

## FAMILY INVOLVEMENT IN CHILD EDUCATION STUDY AND THE RELATIONSHIP BETWEEN FAMILY AND SCHOOL

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*Abstract: Once a child is placed in an educational institution, we are dealing with a mutual agreement between parents and teachers. Parents decide to grant full trust to the persons responsible for the child's education and thus become active participants in comprehensive shaping of their son / daughter. Through teachers, school works as an extension of the family environment, guaranteeing also an accumulation of experiences designed to support and complete, not to substitute the ones that the child receives in the family.*

*A good school-family coordination will undoubtedly give your child a solid foundation for a correct integration in the society to which he belongs. Any family - educator relationship is unique and original, based on the child's character and circumstances, abilities and personal experiences. The refore must be supported by pillars of trust and mutual understanding.*

*The study addresses an important issue related to family involvement in children's education and the relationship that the family has with the class master, teachers and the school in general. This involvement can be found using the study, being in a close connection with the academic performances of students, which are even better when family involvement is more active and responsible. Mainly responsible for the quality of education are teachers, but many parents neglect the very important role they have in the education of their child and the refore. I consider it necessary to thoroughly study the involvement of parents and the relationship that should be one of collaboration with the school.*

*Keywords: educational institution, family – educator, family involvement, family, teachers, relationship, school.*

The purpose of this study is to analyze in what measure there is a significant family involvement in children's education as an educational family-school partnership for the development of educational practices and parenting skills, improving communication and cooperation between parents and teachers, in favour of the child;

From the general purpose were outlined the following specific objectives:

### **Specific objectives**

- Identifying students opinions towards family involvement in their education;
- Identifying students opinions regarding the involvement of family members by school in the educational process;
- Analysis of the consistency between the opinions expressed by parents and students regarding the family-school relationship;
- Providing, on the basis of the obtained conclusions, a specifically programme for an improved cooperation between family and school.

This research was conducted on a sample of 60 pupils and 60 parents.

Two questionnaires were used: one for students and one for parents.

### **Working assumptions:**

- Suppose that today's family has the time for performance of educational responsibilities, and is prepared to work steadily as an educational factor;

- We assume that the school is not effective in collaboration with the family, then the student takes advantage of the negligence of the school, and the appreciation of the school differentiates accordingly;
- According to the concern of parents towards school and education their children receive, the child concern towards school will be manifested, also.

### **Research tools**

1. Questionnaire for parents
2. Questionnaire for students

### **Dimensions:**

#### **a) The Family Involvement in child's education:**

#### **Variables:**

- ✓ Closer Supervision of the child;
- ✓ Reporting the behavior to other members of the school community;
- ✓ Knowledge of discipline rules ;
- ✓ Acceptance of discipline rules;
- ✓ Compliance with the regulation;
- ✓ Knowledge of child's position within the team

#### **b) The school's involvement in the family-school relationship:**

#### **Variables:**

- Knowledge of the child's family situation;
- Understanding the needs and behavior of the child;
- Effective communication between the two sides: parents-school;
- Assessment of the student's needs ;
- Accepting and respecting his position towards the community or the group he belongs to;
- Recognition of the system of rules and requirements of the family he belongs to and according to which he will be evaluated further;
- Knowledge of the community he belongs to;
- Assessment and evaluation from members of the community he belongs to.

#### **Skills:**

- ❖ Positive: (confidence, adaptation, acceptance, satisfaction , understanding, conformism );
- ❖ Negative: ( lack of communication, dislike, lack of communication, isolation).

#### **Sampling stages:**

- a) The Study and psycho-pedagogical documentation concerning the family-school relationship;
- b) Investigating students opinions and parents opinions;
- c) Centralization of opinions;
- d) Elaboration of conclusions;
- e) Elaboration and implementation of the actions programme.

### **Presentation and interpretation of data**

To quantify the measure in which the family is involved in the student's activity and to identify the way to cooperate with the school, I used the following tools: questionnaire for parents and students with the help of which we analyzed variables: family involvement in the educational activity of the child, parental cooperation and communication with the school, students perception about the family's concern in relation to their school activity.

The data obtained as a result of analyzing this indicator demonstrates the unsatisfactory involvement of parents in school activities of children and the insufficient cooperation with the school: more than half of the parents know only partially or not at all school-specific requirements of the class, having no permanent concern of how to prepare themes or communication with the child across the obtained grades and the events that took place in the school.

Concluding in relation to information obtained from the analysis of this indicator, we consider that it is necessary to design for our intervention in educational actions aimed at supporting the family in exercising their educational function and contribute to strengthening educational school-family partnership, for the purposes of improving communication and cooperation between parents and teachers.

### **Questionnaire for students**

The purpose of this questionnaire was to know the students opinions about the current involvement of the family by the school, in their education, as well as finding out the consequences that will appear after a more aggressive involvement of the parents in their education.

The sample was made up of 60 students from different classes, belonging to different categories.

A set of questions aimed at revealing the conditions of the present cooperation between family and school, and the answers given by the students revealed that for the moment doesn't exist a close cooperation between parents and school, which allows them to have a shallow attitude toward the educational system.

Over 65% of interviewed subjects had come to the conclusion that involvement and better training, regular and effective of the parents in their school results would lead to reducing behavioral problems and a more active involvement in the learning process.

To the question: "How often are asked by a family member about what happened at school?", the students responded:

A representation as a percentage would be:

- a) Daily-10%)
- b) Twice a week-15%
- c) Over the weekend-5%
- d) Once a week-5%
- e) Once a month-30%

In this representation can be seen the family involvement in education of the child, in the present, which is poor.

From the following representation we can notice the opinions of those interviewed about changing their behaviour in the case of a better collaboration between family and school: "Do you think that the reminder to parents by the school would reduce the risk of certain problems?"

Yes- 75%

No – 18%

I don't know – 7%

### **The questionnaire for parents**

This questionnaire highlights a situation of interest towards school, more often if they are reminded through various methods by the head teacher of the school about the students situation or about his behavioural deviations.

"When do you visit your child's school?":

- a) When you're invited to school-80%
- b) When you have certain complaints/grievances-14%
- c) Voluntary participation to school projects-5%
- d) Daily, via the Internet! -1%
- e) Other situations-please specify!

I also considered that the involvement of the family in the student's school activity, performed by: knowing the specific requirements and demands of the school class, knowing the difficulties faced by the student, the systematic control of the homework preparation, permanent communication with the child, will contribute to the optimization of pedagogical adaptation of the student. On the other hand, I assumed that adoption by parents of a suitable education style, based on knowledge of the age and individual special features of the child, as well as the development of effective communication practices and interacting in the family, to resolve problem situations, will help to a better normative and relational adaptation of the student. For that, we developed specific activities aimed at the suitable exercise of the parental function.

Specific modes of action consisted of:

- Performing the programme of social-educational intervention on parents "The prevention of difficulties from school adaptation of students" for the development of educational practices and parenting skills, for improving communication and cooperation between parents and teachers, in favour of the child;
- Designing and carrying out of activities within the Commission of teachers, based on specific topics, that contribute to the improvement of educational process, by improving communication, proper implementation of active and interactive methods of teaching and learning, of alternative assessment methods, knowledge of the methods of investigation of students personality and school groups, the training of competent advice and guidance in relation to age and individual particularities of

students and by adopting effective attitude from the managerial point of view in specific situations of teaching activity.

### **Conclusions:**

- Communication between the two groups involved must not be limited- in discussion can be trained the grandparents, uncles, aunts, etc., so that every child should have an adult interested in his school progress.

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