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TEMA

"The Influence of the Family on Children`s Learning Progress in Primary Education .

The Case of Istikball Primary School in Tetovo"

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Gratitude

Every beginning has an end, even my studies at this University at the master's level are ending here, but my journey with a purpose will continue.

First, I thank God for the health, patience, and blessings he has given me in this life.

Thanks and gratitude from my side goes to all those who in different ways helped me in the realization of this topic and my goals so far.

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Thank you sincerely to my dear family, who were close to me in every situation, thanks for their help, love, and warmth, they are the reason I am here today. Their love never fades and without their help, I would not have achieved my goal, thank you dear family for your sincere love and unstoppable help.

Thank you, friends and colleagues, for the moments we spent together this year.

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Thank you!

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STATEMENT OF AUTHORITY

I declare under full responsibility that all information in this document has been obtained and presented in full accordance with the rules of academic and ethical conduct.
I also declare that, based on these requirements and rules, I have cited all material and results that are not original in this work.

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ABSTRACT

The purpose of this study was to highlight the role and influence of parents on student achievement and improving their success at school, based on the evaluations and expectations of the actors involved in this process: teachers and parents. The study as well is aimed at highlighting the factors that influence teacher-parent communication, hereby mentioning the social status of the parents, the marital status of the parents, their education, and the children's life living together with their grandparents.

The population of this study were the parents of primary school students, specifically the fifth grade at the "Istikball" Primary School in Tetovo. The sample was selected using the random selection technique and 82 parents were selected from different classes of the same generation, i.e. fifth grade.

The study concluded that parent-student-teacher communication has a positive effect on student achievement as well as improving their behavior at school. On the other hand, the study proved that parent-student-teacher communication is influenced by the social status of the parents, the marital status, and by the influence of the grandparents at home. The level of education of the parent in our research does not have a very big impact on their success.

Keywords: parent-student-teacher, student achievement, behavior improvement, social status, evaluation of the usefulness of communication.

Field of study: school-family partnership

PARATHËNIE

Qëllimi i këtij studimi ishte evidentimi i rolit dhe ndikimit të prindërve mbi arritjet e nxënësve dhe përmirësimin e suksesit të tyre në shkollë duke u mbështetur në vlerësimet dhe pritshmëritë e aktorëve të përfshirë në këtë proces: mësuesve dhe prindërve. Studimi synonte gjithashtu të nxirrte në pah faktorët që ndikojnë komunikimin mësues-prind duke përmendur në këtë rast statusin social të prindërve, statusin martesor të prindërve, shkollimin e tyre dhe jetesën e fëmijëve së bashku me gjyshërit e tyre.

Popullata e këtij studimi ishin prindërit e nxënësve të shkollës fillore konkretisht klasa e pestë pranë SH.F.K „Istikball„ në Tetovë. Kampioni u përzgjodh me anë të teknikës së përzgjedhjes rastësore dhe u zgjodhën 82 prindër nga klasa të ndryshme të gjeneratës së njëjtë pra klasa e pestë.

Studimi arriti në përfundimin se komunikimi prind-nxënës-mësues ndikon pozitivisht mbi arritjet e nxënësve si dhe në përmirësimin e sjelljes së tyre në shkollë. Nga ana tjetër studimi provoi se komunikimi prind-nxënës-mësues ndikohet nga statusi social i prindërve, nga statusi martesor si dhe nga ndikimi i gjyshërve në shtëpi. Me sa duket niveli i shkollimit të prindit në hulumtimin tonë nuk ka edhe ndikim shumë të madh në suksesin e tyre.

Fjalë kyçe: prind-nxënës-mësues, arritje të nxënësve, përmirësim i sjelljes, statusi social, vlerësimi i dobisë së komunikimit.

Fusha e studimit: partneriteti shkollë-familje

АПСТРАКТ

Целта на оваа студија беше да се истакне улогата и влијанието на родителите врз постигањата на учениците и подобрувањето на нивниот успех на училиште, врз основа на оценките и очекувањата на актерите вклучени во овој процес: наставниците и родителите. Студијата имаше за цел да ги истакне и факторите кои влијаат на комуникацијата наставник-родител, спомнувајќи го во овој случај социјалниот статус на родителите, брачниот статус на родителите, нивното образование и заедничкиот живот на децата со нивните баби и дедовци.

Популацијата на оваа студија беа родители на основци, поточно петто одделение во ОУ „Истигбол" во Тетово. Примерокот беше избран со техника на случаен избор и беа избрани 82 родители од различни паралелки од иста генерација, односно петто одделение.

Студијата заклучи дека комуникацијата родител-ученик-наставник има позитивно влијание врз постигањата на учениците, како и подобрување на нивното однесување на училиште. Од друга страна, студијата докажа дека комуникацијата родител-ученик-наставник е под влијание на социјалниот статус на родителите, од брачниот статус и од влијанието на бабите и дедовците дома. Очигледно, нивото на образование на родителот во нашето истражување нема многу големо влијание врз нивниот успех.

Клучни зборови: родител-ученик-наставник, постигања на ученикот, подобрување на однесувањето, социјален статус, евалуација на корисноста на комуникацијата.

Област на студирање: партнерство училиште-семејство

I. INTRODUCTION

Education has been handled in particular institutions since ancient times. Confucius (551-479 BC) asked the teacher educator to work and renew the student's acquisition of the highest moral virtues and his actions were always in order, following his teachings. Plato (427-346 BC) is among the first who was elaborated a philosophy of education. "The educator loves his craft. I choose the students and they want to learn and it makes them friends" emphasized Plato.

Aristotle treats virtue, evaluating the work of education as the most valuable for the state, because it educates the generation that grows up. Comenius, one of the greatest reformers of education (1592-1670) put forth the idea having kindergartens, while for primary school he emphasized that there should be everyone commune, abandoning individual, medieval learning, to creating classes that emphasized some basic didactic principles addressing the rule and discipline that should be in the classroom.

He also stressed that in no way violence shouldn't be used during education, as something contrary to nature itself. "If they don't know how to create desire for study and discipline, for the students, they will not be able to do this by using a stick.

Pestalozzi (1774) who was a philosopher, writer, teacher, and the author of 46 works and who set up the institution with 80 abandoned children, vagrants, and beggars, writes: "My mind of action came from the principle: Do the children first and be generous, give from near love, be the benefactor of the souls of their work" another author, (Herbart, 1893) stresses the fact that the purpose of pedagogy is a virtue. He further claims that the educational goals should be concerned with a regular, stabilized, well-organized lesson, with scientific rigor and rules of conduct.

Kerschensteiner (Kerschensteiner, 2018) came out with the work: "The Theory of Education" which also deals with the individuality of the child by opposing Rousseau with the "idea of the white sheet", by also accepting the genetic factor, a criticism that Sami Frasheri has also made.

Education includes a very wide and complex field that begins with the birth of children and throughout life, receiving more special emphasis at certain ages, where an important stage is occupied by the Primary Cycle of education. Among the many factors that influence children's learning progress at their primary education level, the family has one of the most crucial roles. Thus, Murati (2014) claims that the family is important for the education of children at this age. However, the child's microenvironment and macroenvironment factors also influence them here.

According to (Murati, 2014) the conclusion:

1. The family is the place where the child forms the first social attitudes and worldviews, habits for rules and discipline, and adequate social behavior;
2. The family is the first school of humanizing the child;
3. The family is the place where the foundations of a new life and a new personality are created, the place where the formation of character and values and ethical, aesthetic, moral, and communicative attitudes begins. (Murati, 2014)

The role of the mother as an educator is extremely important, as well as the role of the father and other adult members of the family. Genetic factors also have its weight. Children, who come from pre-schools, even though they are not included in the education system, have received some socialization factors, as well as being more emotionally liberated and with a relatively richer vocabulary. (Emerllahu, 1998)

 Preschool education strongly influences the development and complex education of the child, especially when they are in groups according to age, without underestimating the groups united at kindergartens. We also notice obvious differences between children who in Primary Schools come directly from the family environment and those who come from kindergartens. With the groups that have been established with 5-year-old children near kindergartens with 9-year-old schools, they are also emphasized because the integration is easier and more natural for the mental, psychomotor, physical, and aesthetic development of children, etc.

