



THESIS - Vol. 9, No. 2, Autumn 2020

International Research Journal



Kolegji AAB
CILËSI. LIDERSHIP. SUKSESI

ISSN: 1848-4298 (Print)

ISSN: 2623-8381(Online)

School-family cooperation through different forms of communication in schools during the Covid-19 pandemic

Violeta Buza & Mirlinda Hysa

How to cite this article:

Buza, V. and Hysa, M. (2020). School-family cooperation through different forms of communication in schools during the Covid-19 pandemic. *Thesis*, 9 (2), 55-80.



Published online: December 23, 2020.



Article received on the 27th of October, 2020.
Article accepted on the 4th of December, 2020.



Conflict of Interest: Authors declare no conflict of interest.

School-family cooperation through different forms of communication in schools during the Covid-19 pandemic

Violeta Buza

Pros.Ass.Dr., AAB College, Pristina, Kosovo

E-mail: violeta.buza@universitetiaab.com

Mirlinda Hysa, MA

AAB College, Pristina, Kosovo

Abstract

Creating and developing a partnership between schools and families is a topic of many discussions among the scholars in the field of education, so the partnership with the parents is necessary to raise the quality in education because the family plays an important role in the process of learning and children's development. The partnership seems to be more necessary at the time when distance learning occurred lately which was imposed by the COVID-19 pandemic. It is important to pay attention to the forms of communication that are applied by school directors and teachers in relation to the parents, as well as to understand the planning and the realization of the partnership for the meetings and the reasons of organizing those discussions between teachers and parents during a school year in both junior and senior high schools. Through the data analysis it has been understood that application of the suitable forms of communication has a positive impact in school-family partnership and school-family partnership is more satisfying in junior high schools than in senior high schools. It is concluded that direct forms of partnership must be planned and applied in both junior and senior high schools considering that they induce

positive results in problem solving and decision making together with the parents. Also, there must be strategies to increase school-family partnership especially in the senior high school education in order to make parents and teachers aware of the importance of the partnership in special situations during the COVID-19 pandemic.

Keywords: partnership, school, family, forms of communication, COVID-19

Introduction

School as a basic institution for the younger generation's education has the responsibility to develop, educate and raise the values in all spheres of life of the society. Partnership and cooperation between the school and the family is crucial for the progress of the process of teaching and learning as well as children's development. The parents' involvement improves the students' results and increases the parents' contentment. (Epstain, 2008) It must be considered that many scholars indicate that the partnership between school and family induce positive results in students' sustainable learning and school is the place where the students, parents, teachers, directors and community come together, and the place where children get grown, get developed and get prepared for life. Parents trust teachers for their children's academic, emotional and social advancement; they also think that cooperation and partnership have a huge importance and it is unavoidable to achieve positive results in life (Matheis & Mehmeti, 2017)

Regarding the partnership between the school and the family, it is believed that teachers should not only inform the parents about their children's achievements but also keep parents engaged in order to help the school, the teachers and especially the children to overcome possible obstacles. Based on

the recommendations of a study, it is said that the school must invest in the training and professional development of teachers in involving the parents and supporting their initiatives; in contacting parents when children have problems or stumble, and also when they get positive achievements; and also one of the criteria for teachers' performance evaluation must include their work with parents for a more successful partnership between school and family in offering essential information for children's education. (Bezati & Hoxhallari, 2011) School must be open to parents and the community, who may offer their help for the school and induce new experiences in supporting students in their development, "more amicable contacts of the parents with the school staff enable better decisions in favor of the children's future" (Zajazi, 2003, p. 606)

Despite of the importance of a well-organized partnership between the school and family aimed at including parents within the school to improve the quality of learning for students, it is obvious that the inclusion of the parents is lacking. Formulating the research questions well is essential in order to achieve a successful study. (Klotz & Prakash, 2008) Therefore, five questions are planned in this study, RQ1: Does your school have a plan for partnership with parents before and during the COVID-19 pandemic? RQ2: Which forms of communication with parents have more impact in advancing the partnership between the school and the parents before and during the COVID-19 pandemic? RQ3: Which level of education has had more engaged partnership between the school and the parents, junior high school or senior high school before and during the COVID-19 pandemic? RQ4: Does the application of the suitable forms of communication have positive impact in school-family partnership? RQ5: Do students become more cooperative and sociable if there is a partnership between the teachers and the parents? This work aims to understand the functioning of the

partnership between school and family including the recent situation of the COVID-19 pandemic emphasizing the importance of applying dozens of communication and cooperation forms by the school staff and the teachers in relation to the parents. The main focus of this study includes four schools in the municipality of Kaçanik – Kosovo in order to view the planning and realization of the partnership forms between the schools and families. People involved in this research through the questionnaire are 48 teachers, 4 directors who responded through the interview, and 4 heads of parents' councils.

