques such as surveys, interviews, observation, etc.. Overall goals of the school-community interaction

Implementation of school-community cooperation should be continued with a qualitative dynamics of democratization high. Cooperation is the harmony of the many factors that influence pedagogical educational and prevent negative effects, "co-factors hidden uncontrolled affected by the external environment of student life."

School-community cooperation, influence the development and promotion of school and community, schools and communities to assess their work, difficulties and positive and negative effects of collaboration, school and community, to develop common policies to improve educational and social efficiency , school and community awareness of the value of collaboration as a society generals and citizenship.

The specific goals of school-community collaboration. Impact on development cooperation, the formation of students' personality: cooperation within the known personality and all the characteristics of students,

This cooperation enabled them to recognize family and school all educational circumstances and conditions that the student lives in this environment, family supports schools, professional advice on community welfare, education, creating conditions... etc. necessary for the student. Areas of school-community collaboration: Collaboration is needed to develop in those areas that allow students to educate him to become physically healthy personality, intellect developed mentally and socializing, virtuous and useful for yourself, family and society. The main areas of interaction are: interaction in the field of children's healthsub-action in the field of knowledge, interaction in the field of education and skills development, skills, mental and intellectual. The school-community interaction in the area of socialism and morality of the students, the interaction of artistic creativity in children. The basis of sound interaction need to be saying: "move along with the child, not to walk before you Cooperation with the school social worker: This school collaboration is more social workers new to Kosovo schools, so the school has not experienced a lot of cooperation although pupils come from families with the difficult economic problems and problems of pedagogical nature-psychological. Center for Social workers can help them protect them parents of their children listening to the scale of the unemployment through municipality and that has caused problems war .This social resistance is necessary to help parents in the same while the school. resistance professional social framework is needed in this compounds are: sociologist, professor, psychologist, social service worker, doctor of representatives of humanitarian organizations.

Center social workers together more school can organize them these activities : Organize training sessions for effective cooperation with the parent with their children, organize lectures and training for more teachers techniques, forms, methods that are needed by learners and parents who have problems and many other activities that avoid crises and problems in school and family. Styles of school-community partnerships: Characteristics of school-community collaboration to distinguish each factor separately, but the counterpart unique integrated communication, collaboration called this type of interaction style. From this flow and styles of cooperation may be the same, different or even diametrically opposed. Distinguish these interaction styles: autocratic style of interaction - "veto style" interaction style liberal, democratic style of interaction, style "social artist" or the school management style and class.

Forms of school-community collaboration: Word form derived from the Latin word which means: appearance, face, figure, arrangement, structure etc.. Forms of cooperation present general organizational forms, external cooperation, their selection are determined by the essence, goals, tasks and principles of partnership. School community forms of cooperation are many, varied and classified according to different criteria. When using these forms must be careful to use the master, to choose the correct methods in certain situations. The school and its teachers have applied various forms of cooperation and communication with parents of students and the community. as: a) direct communication (front), respectively-to-face or in partnership factors directly without the mediation of aids, e between the school principal and teachers to parents, families, students, school visits in advance, orientation meetings, parent teacher meetings, home visits, regular meetings with parents, etc.. To discuss certain issues in cooperation factor in the contacts same physical environment as school, home and other locations. Appropriate forms of direct interaction between school and community are: meeting the parents, the students, the teachers, stakeholder meetings, individual meetings, meetings in pairs, visits to school, family, community meetings, seminars, conferences , anniversary etc..