The primary cycle constitutes a wide field of the child's educational formation with visible radiations in the further progress of their schooling. So the educational process, more specifically the learning process, is very closely related to the family. Numerous psycho-pedagogical types of research show that the model given by the parents takes on decisive importance, and then this is

reflected in the teacher-student relationship, strongly influencing the models, conceptions, styles, and values of life. For example, trust and encouragement, cooperation, control, and the proper exercise of freedom, the patient search for meanings and values, constitute the highest modalities in which the students' consciousness finds the most suitable ground for its development.

Positive outcomes in children's success are correlated in various areas of development. They develop and grow from the early positive and supportive influences that parents or caregivers provide to their children. These early influences can have a long-term effect on children's development throughout life, in which case over time the function of one developmental domain affects another domain. This is also what Masten and Cicchetti (Masten, 2010) say, effectiveness in one domain of competence in one period of life becomes the scaffold on which later competence in newly emerging domains develops . . . competence begets competence.

1.1 Argumentation of the Study.

One of the basic mechanisms for increasing the quality of a nation's population is education and childhood education, which represents the foundation for human formation as well as the quality of the workforce. Childhood education not only affects achievement and happiness at the individual level but also shapes the quality and capacity of the workforce.

The study includes one of the big pieces of work for strengthening the educational character of the school, such as mass education that provides visions regarding the work for today's development of primary education on the verge of European integration, to get closer to European schools as well in the fields of education.

The importance of the research lies in the fact that the family plays a very large role in terms of the learning process of students, including students with special physical, mental, and economic needs, those with separated families to improve the level of learning, to be supported by the families and the school including the teacher and the leadership of their school with the sole purpose of increasing their success.

1.2 The Purpose of the Study

The concept of studying at school, with family, and in society, expand more in the era of a democratic society, regional and global integration, perfecting techniques and technologies, and the necessity of the learning process, as the main front of education. In this framework, starting from the study in the concrete areas of Tetova, targeted families of different intellectual and social statuses, are heighlighted the main factors that affect the broad and complex front of learning in primary school classes are highlighted.

 A school that aims for students to have positive results in learning and which aims to be ranked in the highest places in the ranking for achieved success must also work in terms of communication with the student's families and offer the necessary help for students with family problems. Students must be fully formed with the basic aspects of their mental, physical, moral, and aesthetic education with the sole purpose of achieving the highest possible success in learning.

The purpose of the study is to investigate the influence of the family on the learning process as well School-family cooperation in the development of students' learning skills. In order more specifically, the focus of the study is primary education.

Children who come from deprived social, economic, and cultural environments often have learning difficulties that are not always caused by some kind of obstacle. According to OECD terminology: socioeconomically vulnerable families are families that cannot afford basic conditions or life requirements, such as adequate housing, food, or health protection (OECD, 2010). Our goal in this study is also to detect these students and to take measures to help these families or these students.

1.3 The Study Problem

   The research has been done in Primary School, Istikball, in Tetovo at three classes of this school and grades V1, V3, and V4 with a total of 82 students' families. The success of the students will be taken with the help of the teachers of these classes. As for the research method

for the students' families, we have prepared special questionnaires that has been filled in by the student's parents.

After completing of questionnaires together with the students' success statistics, statistical analysis have been done with the SPSS program, and from there we have extracted the necessary results.

The method used in the study is a combination between the applied quantitative method and the qualitative method. The quantitative method includes observation through structured questionnaires implemented with parents and teachers, while the qualitative method includes an in-depth exploration of the study through semi-structured interviews implemented with school leaders and school pedagogues.

Also part of the study methodology are the observations carried out directly in the teaching process, especially the participation in the parent meetings organized at the school.

1.4 The Importance of the Study

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1.5 Research Questions

1. What is (if any) the influence of family financial status on students' success?
2. Is the cooporation between the school and family an important factor on students success?
3. Does employment status of family affect students' success?
4. What is the influence of family sieze on students' success?

1.6   Study Hypothesis

1- There are statistically significant relationships between the influence of the family and the   success of students in primary education
2- There are statistically significant relationships between school-family cooperation and the success of students in primary education
3- Families with employed parents have a significant impact on the success of students in primary education.
4- Families in which grandparents also live have a significant impact on the success of students in primary education.

CHAPTER II (LITERATURE REVIEWS)

2.1 Theoretical Thinking on Education until the 20th Century

Every science, including pedagogy, has its deep roots in history. The need to know the short sequences of the historical development of this science arose from the fact that exactly there in history lie the foundations of many pedagogical ideas and practical pedagogical efforts. As the author Kraja points out this is not to say that contemporary theory and practice of pedagogy do not offer original thought and practice. It, as a science that is constantly developing thanks to the critical revision of its theory and practice, offers and will offer ideas that will be contemporary following the specific needs arising from contemporary constellations. (Kraja, 2012).

The first pedagogical ideas are associated with the names of the ancient philosophers Plato and Aristotle.

Plato in some of his works (especially in the work "The State") (Kraja, 2012) advocated such a type of education that would correspond to the idealized society of slaves. According to him, the ideal society comprises philosophers, soldiers, farmers, and craft workers. The first must manage the state, the second must protect the existing social order and the third must produce. Of course, there are slaves here, but Plato did not consider them as people, so he does not even mention them when he talks about social classes. They decided who belongs to which social class in the education process, which is organized by the state.

Children started school from the eighth year and they are in school until year eighteen when they learn to read and write, do gymnastics, and master music. Those who are not skilled enough finish their education and become farmers and artisans. The rest until the age of twenty are intensively engaged with military-gymnastic exercises so that a greater number of them can join the ranks of the soldiers. As the author Murati points out only the most capable of them continue their education, until their thirtieth year, learning: arithmetic, geometry, astronomy, and music. They reserve state management for the fittest of the best - they must become supreme administrators, so they exercise controversy for another five years. Slave children do not go to school; they reduce their education to job training in the labor process itself. (Murati, 2004)

According to the author Clarke (Clarke, 2023) Aristotle imposes organized education only on free people and advocates that it be based on the state. The school system that he recommends covers children and youth from the ages of seven to twenty-one. He set himself the task of providing the youth with a harmonious development, i.e. mutual harmonious physical, moral and intellectual development. According to him, students should receive a broad education, but without any element of specialization, because it is unworthy of those who are not slaves. We should especially emphasize that Aristotle pointed out the educational importance of art.

Among the ancient thinkers who dealt more specifically with education issues, we should mention the Roman philosopher Quintilian, (Clarke, 2023) who recommended the use of games in the education of children (especially those of preschool age). He paid great attention to the schooling of young people.

He advocated competition among students and thinking while acquiring knowledge. In addition, he condemned the corporal punishment of schoolchildren and emphasized that only a person who has a broad education and loves children can be a teacher.

The decline of all scientific thought marked the Middle Ages, including pedagogical thought. Only in the period of humanism and the Renaissance did the interest in pedagogical problems appear again. Many prominent philosophers - humanists considered educational issues. Some of them are Erasmus of Rotterdam, Francois Rabelais, Michel Montaigne, and others. They stood for the modernization of the contents of education (the study of natural sciences), for a humane attitude toward students, for the rejection of verbalism in the teaching of students, and for the physical education of young people. They advocated other progressive and arguably revolutionary pedagogical concepts.