Through data analysis this research aims to present that the application of appropriate forms of communication has a positive impact on school-family partnership, that school-family partnership is at a more satisfactory level in junior high school education compared to senior high school. Based on the results, it is concluded that the school should have a plan for partnership with parents. School must plan and apply direct forms of partnership in junior high schools and senior high schools since they bring positive results in problem solving and decision making together with parents. Also, strategies should be developed to build school-family partnership, especially in senior high school education to understand the importance of parent-teacher cooperation in special cases such as the COVID-19 pandemic.

The theoretical context

For a school education of children in kindergartens, the parent-teacher partnership must be based on mutual trust, respect and responsibility. "Family-school partnerships are collaborative relationships and activities that involve school staff, parents and other family members of students in a school". (Department of Education)

Parents have the right to be part of the school by being part of the class parents' council, as well as the school board, who should participate in the drafting of school rules to promote good behavior and discipline of students, drafting of the school development plan, discussion of important issues related to school functioning and performance, giving ideas for extracurricular activities where all the meetings contribute to an inclusive school which fulfills the needs of all participants in the school. (MASHT, 2016) According to Epstein, the main goal of the partnership is to develop good communication between the school and the family to support students towards achieving positive success in school. (Epstein, 2001) Teachers should support parents with their ideas, proposals, suggestions and help. (Bojaxhi, 2004) Through communication between the teacher and the parent, it is possible to understand the child's progress in learning or behavior during a certain period if there has been any obstacle or positive learning achievements. (Zajazi, 2003)

It is important for the school to prepare students in all fields in order to train them for life and work by motivating students to love the book and always use it as they will learn throughout life. This is achieved through communication between three partners, teacher - parent - student, which is necessary. (Kraja, 2008) According to Zuna, by partnership we understand that cooperation between school and family is important for school because the family manages to get informed about, understand, support and improve the school function. Also, the cooperation is important for the family because it manages to recognize the child and understand the reasons of learning difficulties that their children may have during development. It is important to apply different forms of cooperation between school and family as each form of cooperation has positive and negative sides. Therefore, the forms

of cooperation should be known by the school staff, the strengths and weaknesses of each form should be understood and then based on the situation and needs they must do combinations to achieve high positive effects in the upbringing and education of children. (Zuna, 2009) Communication and cooperation between school and family should start from the inclusion of children in kindergartens which should be well planned and realized in various forms in order to achieve success in children from an early age. This collaboration brings benefits to teachers because they take responsibility for caring for children to motivate and develop them, benefits for parents because they transfer child care to an institution that will have ongoing care, as well as benefits for the child who has to adapt to rules he has not previously followed and will develop them through play. (Cekani, 2010) Effective communication enables achievement of mutual information exchange between family and school, families are considered benevolent partners to help solve problems, and the school is open to the family and vice versa. (Department of Education) Partnership is achieved if the parent gains teacher' trust for the commitment he or she makes to the development of the child in achieving good results starting from kindergarten and further education. (Selmani & Zisi, 2006) "Parents and teachers need to recognize the complementary importance of each other in the student's life" (Fullan, 2001) The more time devoted to children by parents and teachers the more success will be achieved by the children, therefore children need advice, guidance, motivation and support from both parents and teachers to overcome difficulties in all areas of development. (Cekani, 2012) A close cooperation between the family-school-community is important for the fulfillment of the whole basic process related to the achievement of the proper education of the children. (Blandul, 2012) Children of parents who are more involved in school feel more motivated, focused and responsible

to show their skills in their learning and mastery of academic activities in school. (Gonzalez et al., 2005) Cooperation between family and school has the advantage of minimizing and overcoming learning difficulties in children by increasing children's motivation for better results, positive behavior, and for participation in more activities at school. (Office of Student services, 2002) Based on the data found by the research relating to the students' learning through online learning during the time of Covid-19 pandemic, it is understood by teachers that students' work and achievements have changed depending on their parents' support and monitoring. (Bubb, Sara & Jones, Mari-Ana, 2020)

Irregularities in schools are present starting from their management as parent councils and student councils in most schools do not function although they are established to represent students' interests, and maintain the quality of education. Also, there are no development plans that each school should have in order to increase the quality of education, or these plans focus on improving the school infrastructure and not on the improvement they can make to the process of teaching and quality learning. (KEEN, 2018) According to a research, teachers and parents think that if more meetings planned by the school and family are organized, such as individual meetings, home visits and other activities, communication would be at the right level by solving students' difficulties, and cooperation would be more effective. (SAVAŞ, 2012)

Methodology

In this study, quantitative methods were used to collect data through a questionnaire conducted with teachers to obtain information about family-school partnership through various forms of communication in ordinary learning times and in