These forms are called direct communication because communicate without the mediation of other vehicles or persons. This form of cooperation today mostly applies to: meetings of parents, teachers, staff meetings on school leaders, parents, etc. council. Parents and school meetings are organized for different purposes or different character. Communication in writing this form of communication has great application in today between school and community. So the written word can be sent by letter, emails, SMS messages, then through publications, information leaflets, manuals, magazines, journal of communications, billboard, correspondence, etc. boxes for suggestions. Brochures assist in clarifying the software community-school development plans in certain terms and topics of importance to the community school. Manuals have detailed information and advice pedagogical programs that are necessary for the community. Submit periodical magazines are subject to joint cooperation in the interest of the school and the community and provide concrete results of cooperation of these factors. Weekly messages are individual forms of communication between school and community to inform on success, activities, obstacles and action steps to a certain task, it informs the student's work constantly requires responsibility and commitment to the realization of educational tasks. Orders informal, written and sent by the school community thanks them for their contributions and assistance given in various forms and invites the community to help in joint plans. Notes helps individual teacher-parent cooperation or community. They can be daily updating teaching parents to work through the document. But parents, after reading the letter of reply back through child learners. This significantly affects the shape of preventing negative phenomena to increase student and teacher and parent awareness of the causes, consequences problems. Gazette communication with parents, it is a form of individual written communication sent to parents and teacher is way conversely. Correspondence cooperation between schools and parents in mutually

informed some circumstances where specific or particular concern may be included only where the parent and school factors as the class teacher or professor, director. The notice board is also a form of school-community collaboration with parents and the community informed about important dates and cooperation agenda or topics under review (work agenda). Suggestion boxes are an opportunity for parents and the community to express their opinion, attitude to the educational process and other topics not included in the presentation box of the person (anonymous). Forms of school-community collaboration in other developed countries in many of their schools, the development plan contains strict rules that must be respected and understood parent of the biggest beneficiary of this cooperation is family . At U.S. schools annually evaluate the performance school and in the professional schools compare with schools identifying and advanced locking and evaluate the success of each pupils and the work of each teacher. Where there are delays implementation plan to avoid them. Each school receives at the end of the progress report by the professional evaluation, to assess progress report from parents and the community that means parents and the community provide feedback, suggestion, etc. planning.

In Italy most schools constantly communicate with the Internet community where parents constantly receives information from schools for grades, behavior, attendance, psycho-physical condition, emotions, etc. students. In addition each week is mandatory parent contact the class teacher. In Denmark apply for low cycle through daily communication contact-book, which is carried by the student and the teacher written daily report and respond back with parent signature. But the high level, communication is between the parent site and coming to school is made by the date set by agreement.

In England cooperation importance school community is dedicated to keeping a special routine contact directly determined by its parent and regular meetings advertised in the school table. In Croatia, the parent informed of every school day through SMS telephone system, parents of every month from 4 euros to share this information. Also the communication between them is directly due dates.

Results of the survey

Schools and community oriented development today are contemporary to become part of the European family that require coordination and harmonization of concrete actions of all stakeholders in university education. All Albanian society, thus, is interested in the education of the young generation. Cooperation or interaction of these two factors underlying school and community is an important enough forward in the Albanian school that consists of three tier: the parent sample (which covered included 480 cases). Samples of teachers (which covered included 48 cases) and samples of directors (which covered included 11 cases). As seen from those data, our sample consists of 539 respondents, which we believe at be enough for them investigated these two factors in secondary schools. From general surveys have these results: a) school-community cooperation is satisfactory answers have 132 or 30.06%. b) The cooperation is not sufficiently answer have 266 or 60.59%. c). Cooperation is not performed at all have 41 response or 9.33%.

From these data the research to see that 30.06% of them were declared at collaborates with community schools in order to satisfactory, 60.59% of respondents think that it should not cooperate, but only 9:33% of them think they do not cooperate at all. Therefore 30.06% of the respondents are satisfied with the School-community collaboration, while 60.59% of them are not satisfied with this cooperation of the school community. Results of the survey of urban and rural middle Teachers cooperation with the parent community. Cooperate better 21 or 37.5%, did not cooperate enough or 48.21% 27 not cooperate or 14:28 at 8%. From the results collected 27 or