Pedagogy was not separated from philosophy for a long time. This only happened during the 19th century, when many other social sciences became independent. The work of many thinkers made the constitution of pedagogy a separate possible from different periods. Besides the philosophers and ancient thinkers already mentioned from the time of humanism and the Renaissance, we will also mention Comenius, Locke, Rousseau, Pestalozzi, Herbart, Disterweck, and Ushinsky. (Atanasovska, 2006; Wang H. L., 2009).

The well-known author John Amos Comenius (1592-1670) (David, 2009) who belongs to some of the most prominent pedagogical classics. This well-known Czech humanist believed in pedagogy both as a theoretician and as a person who verified his progressive pedagogical ideas practically in immediate educational work.

He is best known for his epochal work "Didactica Magna", which should be considered one of the first books in which the entire pedagogical system is presented. Therefore, Comenius is counted among the founders of pedagogy. He firmly advocated for a school that would serve the entire nation, and for the democratization of education. He demanded that schooling (to some extent) be compulsory for all and that schooling be conducted in the native language of the students.

He is important as a teaching theorist because he fought for some such teaching principles that are still relevant today (student activity, flexibility, systematic, and others). We credit him with establishing the subject-subject teaching system, thus contributing to the replacement of individual teaching with collective teaching, in which one teacher teaches all students at the same time.

The English thinker John Locke (1632-1704) (Gay, 1964) charged pedagogy with his book Thoughts on Education. They opposed Locke to the idea that external innate factors are decisive for the development of personality, thus opposing pedagogical pessimism (the belief that with education as an external factor, little can be achieved in terms of human development). In doing so, he went to another extreme, claiming that the human soul at birth is a tabula rasa (clean slate) and with the help of education what the educators want, it is written. With this, education is overrated, but it also presents an affirmation, i.e. pedagogical optimism (without which we doomed any educated act to failure in advance).

Jean-Jacques Rousseau (1712-1778) (Maurice, 1991) was a supporter of free education, which would not interfere with the natural development of the student. He presented his pedagogical ideas in the novel "Emili, or, For Education". Among the most beautiful pages of "Emil" are those in which Rousseau protests against the stifling of the student's personality and seeks the

connection of education with real life and educational methods and procedures, which will make the educator an independent person.

Pestalozzi (1746-1827) (Barlow, 1997) is equally recognized as one of the most outstanding pedagogues-theoreticians and as an outstanding pedagogue-practitioner. He applied his pedagogical ideas successfully in the immediate educational work. He wrote pedagogical works, among which the most famous is "How Gertrude Teaches Her Children". His ideas about teaching are still acceptable today. We know Pestalozzi as a fighter for the so-called formal education he, as a lecturer, asserted that in teaching it is not important for students to gain this or that knowledge, but to develop their intellectual skills, practice thinking, memory, etc.

However, he also shows bias in his teaching (he misses the point that it cannot develop intellectual skills without the acquisition of knowledge in an educational vacuum). But we cannot deny that he is one of the first thinkers who pointed out the importance of the systematic development of the student's mental abilities. We should also add that Pestalozzi was among the first who insisted on connecting intellectual education with work education, trying to apply it practically.

Disterweg (1790-1866) (Karl, 1993) was a German teacher. He spread and developed the progressive ideas of Pestalozzi. His most significant work is "Instructions for the Education of German Teachers". Besides his great contribution to the development of didactics (teaching theory), he stood out as a fighter for the complete democratization of schools. We particularly noted him as an opponent of the education of young people in the spirit of religious fanaticism and nationalism.

The Russian pedagogue Ushinsky (1824-1870) tried to consider the achievements of many other sciences (anthropology, psychology, and others) when considering pedagogical problems. As a result, his main pedagogical work "Man as an Object of Education" was created, which unfortunately he did not manage to finish, but even as it remained it represents an important contribution to the affirmation of pedagogy.

Thomas More (More, 1516) in his work Utopia describes the ideal society without classes, in which they achieved equal education for all. This education is free and society takes care of it. This education covers the job training of all citizens because, in the ideal society imagined

without classes, where everyone must work. Campanella defended similar ideas, presenting them in his work "The City of the Sun". (Murati, 2004)

2.2 Historical Overview of the Development of Albanian Schools in RMV

Elementary (primary) education in the Albanian language in RNM in its beginnings, without a doubt, in the post-Second World War, period, was very weak and not well organized. Despite the great campaign that was carried out during the sixties by the bodies of The Communist League of Macedonia-CLM (LKM) as well as social-political organizations, for the improvement of the state of primary and secondary education in the Albanian language, official statistics have showed no proper success, especially in secondary education. (Mustafa, 1998)

In the school year 1968/69, the total number of Albanian students in secondary schools in the Republic of Macedonia reached over 2600 students (Mustafa, 1998). This meant that the number of Albanian students had increased several times, compared to previous years. However, if we compare the number of Albanian students in secondary schools with the number of residents, it will be seen that the structure of Albanian students was unfavorably compared to the total number of residents. As an illustration, we are referring to the report of the RSM Assembly Commission, from 1970, where it was said that in that school year in "the RS of Macedonia, there was 1 student for every 25 inhabitants", while this "for the Albanian nationality in 69 inhabitants included 1 student". (Lita, 2021)

The state of Macedonia at that time took important steps for the development of Albanian education in the country, among others the following:

-1. To ensure the complete inclusion of children from the Albanian and Turkish nationality and other ethnic groups in primary education and to make efforts to make the percentage of inclusion of these students equal to the percentage of inclusion of the generations taught in the Macedonian language.

-2. The exclusion of students in primary schools should be reduced to real limits and the percentage of students completing the eight-year education should be increased. For this purpose,

a full assessment of the implementation of the Conclusions of the RSM Assembly regarding the non-inclusion of students in primary education should be made.

- 3. Everything must be done to improve the qualification structure of the educational framework that develops teaching in primary schools (especially the subject).

- As we will see below, the above proposals of the Commission will be taken seriously by the republican party and state bodies, because soon, namely from the school year 1969/70, some concrete steps were taken to improve the general position of education with instruction in the Albanian language, starting from primary to higher education.

- Among the biggest problems in primary education with lessons in the Albanian language was the non-attendance of a large number of children, a phenomenon which was mostly expressed in the upper cycle, namely from the V to the VIII class. From the data coming out from the Secretariat for Education, Science, and Culture of the Republic of Macedonia, this problem will improve in the coming school years. While in the school year, 1967/68 the total number of Albanian students in primary education was 43,735, this number in the school year 1971/72 reached the figure of 54,801 students.

It should be pointed out that the increase in the inclusion of Albanian students in eight-year compulsory schooling also came about due to the opening of schools, especially eight-year schools, in some settlements where until that time they either did not exist, or there were only four-year schools. Such a policy had a positive effect on the female students in the settlements where the eight-year-olds were opened, to continue their education in the upper cycle, namely from the V to the VIII class.

- The number of elementary schools teaching in the Albanian language, as well as the number of students included in those schools, increased every year. Thus, in the school year 1974/75 (Lita, 2021) in the Republic of Macedonia, there were a total of 297 schools where teaching was conducted in the Albanian language with 2,111 schools and 64,919 students. 2,508 teachers worked in these schools. (Lita, 2021)

- Another issue that hindered the normal development of primary education in the Albanian language was the lack of textbooks. Statistical data show that in the Republic of Macedonia from

1946 to 1970, a total of 122 textbook titles were published in the Albanian language, of which 45 were original and 77 were translated, with a circulation of 1,023,600 copies. From this, it appears that for the schools teaching in the Albanian language, averages of 5.08 titles were published per year. The most fruitful period was that of the years 1966-1970, where a total of 50 titles were published (24 originals and 26 translations), with an average of 10 book titles published. Another phenomenon is that the number of books translated from the Macedonian language into the Albanian language was almost twice as large as the original books. (Boshkovska, 2018)

The organization of the teaching process has always been one of the main problems that have been addressed in didactic theory and practice, a problem that continues to be relevant even today.