Covid-19 pandemic times. Meanwhile, the qualitative method was realized through a semi-structured interview with principals, with chairmen of parents' council with the intent to collect data on which level of education the partnership is more present, in junior high school or senior high school; and if school-family partnership had changed prior to and during the Covid-19 pandemic. The research was conducted in four schools: EJHS "Emin Duraku", EJHS "Idriz Seferi", "Skënderbeu" High School, Technical High School "Feriz Guri dhe Vëllezërit Çaka" in the Municipality of Kaçanik - Kosovo. The purpose of the research was to pay attention to the forms of communication applied by school directors and teachers in relation to parents, to understand how and how much cooperation regarding the meetings was planned and realized and the reasons for holding meetings with teachers and parents during a school year at the level of junior and senior high school education. The questionnaire was distributed to four schools including 48 pre-pandemic teachers, as well as 48 teachers (same teacher in four schools) in pandemic times to see how school collaboration was conducted at two different times, whereas semi-structured interviews - through direct contact with the interviewers (Matthews & Ross, 2010) - were applied with 4 school principals, 2 chairpersons of the parents' councils in two junior high schools and 2 chairpersons of the parents' councils in senior high schools prior to the period of Covid-19 pandemic.

Data collection and analysis

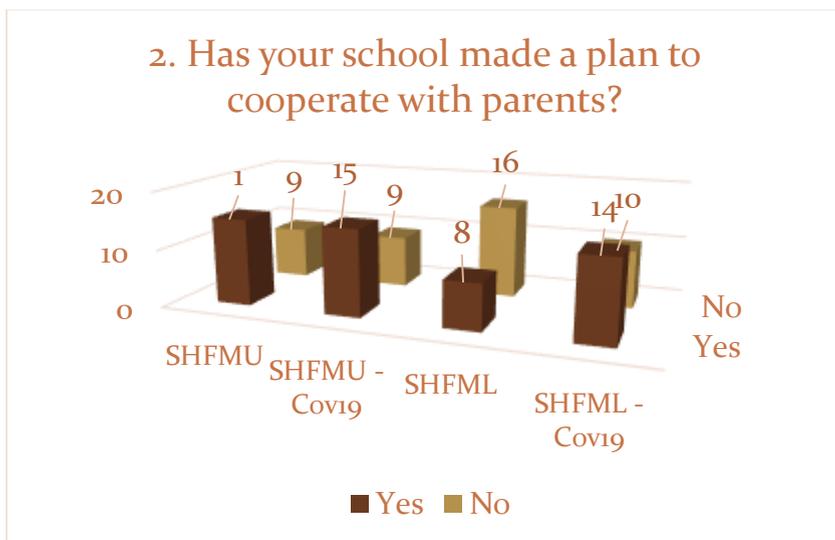
For the analysis of qualitative data, a thematic analysis was applied in interpreting the data (Matthews & Ross, 2010) of the interviews with school principals and parents. The qualitative method was analyzed through speech and without numerical operations by analyzing the data collected verbally, whereas the

quantitative data were collected as numerical data and analyzed using mathematical methods. (Vogrinc & Saqipi, 2020)

Results

The results of the study are based on the data collected through the planning and implementation of questionnaires with teachers for both variables. The dependent variable: student success and behavior and the independent variable: planning collaboration and forms of communication between school and family.

From the data it was understood that students' success depends on cooperation between school and family through various forms of communication. The results showed that schools do not have a plan for cooperation with parents and that direct forms of communication with parents have a greater impact on advancing the partnership between the school and parents before and during the Covid-19 pandemic. The results of this analysis also show that there is more partnership between school and parents at the junior high school level compared to the senior high school before and during the Covid-19 pandemic because students have managed to be more cooperative, with better socio-emotional behavior and more focused on learning since meetings were held, whereas in high school there was no change as no meetings were held between parents and teachers.



Graph 1. Has your school done a plan for the partnership with parents prior to and during the Covid-19 pandemic?

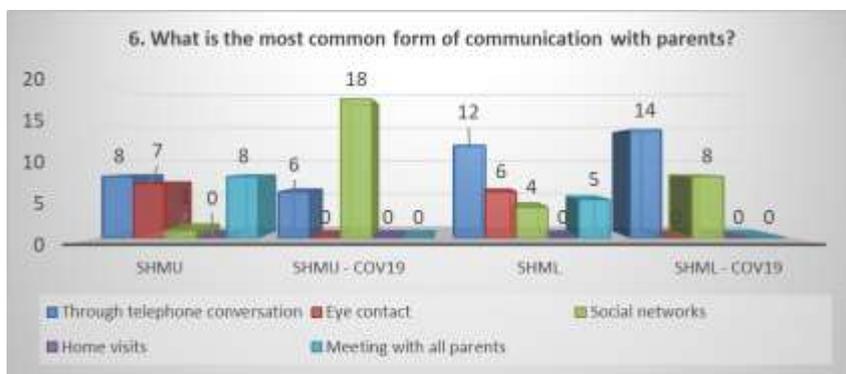
		SHMU_Has_your_school_made_a_cooperation_plan_n_2.1.1	SHML_Has_your_school_made_a_cooperation_plan_n_2.1.1	SHMU_Has_your_school_made_a_cooperation_plan_at_Covid19_2.1	SHML_Has_your_school_made_a_cooperation_plan_at_Covid19_2.1
N	Valid	24	24	24	24
	Missing	97	97	97	97
Mean		1.38	1.67	1.38	1.42
Median		1.00	2.00	1.00	1.00
Mode		1	2	1	1