48.21% of these teachers think at co-parent-community school is not sufficient, while 21 or 37.5% of them think that this school-community collaboration is good or 14:28 and 8% of them think that no cooperation at all. Cooperation with the school community of parents realized: According to traditional philosophy or 16:32 8%, according to contemporary philosophy 17 or 34.69%, according to the combination of these two philosophies, 24 or 48.97%. According to these results, declared 48.97% of these teachers that the community realized in cooperation with the combination of two philosophies, namely traditional and contemporary, while 34.69% of them stated that the school-community collaboration is realized by contemporary philosophy, or 16:32 and 8% of have thought that this is traditional. So 65.31% that is still traditional cooperation and the idea is valid. School-community collaboration are: individual contacts 14 or 25% of parents in school visits 27 or 48.21%, parent meetings 14 or 25% of teachers in family visits or 1 1.78%

This research shows that 48.21% of them think that the school's parents are frequent contact with teachers of subjects parents, guardian, director etc..., While 25% of them think that there are individual contacts parent-teacher-director and 25 % think that school-community collaboration of parents realized through parent meetings. While teachers in family visits are scarce and 1.78% think these teachers surveyed. The impact of parents 'meetings of success in improving children':

If we receive such information and bringing success improve 314 or 72.68%, This form of cooperation does little success in raising and behavior or 21:29 92%

These meetings do not help at all in building success and bringing 26% or 6:01

Of the 432 responses received, 72.68% of them think that meetings of parents and their contact teachers is more successful in raising of the quality in learning and behavior in school. 27.30% of their course that think these meetings are traditional and do not affect the establishment of the quality in teaching. As shown in group and individual meetings are small and the parents do not have enough information for such forms of cooperation in school. Of the 480 respondents, 449 respondents were given the answer which of them

53.89% think that can be improved school-community collaboration to help school volunteer work. While 40.08% of them think that the school community can help by designing development projects for school and participated with tools that has preferably community. Good cooperation affecting the school community as educational success. Raise the quality of educational work 11 or 100%, does little in the learning process in school, there is no discernible effect for the school.

In this question 100% of directors think of a good cooperation of the school and community setting affects the quality of teaching, the good behavior of pupils and the creation of appropriate conditions for work in teaching and learning.

Forms of cooperation school - community are the most preferred individual contacts 4 or 14.81%, of parents in school visits 8 or 29.62%, parent meetings 7 or 25.92% of teachers in family visits 8 or 29.62%, otherwise 0 or 0%, As seen from the 10 respondents who gave 27 different answers to this question: 14.81% think that as a form of school-community collaboration is realized through individual visits made to the school, while 29.62% of them think that teachers other staff of the school and the parents and community visits. 25.92% of them think that this cooperation is realized through parent meetings organized by the school.

Recommendations

From this research we found that a large number of beautiful social difficulties facing parents with literacy, different understandings of the entire educational process and educational school belongs, and myself (the parent) is considered as guardian of food security, settlement of Other work at home. In these schools there to talk a lot about the strengths or positive but we will present some

recommendations that we think are in favor of improving teaching quality and student behavior in school.

School as an institution prepared this professional goals, goals, goals for mutual cooperation between the school and the community in such actions should be initial schools, mentoring, facilitating, monitoring the process of cooperation. Schools should support them changes and reforms required for the student, teacher, principal, parent tips, etc. that will also now be mandatory by undergraduate curricula of the Republic of Kosovo, the school staff to be prepared in a professional manner in terms of educational, psychological, businesslike cooperation with the community, schools Decentralize and Depoliticized in order to have a greater autonomy of action for cooperation and pave the way for acceptance of the professional teaching and school leadership, community possessing intellectual capacities , professional, material involved in helping to shape potential school, parents and community be provided with instructions, tips from professional schools to raise children's success in school. To organize joint meetings between school and community to address many topics from the experts of the field as the rights of children, phenomena presented in schools, diseases, drugs, vandalism, then success in school, school and extracurricular activities organized labor etc. To community volunteers with the aim of improving and meeting the best in school. School actively cooperate with MED, MEST and other organizations to realize the strategic development plan of the school as the long term it will improve the ease, transform work from contemporary to traditional,

To apply other forms of cooperation such as individual, group, family visits and business community, school Apply call for information and collaboration via the Internet, telephone, letters, leaflets and other materials nature awareness, education and training. To set the agenda of school-community collaboration in school early and publish it on the notice board in the school, in local media, local magazines etc..

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