If we go back in retrospect to RNM, we will notice that in these 30-years, from the independence of the Republic of Macedonia onwards, like the state in general, education is in a period of transition and in search of adequate changes or reforms which will bring about his contemporaneity.

Introduction Primary education in the Republic of North Macedonia (RNM) and Albanian education in particular, in the period from 1990 onwards, is still looking for the path of quality. In this direction, numerous reforms have been carried out by introducing innovations with to modernize it, but even though there are movements and achievements in this direction, again when measuring the results with international tests, it turns out that we are very low and we have not managed to score any great progressive movement. To identify the challenges and approaches for the modernization of primary education in the Albanian language in RMV, I have conducted research in which the teachers of all urban and rural primary schools were involved, from Likova and Kumanova to Struga and Oher. (Mehmedi, 2020)

After many researches and foreign research projects in RNM for Albanian education, such as the USAID project, some very important key points must be addressed by the Ministry of Education for the development of Albanian education.

1. Ministry of Education and Science (MES) should create strategies for the real development of education by ensuring equal infrastructural conditions and supply of teaching technology, both

for urban schools and for rural schools, which would enable equal conditions for all students in all teaching languages. (USAID−it)

2. In cooperation with municipalities and schools, criteria should be adopted during the appointment of directors and the employment of teachers to depoliticize education.

3. In cooperation with Office for Education Development OED (BZHA), we will find adequate mechanisms for motivating outstanding students to enroll in faculties that prepare to teach staff, as well as allocate additional funds for providing training for teachers.

4. To supply schools with modern technology for learning.

5. MES to revise the textbooks and provide textbooks that will enable teachers and students more to easily achieve the goals that emerge from the curriculum. The issue of the lack of textbooks should also be examined, for the reason that there are many complaints from teachers and parents in this regard.

6. MES to form groups of experts who will research and analyze the use of the nationwide primer also in elementary schools with instruction in the Albanian language in RNM.

7. MES, in the evaluation process of schools and teachers, did not only take as a basis the evaluation of the inspectors who carried out the integral evaluation but also the data from the internal evaluation of the school, as well as the opinion of the municipality regarding the school, to It escapes subjectivity in evaluation.

8. School principals should put special emphasis on the operation of professional assets in schools, as they are the main generators of the professional development of teachers.

9. Schools should find mechanisms to increase cooperation with parents at the level of equal partnership, which would affect the increase of students' learning results. (Qytetar, 2016)

2.4 Primary Schools in Tetovo and their Development until Today

Educational work in all schools of the Republic of North Macedonia is developed on a unique socialist basis. In the Law on the organization of schools in the Albanian language in Macedonia, despite the general provisions, there are specific provisions due to the very nature of the members of this nationality, such as: teaching in the mother tongue; National history, music education, etc are included in the curriculum.

All these specifics do not represent an obstacle to accomplishing the goal and tasks, to educate and educate the new generations, as desired by the self-governing social system at that time. In the Constitution of the Socialist Federative Republic of Yugoslavia SFRY (RSFJ), the principles that resolve national issues in the socialist community based on social governance are clearly defined, and here, among other things, it is stated: "Nations and nationalities are united in the Federal Republic of Nations and Nationalities equal and have created the Socialist Federative Republic of Yugoslavia, in which the interests of every nation and nationality, individually and all together, are realized and secured: social-socialist relations, socialist social system, national freedom, and equality, brotherhood-union, and solidarity of working people. (Hoxha, 1973)

In Tetovo, the oldest school is Primary School, Liria. The history of this school is as follows. Since March 1, 1945, in this place where the school building had not yet been built, the primary school named "Liberty" was opened, where students learned in old buildings left over from past madrassas. At this time, the number of students reached 1085, of which 579 were male and 506 were female. In this school year, 6 teachers were engaged (Gani Jahja, Hikmet Kasapi, Ahmet Haxhi Hasani, Burhan Muhedini, Zija Sadikudhe, and Hyreme Tresi).

The director of the school was Vehap Kadriu. It is worth mentioning the great contribution of teachers from Albania who worked in this school during this period, such as Abedin Faja - Elbasan, and Zija Zendeli - Dibër. In the group of these teachers Polluqi-Elbasan, Hasan Teteli - Korçë, and Zija Zendeli - Dibër.

Today's school building was built in 1948-1949, in which classes began on 28.02.1950. The work was continued in 22 grades and with 1197 students. This process was carried out by 23 teachers.

In the years 1950-1952, the first Albanian normal school also worked in this facility, which was later transferred to Skopje. In the 1958-1959 school years, the then government made some reforms and ordered that Macedonian students also learn in this facility. From that time until today, teaching takes place in the Albanian language and the Macedonian language. During this period of 63 years, work success has not been lacking. In addition to the normal work in this school building, after the Second World War, courses with adults were also held for the eradication of illiteracy. (Liria, 2021)

Other primary schools are primary schools, "Istikball", "Naim Frashëri", "Kirilli and Metodi", "Kikish", "Bratstvo- Migjeni". All these schools have a large number of students and function regularly, implementing the school curriculum.

Our research will be carried out at Primary School Istikball in Tetovo. The "Istikball-Tetovë" school is a central school within which 2 peripheral schools operate in the village of Gajre and the village of Lisec. The history of the "Istikball" School dates back to 1951. In the beginning, teaching was conducted only in the Turkish language. Later, lessons began to be developed in parallel in the Albanian and Macedonian languages. Today, in our school, the educational process takes place in three languages: Albanian and Turkish from grades I-VIII and Macedonian from grades I-V.

In the central school, there are a total of 56 parallels, they teach in 28 classrooms. In the buildings in the peripheral schools in the villages of Gajre and Lisec, the educational process takes place in the two schools with 9 parallels from cl. I-VIII in total with 18 parallels with lessons in the Albanian language.

The school has a total of 120 employees, including 102 teachers, 7 administrators (director, teacher, secretary, treasurer, sociologist, and 2 assistant directors), and 11 technical personnel. (Website of Tetovo Municipality)

2.5 The Family as an Important Factor in the Education of Students in the Primary Cycle

Teachers often discuss the importance of family involvement. Does one Change the influence of the family? According to our research but also research carried out in different countries of the globe, the answer is yes. Often, the results are also influenced by the behavior of the students.

Various measures are taken to manage family influence on students. These measures tend to be based in schools and controlled by school staff. These measures can be directed by the school, home, community, families, or the students themselves.

The key is not that the source of additional student support comes from another, more specific entity, but students must benefit significantly when they have an individual who encourages and expects the child to be successful in their academic development.

There is evidence that it is not the "parent" who makes the difference, but instead, it is the adults who take the time to talk to students, express an interest in their education, and hold them accountable for learning. Students of all ages benefit academically, emotionally, and physically when an adult is actively involved in the daily events of their lives, including school activities (Corcoran, 2022)

When family members usually engage and communicate with teachers or other school staff, students adapt more easily to classroom activities, resulting in improved student performance and academic achievement.

Even when family involvement is described as minimal or less structured, it still makes a difference in students' daily lives and their future planning.

So "Partnerships between schools, families and community groups are not a luxury - they are a necessity". Unfortunately, efforts to increase meaningful family engagement in school are often put aside, waiting for a more convenient or necessary time to implement them. Considering the time and energy to initiate and sustain the ongoing involvement of parents in the learning process is overlooked by other demands placed on school staff.

On the contrary, those schools that target activities and processes in which families create the tools and information they need to effectively engage in school improvement or a stronger education system and provide resources are far more successful additional for both students and school systems. (Haohmnn, 2007)

Students are educated as a result of how hard they have studied and worked, while education is built and acquired from early childhood to the end of life. The main and fundamental role in the child's development is played by the family. If the child lives in a family in which there is harmony, love, respect, and support, then that child also succeeds in learning

The problems students have, as well as the question "How much can I learn" are conditions that affect them, especially when they are afraid of a written work or test to work on. It is precisely the conditions in which students live that contribute to their success in various subjects during primary schooling. (Palifrova, 2018)

2.5.1 Families as Social Cases Significantly Influence the Decline of Children's Success

Students' families are not the same. Some students live with both parents, others have only one parent, some parents work, and others are unemployed. So there is a multitude of types, characteristics, and situations of students, families, schools, and communities. (Epstein, 2001)

All parents have something to offer. Schools should appreciate and discover the special talents of parents, which can build successful school-family cooperation.