Table 1. Statistics: Has your school made a plan for partnership with parents prior to and during the Covid-19 pandemic?

From the data it is understood that the average of the planned partnership between school and family has not changed in the junior high schools before the time of the pandemic and during the time of the Covid19 pandemic, where 62% of teachers

School-family cooperation through different forms of communication in schools during the Covid-19 pandemic

have indicated if there is a plan for cooperation between school and family; meanwhile in the senior high schools it is noticed there is a difference at the average of planned partnership before the pandemic and during the pandemic since the highest percentage (66%) of the teachers indicated that schools did not have a plan for partnership before the pandemics but 58% of the teachers indicated that their school had a plan for partnership with parents during the pandemic. The following answers to the research question RQ1 were given; that the junior high schools had a stable plan for partnership with parents before and during the pandemic. Also, based on the teachers' answers, the answer given to RQ3 was that junior high schools were and are more stable in terms of planning partnership with parents before and during the Covid-19 pandemic.

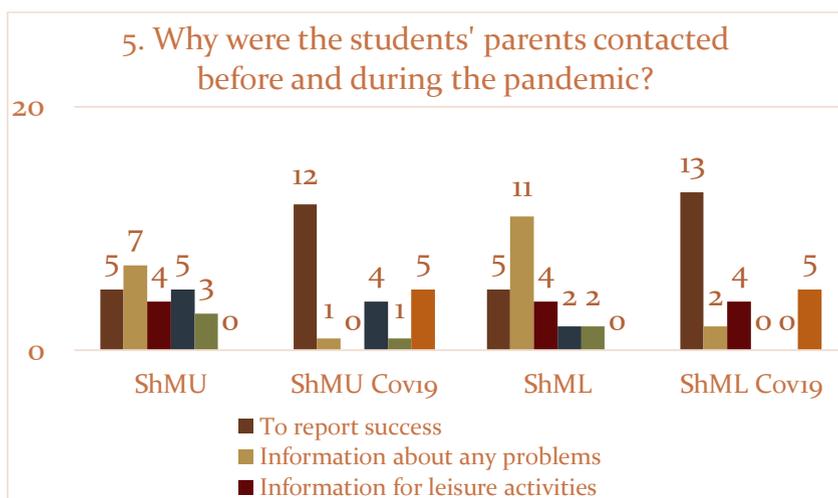


Graph 2. What is the most common form of communication with parents before and during the Covid-19 pandemic?

Based on the responses of junior high school teachers, it is found that they mainly have direct meetings with parents because before the pandemic, 29% of them had individual face-to-face meetings and 33% of them had meetings with parents, whereas in pandemic times meetings were not allowed. It is

found that direct cooperation with parents was to a large extent, where 100% have communicated by phone and through social networks. Senior high schools differ in the partnership before and during the Covid-19 pandemic but the main cooperation of the teachers with parents through social networks is found to be 66% before the pandemic, 91% during the pandemic, and 9% wrote that they did not have any parent meetings.

According to the answers of junior high school teachers, it is understood that the form of individual direct communication and the meetings with parents are more frequent and more effective for achieving student success. Also, it responds to the question RQ2 that the form of direct communication with parents has a greater impact on advancing the partnership between school and parents before and during the Covid-19 pandemic.

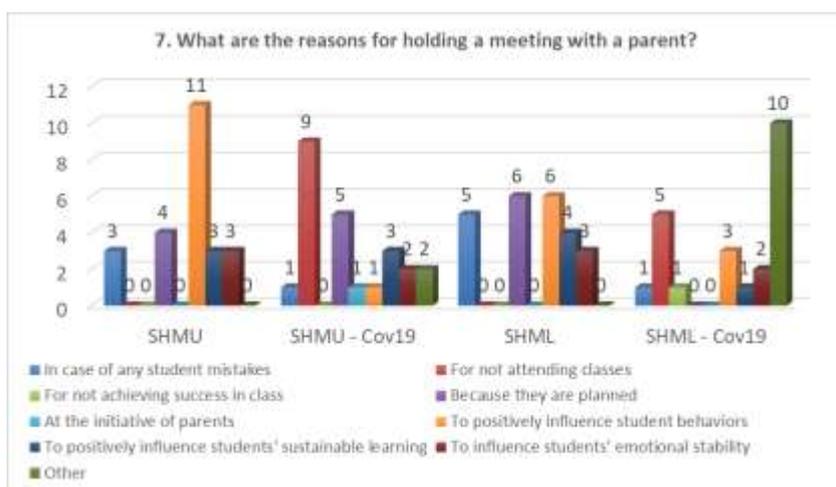


Graph 3. Why were the students' parents contacted before the pandemic and during the Covid-19 pandemic?