(Wanat, 2010). To utilize these important resources to the benefit of their work and the best performance of students, teachers must attempt to understand and appreciate the cultural diversity and socio-economic status of the students in their classroom. (Lightfoot, 2004).

Teachers need to understand the context in which students live, learn and play. To do this, they need to create a close relationship and partnership with the student's parents.

Every child can face learning difficulties during their education, but in some students, the achievements and success in learning are lower than what is expected according to age, ability, and potential.

The difficulties faced by these students are often accompanied by a specific emotional state that affects their attention, perception, thinking, and speaking, and thus also the loss of motivation for learning.

The difficulties faced by these students may be related to:

1. The inability to organize the learning process (the way of organizing and handling more information at the same time, placing them in concepts, acting with them in different ways, or organizing materials and time) (Wang, 2009);

2. Lack of concentration and the inability to pay enough attention to what needs to be learned;

3. Dealing with different crises, such as emotional problems (fear, violence experienced), a child's illness (chronic illness, hospitalization, leaving home and family due to recovery), family problems (divorce of parents, death of one parent, sick family members), during which, due to emotional obstacles and difficulties, the child is unable to devote sufficient energy to the learning process, has labile attention and is defocused. (Wang, 2009)

Areas of difficulty:

1) Organization of learning It seems that possible areas of difficulty are related to setting or organizing time, arranging or setting the beginning environment, or end, setting priorities, managing time, following rules and meeting deadlines, organizing space, and finding/arranging materials).

2) Cognitive functions (connecting knowledge, organizing and manipulating more information at the same time, classifying them, putting them into concepts, acting with them in different ways and predicting their implementation, solving problems).

3) Concentration and motivation (short-term attention, belief in the lack of help, weak motivation, use of reasons for failure, submission, non-acceptance of obligations, insufficient ability to function effectively even in conditions when the environment or expectations change).

4) Behavior and realization of social ties (absence from classes, non-acceptance of obligations, inappropriate behavior, lack of working habits, difficulties in making contacts, cooperation, and communication with others)

5) Emotions and self-image (anxiety, withdrawal, psychosomatic difficulties, difficulty accepting obligations, low self-esteem, shame, moodiness, withdrawal when dealing with fatigue, quick withdrawal, giving negative self-affirmations, and sometimes even aggressive behavior) (Micah, 2020)

Purpose of individual support: Most often, for students with general learning difficulties, it is good that the support is oriented toward helping them find their style of learning and exercising with different learning techniques, during which at the same time work is done on strengthening concentration and memorization, but to a large extent also on activating higher mental processes, as well as on strengthening the emotional component.   (Ainscow, 1991)

Professional collaborators can help the child in the: (Јеремиќ, 2013)

1. Organization of learning and acquisition of learning methods/techniques
2. Strengthening emotional capacities
3. Developing a positive self-image and strengthening self-confidence
4. Orientation of concentration and attention
5. Encouraging and developing cooperation with others.

Children who come from deprived social, economic, and cultural environments often have learning difficulties that are not always caused by some kind of obstacle. According to OECD

terminology: "...socio-economically vulnerable families are families that cannot afford basic conditions or requirements for life, such as adequate housing, food or health protection (OCED, 2010) " (Јеремиќ, 2013)

This means that these children do not have the same initial conditions as other children to achieve the expected results and progress in learning due to the influence of many factors that derive from their living environment: starting from the opportunities insufficient to meet existential needs, through possible language barriers when they do not speak the language in which they must be educated, to the reduced support that parents can give you in learning because the same ones most often they are not educated enough.

Socio-economically deprived children are most often raised in poor environments and rarely can achieve adequate and intellectually stimulating interaction with their parents. (Ainscow, 1994)

Research has shown that these children do not have a lower inborn potential for learning, but their environment does not provide adequate ways to develop the potentials they have. Thus, "children from families with low socio-economic status progress more slowly in school and have lower achievements, while parents in these families are less committed to their children's education (PISA, 2012).

Students from these families acquire the language more slowly, acquire phonological awareness later, and to a greater extent have difficulties with reading, (Barbarin, 2008). Certain psychological research has shown that raising children in deprived environments hinders their cognitive development.

Children of lower socioeconomic status by the age of three hear nearly 30 million fewer words compared to children from families of higher socioeconomic status, which has an irreversible effect on the formation of mental forms and preparation for starting at school. (Howe, 1997).

Studies on the use of syntax and the enlarged use of pronouns (the so-called "limited language code") speak of the fact that children from deprived social and cultural environments have a less stimulating environment for the development of their potential. " (Јеремиќ, 2013)

All this speaks to the fact that the cognitive efficiency of children from socially, economically, and culturally deprived environments should be examined from the aspect of the influence of

poverty, cultural differences, and the specific and unfavorable conditions in which these children are raised.

Socio-economically deprived children have difficulties related to:

1. Concentration and motivation (short-term attention, belief in lack of help, weak motivation, use of reasons for failure, surrender, and non-acceptance of obligations)
2. Behavior and realization of social ties (absence from hours, non-acceptance of obligations, inadequate behavior, lack of work habits, difficulties in making contacts, cooperation, and communication with others)
3. Emotions and self-image (anxiety, withdrawal, psychosomatic difficulties, difficulty in accepting obligations, low self-confidence, shame, moodiness, withdrawal when dealing with fatigue, quick withdrawal, giving negative self-affirmations, and sometimes even aggressive behavior)
4. Cognitive functions (narrow and superficial interests, difficult abstract thinking especially in the processes of analysis and synthesis, difficulties in expressing thoughts in speaking - oral and written expression, difficulties in reading, writing, and mathematical operations, uncritical especially in dealing with risks). (Ainscow, 1991)

Purpose of individual support:

Considering the reasons for the presentation of learning difficulties in these students, school activities will have to be oriented towards compensating for the inadequate conditions in which children grow up with what will be provided by a stimulating school environment and opportunities to realize their potential of theirs.

This means that individual support should be oriented towards the acquisition of skills, which will reduce the initial inequality and enable conditions for encouraging and developing the potential these children have.

Professional associates can help the child (Murati, 2004):

1. Developing a positive self-image and strengthening self-confidence
2. Development of speech and communication skills
3. Creating and developing habits for self-care and personal safety
4. Encouraging and developing cooperation with others and respecting them
5. Organization of learning in learning methods. Other forms of support can be planned depending on whether the difficulties are caused by any kind of obstacle or are the result of the influence of factors derived from their living environment. (Tasevska, 2017)

2.5.2 Families that Live Together with Grandparents Influence the Success of Students

Research on the living arrangements of the elderly has produced ample evidence that cohabitation between the elderly and their grown children remains common in many parts of the world, despite concerns that industrialization and modernization in the United States have brought with it a preference for older families small nuclear. (Elizabeth, 2010).

According to the United Nations (2005), 74% of the elderly in Asia live with their adult children. This is much higher than 26% in Europe and 19% in North America. Asia also has a much higher prevalence rate of cohabitation than the developing regions of Africa or Latin America. While we know that societies like ours, so I'm talking about Albanian societies in RNM, continue to accommodate the elderly within the extended family, we know less about how the coexistence of the elderly affects family processes and the development of children living in families with many generations.

The family is the most important place of socialization. The structure of the family and its kinship networks exert a decisive influence on the life chances of individuals and the achievement of their socio-economic status (SES).

The classic theory of family modernization asserts that, in the process of industrialization and modernization, the nuclear family will replace the extended family as the dominant family

model, and the ties between family kinship networks will also weaken, making the family increasingly a place of private life. (Googe, 2013).

According to this theoretical logic, the influence of family background on individuals' SES attainment and shaping social inequality will be reflected only in the intergenerational connection of parents and children in the nuclear family, with minimal influence from family kinship networks. (Tomes, 1986).

However, reality shows that there is no direct correlation between industrialization and family patterns. Despite the dominance of the nuclear family, the extended family still occupies a certain part of society, and the ties between family kinship networks have not weakened as predicted by modernization theory.

In fact, with longer life expectancies and rising divorce rates, grandparents are playing an increasingly important role in children's lives and education in some Western countries. (Aivalioti, 2020).

Thus, studies of status attainment or social mobility based only on nuclear families (ie generations of parents and children) may overlook the importance of family background in the production and maintenance of social inequality. Researchers have called for more attention to be paid to multigenerational mobility, especially between three generations, to enable a deeper understanding of the important role of families in the process of social stratification and mobility, as well as its micromechanisms.

Research on kinship networks and social mobility in three-generation families has focused on the influence of grandparents on children's attainment of SES and its working mechanisms. Some early studies found a chain pattern of relationships between grandparents, parents, and children, with grandparents ultimately influencing children's SES attainment by influencing their parents' SES attainment. This means grandparents do not directly affect the SES achievement of their grandchildren but by helping the parental factors. (Website from United Nations)

However, a series of recent empirical studies have shown that grandparents still play a direct role in their grandchildren's educational attainment or SES, even after controlling for characteristics such as paternal SES. (Boliver, 2013) This suggests that intergenerational mobility has over time moved beyond the original pattern of resource transmission between two generations and extended to a pattern of reproduction between three generations.

One of the basic ideas of current academics regarding the mechanisms of intergenerational mobility in three-generation families is that grandparents play a role in the direct transmission of economic or human capital to their grandchildren or through social capital developed through interactions between grandparents and grandchildren.

However, most previous studies have overlooked a crucial factor, namely the pattern of residential arrangements in multigenerational households, or more directly, whether or not grandparents co-reside with nuclear family members. The transmission or generation of economic/human capital or social capital between grandparents and their grandchildren is affected by spatial factors.

On the one hand, the transmission of economic or human capital will be faster, more direct, and more efficient when grandparents live with their grandchildren. On the other hand, interactions between grandparents and their grandchildren may be more frequent when they live under the same roof, and the family social capital created by frequent interactions will not only directly benefit the grandchildren's development, but may also improve the transmission of the economy, resources and human capital between grandparents and their grandchildren.

More importantly, the pattern of interactions between parents and their children may also change due to the presence of grandparents. This also implies that in addition to the transfer of resources between grandparents and their grandchildren, cohabiting grandparents may also indirectly influence their grandchildren's social development by affecting family social capital between parents and their children.

Numerous studies have shown that in recent decades, although the nuclear family has become the dominant family model in many countries around the globe, it is still relatively common for offspring to form permanent or temporary families with their parents due to relations between generations, living habits, and family needs, lack of state patronage, and inadequate social security systems. (Wang, 2013)

Moreover, in the current social context of increased economic risks and marital instability, family kinship networks have become an important resource for individuals to improve their life chances. In fact, with the growing economic crisis and increased housing and work pressure in many countries around the world as well as in our country in recent years, individuals have also begun to rely more on their family kinship networks for support and assistance.

Therefore, it is of great theoretical and practical importance to include kinship networks beyond the nuclear family in the study of social stratification and to analyze the influence of family kinship networks, especially grandparents, on the life chances of their grandchildren.

In my study, I think it is a very important element to analyze the influencing factors of three-generation living arrangements and their effects on the educational development of teenagers from different family backgrounds, as well as examine the mechanisms through which grandparents influence their grandchildren and their granddaughters.

Analyzing data from primary school students in my city, I will try to answer the following questions: *How does living with grandparents affect students' academic performance?*

Social changes in recent decades have profoundly changed the relationships between generations and the lifestyle patterns of Albanian families. Often family life arrangements, as an expression of intergenerational interactions, are a flexible, dynamic process that contains elements of intergenerational mutual assistance in cultural traditions, as well as individualistic tendencies and rational calculations. This means that the life arrangements of three generations in contemporary Albanian families are the product of a special historical context. In addition to being regulated by cultural traditions, three-generation life arrangements are also primarily a selective decision-making process that depends on the functional dependence of the nuclear family and is a strategy that enables the nuclear family to meet its own needs and cope with social risks.

According to the functionalist point of view, the family is considered as an educational group with two lines, formed by the division of labor between men and women, which takes as its basic function the education of the offspring. However, in modern society, the division of "men who manage external affairs and women who manage internal affairs" within the family has changed,

with most women (especially those with higher education) stepping out of the family and participating in the processes of work and production (Wang, 2015).

However, due to the traditional concept of "men managing external affairs and women managing internal affairs", biological education such as child care is still considered to be the main family responsibility of women, leading to more serious work-family conflicts for women. Therefore, mobilizing the resources of the older generation to alleviate family burdens and work-family conflicts by forming temporary or long-term families has become a common strategy for married couples.

 That is, the question of whether married couples live with the older generation is closely related to women's engagement in paid employment. Families of working women are more likely to experience three generations living together because they are more dependent on the services provided by the older generation in terms of housework and child care.

In addition to mitigating work-family conflicts by reaching out to the older generation, families of working women can purchase the services of social agencies to achieve the same goal. However, during the market-oriented reform of the RMV, while rapidly withdrawing from the private sphere, the state has not created a sound social security system or a market for domestic work.

Under such circumstances, for most two-earner families, having grandparents take care of their grandchildren becomes the best strategy after rational calculation. Meanwhile, the underdeveloped domestic labor market makes even high-quality household services a "luxury", which greatly limits the consumption ability of lower-class families, as these can only be enjoyed by upper-class families up.

In addition, the high price of housing and the increase in living costs in recent years have made it difficult for low-income families to purchase independent housing to some extent, forcing them to live with the generation old. Some empirical studies also show that offspring's SES is negatively related to whether or not they live with their parents. The lower the SES of the offspring, the more likely they are to choose to live with their parents. (Chen, 2016)

Therefore, we expect low-SES families to be more dependent on grandparents for financial support and child care than high-SES families, and thus more likely to choose three-generation cohabitation. In addition, since the market reform, marital instability has increased due to changes in social attitudes, leading to a rapid increase in the divorce rate in our country.

2.5.3 Families with Separated Parents Negatively Affect the Success of Students

Parents are critical to children's success during the school years (Ballantine, 2007) Increasing parental involvement is important, because of the benefits that this involvement brings. We positively related it to the intellectual development of children, the general school results, the completion of homework, or even the passing of students.

The beneficiaries of this involvement are the students in the first place. Children whose parents are involved in school life are characterized by high expectations, positive attitudes toward school, positive behavior, and increased interaction with peers.

But the beneficiaries are also the parents, teachers, or even the school itself, because it increases the satisfaction of the parents in the school, increases the self-confidence of the parents involved, and other general improvements in the school's life are possible. (Ballantine, 2007) suggests that positive outcomes resulting from parental involvement also include:

1. Improving communication between parents and children.
2. Better performance and higher results for children whose parents are involved in education.
3. Higher school care
4. A sense of achievement (accomplishment) for parents.
5. Higher expectations of parents for their children.
6. Improving learning attitudes among children.
7. Increased parental satisfaction

Epstein (Epstein, 2002) expands the list of benefits for parents and teachers that result from parents' involvement in the life of the school and their children's education:

For parents:

1) certainty about parenting skills
2) support from the school and other parents
3) well-informed about the challenges involving parents
4) good information about school management policies and procedures
5) preparation to address the needs of students
6) good information about the academic success of students
7) awareness of school needs for parents' involvement.