School-family cooperation through different forms of communication in schools during the Covid-19 pandemic

From the data it is understood that the junior high school contacts the parents in order to report success, informing them about any problems of the children, informing about free activities and artistic programs as well as to make decisions together with the parents, whereas at the time of the pandemic the largest percentage of teachers contacted parents to report success, holding scheduled meetings, and making joint decisions to help children.

Senior high schools with a higher percentage of teachers have indicated that they contact parents in order to inform them about any problems that their children have caused, while in the time of the pandemic they mainly contacted them to report the success achieved by the children.



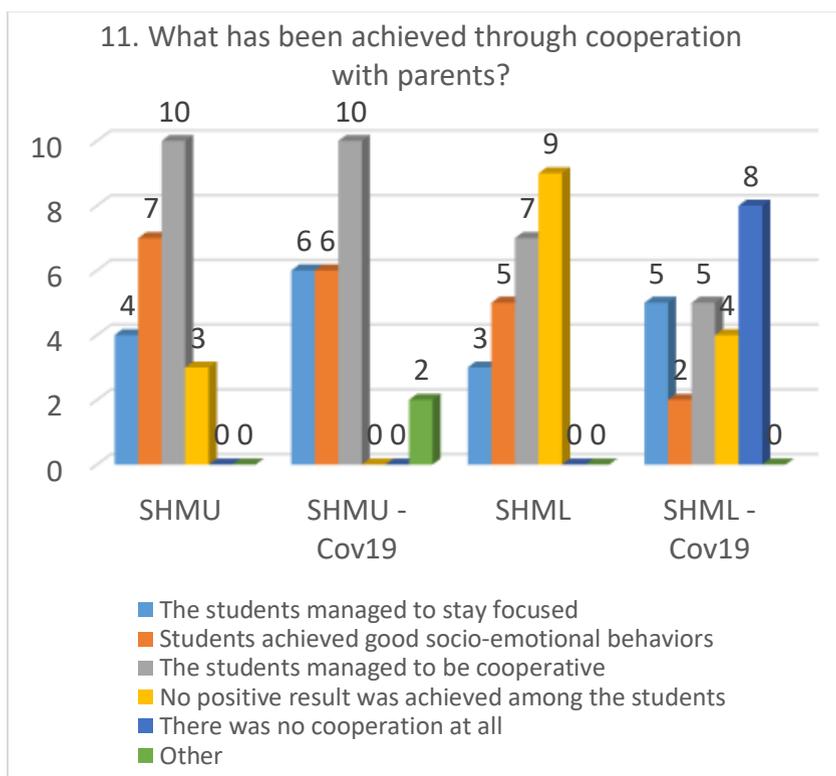
Graph 4. What are the reasons of meeting the parents, before and during the Covid-19 pandemic?

The highest percentage of junior high school teachers' responses indicate that before the pandemic, the reasons for having a meeting with parents are to positively influence student's behavior, whereas during the pandemic for the

inclusion of students in classes since they did not have much information about this form of learning and that they have had various problems with technology.

From the answers of the senior high school teachers before the pandemic it is found that they did not have a cooperation plan (also based on graph 1) as the answers are very different. We find the same percentage in the answers before the pandemic that the reasons for having meetings with parents were 25% because they had been scheduled in a plan and 25% to positively influence students' behaviors. The largest percentage of the teachers' responses which were written indicated that during the Covid-19 pandemic they did not meet with parents at all or did not have a caregiver class so they did not have the responsibility of communicating with parents. The answers given to RQ3 established more partnership between schools and parents at junior high school level compared to senior high schools before and during the Covid-19 pandemic?

School-family cooperation through different forms of communication in schools during the Covid-19 pandemic



Graph 5. What has been achieved through cooperation with parents before and during the Covid-19?

According to the data obtained from the teachers' answers, it is understood that through cooperation with parents before the pandemic and during the pandemic in junior high school, students have managed to be cooperative, have better socio-emotional behaviors and are more focused. Meanwhile, senior high school teachers show that no positive result has been achieved through cooperation, students have not managed to be cooperative and have not achieved good socio-emotional behaviors. At the time of the Covid-19 pandemic, the largest percentage of teachers indicated that there was no cooperation at

all between teachers and parents, and students failed to be cooperative, to be focused on learning and to achieve positive learning outcomes.