Meanwhile, divorce and separation of parents are stressful for children, and their well-being and development can be negatively affected.

Almost all families care about their children, want their success, and look forward to receiving positive feedback from the school so they can continue to be good partners in their child's education. (Anderson, 2007), conducted a study to analyze the nature of parents' involvement in their children's education. They classify parental involvement in two categories: involvement at home (e.g.: helping with homework) and involvement at school.

According to them, parents decide to be involved in their children's education according to their beliefs (understanding of the role, sense of self-efficacy) as well as the general opportunities and requirements for involvement from the school and their children.

The perception of an invitation is as important as the invitation itself. If the school can convey to the parent that his/her involvement is welcome and support for student learning is useful and successful then this will influence parents' decisions to be involved. (Walker & Wilkins, 2005).

The study (Mortimore, 1998), noted that parent involvement practices represented one of 12 factors that distinguished effective schools from less effective ones.

Our observations show that the involvement of parents in school life positively affects the progress and development of students. This included helping in the classroom and during school visits, as well as attending meetings to discuss children's progress. The opportunity for parents to meet the principal was also important, schools that operated according to a non-rigid, open-door policy were more effective. The involvement of parents in the educational development of students, within the home, also had, of course, many benefits. Parents who read to their children, who listened to them read and made it possible for them to have books at home had a positive impact on children's learning."

Almost all teachers and leaders want to involve families, but many do not know how to build positive and productive programs and are constantly full of doubts about these efforts. This creates an empty rhetoric in which teachers and principals make statements of appreciation and support for the school-family partnership, but take no action to encourage and support it.

(Rosenholtz, 1989) points out that there are significant differences between the way teachers relate to parents in schools on the move compared to "stagnant" schools. Teachers from "stagnant" schools had no set goals regarding parent participation, while teachers from "on-the-fly" schools tried to build communication bridges with parents by involving them in various school issues. It was more likely that the teachers, around these efforts. This creates an empty rhetoric in which teachers and principals make statements of appreciation and support for the school-family partnership, but take no action to foster and support it.

Other schools felt that nothing could be done with parents, while teachers in movement schools saw parents as part of the solution (Mortimore, 1998).

The difference between families that are involved and those that are not is that family members involved in school life know that they play an important role in their children's education (Delgado-Gaitan, 1991) .

Almost all students at all levels want their families to be more well-informed partners about the school and will take an active role in supporting better school-family communication.

(Fullan, 2010) on the other hand points out: "The good news is that all three partners: parents-teachers, even students want more interaction. But they don't believe how it will be useful, they don't see the possibilities, they don't have the confidence to start, and so on".

The student's achievements showed that there is a significant relationship between the education level of the father, the mother, and the financial situation (Kashahu, 2013).

However, it is interesting to analyze these findings from the results of a questionnaire carried out by the Center for Democratic Education and the Agency for the Support of Civil Society, of Albania, concerning the students' perception of the involvement of their parents. About a third of the 1226 students from 31 schools in three cities of the country have expressed that they do not believe that children achieve higher results in school if their parents are involved in school life. Forty-one percent of the students did not believe that learning at school is of higher quality if parents are involved in its life. Compared to parents, students perceive fewer benefits from parental involvement in school.

As they get older, especially in high school, students don't like their parents' presence at school. Schools, which have priority in power and resources should take initiative in parent-teacher cooperation. Expecting little-involved parents to fill the void without help and encouragement is unrealistic and a "victim-blaming" strategy.

After a study by Azumah, it is interesting to analyze in this case the findings of studies done in New Zealand regarding the impact that family structure has on student achievement." The cited studies assert that all students taking part in two international studies from families with both parents had higher achievements than students who came from families with one parent, or from families that also contain other members in their bosom. (Azumah, 2018)

Despite these results, these researchers emphasize, the structure of the family does not have a significant impact on children's achievements and development.

The quality of the connections and valuable resources of the children's parents is far more important than the structure of the family.

They further continue their reasoning: "International studies have also shown that family structure itself is not that important in the effect it has on a family's ability to invest time and

resources in their child. However, children's achievements and development may be affected if there are adverse changes in the family structure, such as divorce, separation, or the death of a parent,"

(Kashahu, 2013) also asserts: "Family structure is not good or bad. What is important is the ability of parents to provide resources for children's education."

The family structure, so much discussed by researchers for its connection with academic achievements, is not significantly related to the variables that measure them or attendance.

2.6 Cooperation with Parents in the Learning Process is a Necessity for the Quality Implementation of the School Curriculum and the Achievement of Success at School.

As noted (Christenson, 1995), three movements have influenced parental involvement practices:

✓ Parents' education

✔ Involvement of parents in education

✔ School-family partnership

We can see as early traces of parent education as of 1920. The cause of these efforts was the belief that child development could be fostered by informing about the practices of this targeted growth. Over the years, it implemented many parent education programs in response to their desire to be informed about their student's development, achievements, or needs. Involvement of parents - appeared at first rather as a desire to involve parents in their child's education, but according to the suggestions of the school. This path sees parents and school staff with separate roles and responsibilities for the education and socialization of the child.

Because of these beliefs, limited parental involvement in activities such as volunteering, fundraising, and helping with homework. The communication associated with this view of the

role of parents is one-way, mainly from the school to the family, and often focuses on the teacher's evaluation of the student's achievements and recommendations on what the parents should do. In this way, we define success in terms of the number of parents contacted, or in terms of which parents support the functions of the school, or take part in the school.

School-family partnership. In the 1800s, in the United States of America, it was a common practice for the community to reconcile a teacher who lived in the community. Such practices encouraged close and continuous contact and the sharing of common principles between home and school. In contrast, in the middle of the 20th century, a physical and social distance between school staff and families was established and became the norm. Driven by movements that sought to perfect the teaching profession, the latter increasingly lived away from the school community.

The establishment of such a distance, described by teachers and supporters of this movement as "professional distance", showed a disturbing problem, the lack of continuity between school and family. This lack of continuity between school and family was identified as a critical issue for student success in school and identified as one of the most important causes of low student achievement. (Berger, 1991).

 The school-family partnership movement aimed to address the lack of consistency by changing school practices to reach excluded families and narrow the physical and social distances between parents and teachers. (Christenson, 1995).

It broadly reflected these changes in the attitudes that the actors taking part in this process have toward each other. As (Epstein, 2001) points out: "We've moved from the question: Are families important to student success in school? To the question: If families are important to student development and school success, how can schools help families direct the activities they want to benefit their children?"

Researchers, but also teachers have raised common questions such as: What do we need to know and do to help all children at school and enable their families to help them? How can the school's communication with families and community groups enable more families to guide their children on the right path from birth to high school? How can this communication be more familiar, friendlier, more valuable for the school, and more acceptable for the students?

"We've moved from the question: Are families important to student success in school? To the question: If families are important to student development and school success, how can the school help families direct the activities they want to benefit their children?"

Researchers, but also teachers have raised common questions such as: What do we need to know and do to help all children at school and enable their families to help them? How can the school's communication with families and community groups enable more families to guide their children on the right path from birth to high school? How can this communication be more familiar, friendlier, more valuable for the school, and more acceptable for the students?

"The main purpose of the partnership is to develop and direct better communication with families throughout the years to support students towards success in school (Epstein, 2001) lists 5 facts researchers, but above all by teachers and school staff in their relationships with parents and the community, should take into consideration that:

a) All students have a family and together with them live in a certain community. Families and the community are important in a child's life and through the school; they influence the learning of students.

b) Teachers and administrators have direct or indirect contact with students' families every day of their professional career.

c) Few teachers or administrators are prepared to work with families and the community as partners in education.

d) It is widely accepted and acknowledged that well-designed programs and school-family-community partnership practices have a positive impact on students' families and schools.

e) Although there is still much to learn, we know enough now to begin implementing school-family-community partnerships that support student success.