Through data from the teachers' responses it is possible to answer RQ5 that if there is trustful cooperation between parents and teachers, junior high school students manage to be more cooperative with good socio-emotional behavior and more focused on learning. This is not the case in senior high school where there is not much cooperation between school and family, students do not achieve less positive learning outcomes, fail to be cooperative and do not have good socio-emotional behaviors.

Initial topic	What is your plan to realize the partnership with parents?	Which forms of partnership do prefer parents of your school?	Which meetings are more effective and have positive results according to your experience?
INT1,2 With directors M.U.	<ul style="list-style-type: none"> - Four meetings: 2 in the first term and 2 in the second one. - We arrange meetings if needed. - Meetings are initiated by the parents' council. - Meetings are initiated by the students. 	<ul style="list-style-type: none"> - Parents want speaking on the phone. - Parents want to communicate through social network. - Parents who have successful children prefer face-to-face meetings. - Parents who have troubled children prefer the phone. - Parents of troubled children 	<ul style="list-style-type: none"> - Through direct meetings. Face-to-face meetings: - Problems are solved more easily. - Parents are convinced for a better cooperation.

School-family cooperation through different forms of communication in schools during the Covid-19 pandemic

		do not come to school.	
INT3,4 With directors M.L.	<ul style="list-style-type: none"> - There is a plan but it is difficult to realize it. - Parents do not have any concern. - By regulation: we have 4 meetings a year. - The director has a special plan but it is difficult to implement because there is no concern from the parents. - The class tutor has a special plan. 	<ul style="list-style-type: none"> - Indirect forms with telephone. - They prefer individual meetings rather than group meetings. 	<ul style="list-style-type: none"> - Direct meetings. - Individual meetings, not group meetings.
INT 1,2 With parents M.U.	<ul style="list-style-type: none"> - There is no specific plan, but we know we will have at least four meetings a year. - The class tutor did not tell us about the specific plan, but indicated that we will have 4 meetings in a year. 	<ul style="list-style-type: none"> - Direct face-to-face meetings with the class tutor. - The phone is good just to get information and not for discussing the problem. - Social networks create misunderstanding between parent and teacher. 	<ul style="list-style-type: none"> - Direct meetings bring more positive results. - Direct meetings leave less space for misunderstandings. - Face-to-face meetings are more serious. - Direct meetings show mutual respect.

	<ul style="list-style-type: none"> - There may be a plan but we are not informed. - Meetings are held according to the regulations. 		
INT 3,4 With parents M.L.	<ul style="list-style-type: none"> - There is no specific plan. - They have never mentioned the partnership plan. - There are unplanned meetings. - Meetings are held neglectfully. -We have not been invited in the meetings. 	<ul style="list-style-type: none"> - Direct meetings with the tutor or school principal. - Child-parent-teacher meetings. - Individual meetings and not appraisal in front of other parents. 	<ul style="list-style-type: none"> - Face-to-face meetings with the class tutor. - Joint meetings with the principal, class tutor and children. - Meetings in school spaces.

Table 2. Interviews with directors and parents on the partnership between the school and the parents before the Covid-19 pandemic.

According to the data obtained from the results of interviews with school principals and chairmen of parents' councils, it is found that meetings are held 4 times a year in junior high schools whereas in senior high schools no meetings are held or they are organized "neglectfully". Parents' council chairpersons also say that direct individual meetings with the class tutor or school principal are more effective in advancing the partnership because problems are more easily resolved and parents are more convinced of the cooperation but not much is

achieved in this form. Also, the chairmen of the parents' councils state that direct meetings bring more positive results in the partnership; they leave less space for misunderstandings and are more serious, and make achieving mutual respect possible. Parents prefer individual meetings rather than being criticized in front of other parents in group meetings stating that they are willing to meet with teachers and discuss certain issues.

According to the principals' responses, it is understood that schools do not have a specific plan for partnership with parents other than the four regular meetings scheduled for reporting students' success. It corresponds to RQ1 that schools do not have a plan for cooperation with parents.

According to the answers of the chairmen of parents' councils, the direct individual meetings have a more positive impact on the parents and students. By this we give the answer to RQ2 that direct forms of communication with parents have a greater impact on advancing the partnership between the school and parents.

In addition, the data collected through the interview with principals and chairmen of parents' councils provide an answer to RQ4. The application of appropriate forms of communication such as direct individual parent-teacher meetings have a positive impact on the school-family partnership because parents can discuss certain issues leaving no space for misunderstandings and achieving many positive outcomes for students.

Discussions

Parents must be motivated by the school to be actively involved in cooperation in order to achieve a good partnership and make decisions to build a success with special emphasis on their children's development. (Omerdić & Ridić, 2017) Schools and parents need to be actively involved in this process and

encourage each other to get involved. Support, cooperation through different forms of communication in junior and senior high schools before and during the pandemic Covid-19 were assessed using a questionnaire with the same questions and the same teachers before and during the pandemic as well as a semi-structured interview with the principals of the four schools and chairpersons of parents' councils. The analyzes based on the obtained results show that if we want to develop and nurture family and school partnerships, we need to involve parents more in school life, involve them in decision-making about their children, and respect their opinions about the children. Engaging parents with children through activities and the use of technology has had a positive impact on facilitating children's work, overcoming difficulties and insecurities, so interactive and technology learning can be applied to monitor, to measure and organize the work of students and teachers. (Bhamani, Shelina et al, 2020) Schools should create ways in which they can attract parents to be actively involved in school life. According to the quantitative analysis through questionnaires conducted with teachers and according to the answers of the principals through the interviews that were included in the research, the data show that parents are not invited to cooperate in school because the school does not have a special plan for cooperation with parents except four scheduled meetings for reporting on students' success, so all research questions are validated. From the teachers' responses which are presented in Graph 2, it is understood that the junior high schools have applied more direct communication through individual meetings and meetings with all parents whereas senior high schools in Graph 2 and Graph 4 show that they have not held any meetings with parents, or have applied mainly indirect communication mainly through social networks, Viber and telephone. But, during the pandemic both schools have applied indirect communication through the

phone, Viber, Zoom, Google meet, so we get answers for RQ2 that direct forms of communication with parents have a greater impact on advancing the partnership between schools and parents before and during the Covid-19 pandemic. We define the response for RQ3 that there is better partnership between schools and parents at junior high school level than senior high school level before and during the Covid-19 pandemic.

According to the answers of the teachers in Graph 1 and the answers of the parents in Table 2, we understand that schools do not have a cooperation plan, however according to the answers of the principals in Table 2 it is understood that schools have a plan but it is difficult to implement as parents are not interested in cooperation. Therefore, we answer RQ1 that schools do not have a proper plan for cooperation with parents.

According to the data in Graph 4, the responses of junior high school teachers before the pandemic show that the reasons for having meeting with parents were to positively influence students' behavior, whereas during the pandemic the meetings were held mainly for purposes of involving students in class after they had had various problems. Senior high school teachers before the pandemic held meetings mainly because they were planned and to positively influence students' behavior whereas during the pandemic it is found that the largest percentage of teacher responses who responded by writing their thoughts to the option 'other' did not hold any parent meetings or they were not class tutors so they did not feel responsible for communicating with parents. The answer to RQ3 is, therefore, that there is more partnership between schools and parents at the junior high school level than at senior high school level before and during the Covid-19 pandemic.

The RQ4 was answered from Table 2 through interviews with principals and parents that family school cooperation through the application of appropriate forms of communication

such as direct individual meetings between parents and teacher have a positive impact on school-family partnership because parents can discuss certain issues leaving no space for misunderstandings and achieve positive outcomes for students.

The data obtained from the teachers responses in Graph 5 provide an answer to RQ5, i.e. that there is cooperation between parents and teachers of junior high schools, and students manage to be more cooperative, with good socio-emotional behaviors and more focused on learning. However, it is understood that in senior high schools there is no cooperation between school and family and students do not achieve positive results in learning and fail to be cooperative and have good socio-emotional behaviors since proper school-family cooperation is lacking. In addition, from Graph 4 we get answers for RQ5 that there is no school-family cooperation as teachers have shown that they have not held any meetings with parents or have not been engaged as class tutors.

Children whose parents are active in their involvement in school, attend school regularly, have good behaviors, are socialized with other children, achieve better success and are more cooperative with each other. (Fraser-Thill, 2020) Based on other studies, it is understood that students have great academic achievements if parents manage to be actively involved and supported by school teachers for good cooperation in the educational process of their children (Mora & Escardíbul, 2016)

Therefore, further research and studies are needed relating to the planning and school-family collaboration through various forms of communication for the development of students of all ages.

Conclusions and recommendations

Through theoretical data from various authors and practical data from the responses of teachers, directors and chairpersons of parents' councils, it is concluded that proper and sustainable success, good socio-emotional behaviors, cooperation between students cannot be achieved without a collaboration of the school with the parents through various forms of communication. The school should keep parents as close as possible by providing information about the orientation of students towards the goal of learning through activities relating to the facilitation and acquisition of student learning. Parental support and active involvement in school is important for achieving a positive school atmosphere and building self-confidence in students' academic achievement. Therefore, a planned process of communication and partnership with parents would significantly help students in their sustainable learning.

References

- Bezati, F., & Hoxhallari, R. (2011, Tetor). *Përfshirja e prindërve në jetën e shkollës*. Retrieved from https://www.osfa.al/sites/default/files/policy_brief_al._pdf.pdf. [Involvement of parents in school life]
- Bhamani, Shelina et al. (2020). Home Learning in Times of COVID: Experiences of Parents. *Journal of Education and Educational Development*, <http://dx.doi.org/10.22555/joed.v7i1.3260>, 9-26.
- Blandul, C. V. (2012). The partnership between school and family - cooperation or conflict? *Procedia - Social and Behavioral Sciences*, 1501-1505.
- Bojaxhi, A. (2004). *Disiplina në klasën mësimore*. Tiranë. [Discipline in the classroom]

- Bubb, Sara & Jones, Mari-Ana. (2020). Learning from the COVID-19 home-schooling experience: Listening to pupils, parents/carers and teachers. *Improving Schools*, DOI: 10.1177/1365480220958797, 209-222.
- Cekani, H. (2012). *Metodika sipas fushave të zhvillimit*. Tiranë: Polis. [Methodology by areas of development]
- Cekani, H. E. (2010). *Libri i mësueses së edukimit parashkollor (për grupet I, II dhe III)*. Tiranë: Polis. [Preschool teacher's book (for groups I, II and III)]
- Department of Education, E. a. (n.d.). *Family - school partnerships - A guide for schools and families*. Retrieved from http://www.familyschool.org.au/files/3013/8451/8364/Family-school_partnerships_framework.pdf.
- Epstein, J. (2008). *Improving family and community involvement in secondary schools*.
- Epstein, J. (2001). *School, family and community partnerships- Preparing educators and improving schools*. Westview Press.
- Fraser-Thill, R. (2020, October 26). *Parent Involvement Can Benefit Children in Many Ways*. Retrieved from <https://www.verywellfamily.com/how-parent-involvement-benefits-kids-3288064>.
- Fullan, M. (2001). *Kuptimi i Ri i Ndryshimit në Arsim*. Tiranë: Edualba. [New Understanding of Change in Education]
- Gonzalez - DeHass, R., Alyssa, Willems, P., Patricia, & Doan Holbein, F., Marie. (2005). Examining the Relationship Between Parental Involvement and Student Motivation. *Educational Psychology Review*, Vol. 17, No. 2,, 95-123.
- KEEN. (2018). *Menaxhimi i Arsimit Parauniversitar në Kosovë*. Prishtinë: KEEN. [Management of Pre-University Education in Kosovo. Prishtinë]
- Klotz, A., & Prakash, D.,. (2008). *Qualitative Methods in International Relations*. New York: Palgrave Macmillan.
- Kraja, M. (2008). *Pedagogji e zbatuar*. Tiranë. [Applied pedagogy]

- MASHT. (2016, Janar 23). *Udhëzim Administrativ 03/2016 Këshilli drejtues i shkollës*. Retrieved from <https://gzk.rks.gov.net/ActDocumentDetail.aspx?ActID=15146>. [Administrative Instruction 03/2016 School Governing Board]
- Matheis, C., & Mehmeti, S. (2017). *Komunikimi dhe bashkëpunimi - Ngritja e kapaciteteve në udhëheqjen arsimore*. Prishtinë. [Communication and cooperation - Capacity building in educational leadership. Pristina]
- Matthews, B & Ross, L. (2010). *Metodat e hulumtimit*. Tiranë: Qendra për Arsim Demokratik. [Research methods]
- Mora, T., & Escardíbul, O., Josep. (2016). Home Environment and Parental Involvement in Homework During Adolescence in Catalonia (Spain). *Youth & Society*, 183-203.
- Office of Student services, O. (2002). *Collaborative Family-School Relationships for Children's Learning*. Richmond: Virginia Department of Education.
- Omerdić, N. & Ridić, M. (2017). Level of Cooperation Development Between Family and School in Elementary Schools. *Metodički obzori*, 54-64.
- SAVAŞ, C. A. (2012). The Contribution of School-Family Cooperation on Effective Classroom Management in Early Childhood Education. *EDUCATIONAL SCIENCES: THEORY & PRACTICE*, 3099-3110.
- Selmani, Z. & Zisi, A. (2006). *Konceptimi dhe organizimi i veprimtarisë mësimore edukative në arsimin parashkollor*. Tiranë: GEER. [Conception and organization of educational teaching activity in preschool education. Tiranë. GEER]
- Vogrinc, J., & Saqipi, B. (2020). *Hulumtimi në shkencat e edukimit*. Tiranë: Albas. [Research in education sciences. Tiranë. Albas]

- Zajazi, T. (2003). *Metodologji të mësimdhënies dhe mësimnxënies*. Shkup: Vinsent Graphic. [Teaching and learning methodologies. Shkup]
- Zuna, A. A. (2009). *Partneriteti shkollë-familje-komunitet, sfidë vijanoze*. Prishtinë: Libri shkollor. [School-family-community partnership, viannese challenge. Prishtina]