The teacher needs to know the conditions in which his student grew up and lives, his strengths and things that concern him, and his wishes or needs. I can only provide all this information and irreplaceable resources for successful teaching through cooperation and interaction with the

student's parents, who can also be strong supporters of the work done in the classroom through the help they can give in carrying it out.

2.7 The Impact of Family Indifference on Student Learning

The appearance of the family institution coincides with the history of humanity. Although the family has undergone structural changes throughout history, it has survived to the present day. Although the family varies in structure, it performs similar functions for all societies. If this institution fulfills its expectations, a friendly, cultural, economic, and moral society will emerge. It is the parents who form the foundation of the family institution. For this reason, if the parental role is regular, this is very important because that family will be peaceful and happy from the moment we created them and will serve society with dignity. (Murati, 2014)

   Although the family is the smallest block of society, or as Honore de Balzac conceived it, the core of society, it, therefore, has an important place, not only for society but also for the life of the individual.

The individual needs a family environment, not only during childhood and infancy but at every stage of his life. Because he needs a family nest where he will find peace and where he can eliminate stress and problems. (Ainscow, 1991) People who grow up without a family, in the community, or who do not receive sufficient financial, moral, and educational support from their families deeply feel the lack of family support throughout their lives, and the lack of a family without level is also reflected in many other areas of life.

As for society, and civilized nations, we ask why they have progressed?! This implies that those peoples, those nations have progressed because they comprise well-educated individuals in families and with educational traditions. Because it makes nations up of many family unions. If the smallest structure that forms the core of society is healthy, that society can look with confidence into the future. Educated individuals who are brought up in safe, happy, and peaceful families can make a material and moral contribution to their family, environment, nation, and state. The existence of people and the survival of states can only be possible if families healthily

fulfill this task. Therefore, the development of the child's self-confidence depends on the healthy relationship and interaction between the child and the parents. (Bronfenbrener, 1979)

My opinion is that the family is the most important and the first educational institution as the child's first educator and I consider the teacher as his parents. Findings based on personal experiences and controlled observations show babies begin to acquire habits from the first days. According to social learning theory, human learning is accomplished by watching and listening more. When we apply it to social learning theory in early childhood, we find that learning is not only experienced by the child but also by observing or listening to what is happening around him. It is an acceptable outcome that children achieve the fastest learning patterns by imitating or observing what is happening around them. This means that children learn quickly from the moment they open their eyes to the world. This situation reveals that the concept that "a child understands nothing" is wrong.

In this context, the family environment where children open their eyes to life is very important. Because the family is the place where the foundations of children's cognitive, affective, psycho-motor, and socio-cultural development are laid. Research has shown that most of the behaviors gained in childhood shape the personality structure, habits, beliefs, and values of the individual in adulthood. For this reason, from his family, the child can learn a lot of knowledge, skills, behavior, and skills that he cannot learn at school. (Mehmedi, 2020)

I think that if we oppose all these aspects said on the development of the family, then we understand that every aspect where this society is limping shows that the first and most vulnerable link is the family, and in particular, the unwillingness of the parents to take on the responsibilities that belong to them, and this is called the crisis of parenting, which is the determinant of all the functions that follow in our society.

2.8 The impact of Teachers' Indifference on Student Education

Even the counseling of the student by the teacher is a delicate problem. If the teacher, while communicating with the students, loses contact with the student, he loses the opportunity to

penetrate the students and provokes the closure of the students and the refusal to communicate. (Krasniqi, 2012) "Here are some tips for teachers.

- Prepare pedagogically for the application of the counseling method and equip yourself with as much valuable information as possible about the operation and favorable circumstances of their application.

- Get to know as deeply as possible the psychological characteristics of the students they worked with.

- Encourage students' debates about the presented content through the counseling method.

- Choose the most appropriate style of communication with your students during counseling.

- Respect the student's different opinions.

- Apply the interactive counseling method. (Krasniqi, 2012)

To understand the thoughts or wishes, not expressed in words of the students, by observing their emotional state or sign language. Not infrequently, through it, we discover the contradictions between what they express in words and the external appearance that often betrays them. In addition, understanding the language of feelings would help us better understand the emotional state of students we do not know, especially those from different cultures or those who are shy. This would help prevent many conflicts that are based on the low quality of communication between people.

Communication includes factors such as dress, use of time, tone, and modulation of voice. It contains elements such as facial expressions, posture, gestures, and information.

For students to get to know and better understand the value of each element and the role they play in the communication process, simple activities can be developed in the classroom that enables them to put them into practice.

Attitudes or insulting words that they say intentionally or unintentionally to each other often cause conflicts that occur between students. Not infrequently, these words are used innocently

between friends, as a sign of friendship between them. But, in other situations, they cause quarrels, anger, and injuries, and may even end up in fights between them.

To teach students to cooperate - Cooperation is the goal of the school and the teacher. He is particularly encouraged to work with groups in the project's implementation method, setting up groups of students, sometimes even respecting the wishes of his friends, but also with the teacher's suggestions. These have socializing values, create the spirit of competition that is realized in the group, and enjoy the achievement or the result in the group. This brings the students closer, socializes them, and makes them learn from each other. They even lead the group as a "leader". We encountered cooperation in our daily life, but also in school practice, in groups and learning strategies, etc. If cooperation is always called a good thing and makes up the objective of many practices and activities with children at school, I saw competition as an inhibitor and a source of conflict. For this reason, there is a need to create a more accurate idea of values, limitations, or dangers, first in close connection with cooperation, which can be educated and perfected through education and involvement in practical activity.

Always according to Krasniqi

1. Competition strengthens character.

2. Cooperation gives students with problems or weaknesses the opportunity to benefit at the expense of each other.

3. Competition strengthens confidence and self-esteem.

4. In cooperative situations, students should never challenge themselves but strengthen their self-confidence.

5. Students must learn to compete in a competitive society.

6. Competition is appropriate in a school setting.

7. Children should be in collaborative environments.

8. Cooperation often leads to greater achievements than competition.

Students work more in groups and it depends on how they learn to work in groups and are educated to fight laziness. Children want to learn how to compete, for the simple fact that it is impossible to grow up in this country without learning to compete. But on the other hand, we should not forget that competition occupies only a small part of the totality and variety of social relations. Competition affects you by making you want and worry about avoiding failure. However, the problem should not be seen only in black and white, at its edges, because although many equate failure with loss it is part of an important part of the learning process. We know that man learns from his mistakes and failures. Competition prepares students for what we call real life. Although competition by its very nature leads to wins and losses, it is important to remember that we must instill in students a competition that promotes progress and not anger, hatred, a sense of superiority over some, and pessimism and disappointment over others. A good way to give children the opportunity of cooperation skills is through collective games. Their importance has increased in recent years because they do not necessarily involve competition.

To avoid violence at school - The notion of "violence" has a wide scope at home and school, in society, with different nuances and dimensions. Let's start with the positive phenomena; we characterize a school without violence by:

- Maintaining the physical health of students inside and outside.

- Respecting the physical characteristics of students with special care for physical, physiological, social, or sexual development.

- Attention to individual physical changes.

- Approaching equal chances for all students without gender, social, cultural, religious, ethnic, etc. differences to include in health and physical activities at school.

- Respect for students with special needs.

- Prevention of physical violence against students and among them.

- Taking administrative measures against students who abuse or against other factors who exercise violence at school. (Krasniqi, 2012)

Physical violence is the most barbaric manifestation of violence against students. Psychological violence through contempt, insult, ridicule, insult, strict prohibitions, social isolation, restriction of movement, and disregard of students. Psychological violence affects the students as fear, surprise, closing in on themselves, and because of these, schools are worried. But even the "voice", the timbre of the voice, expresses violence, psychic, arrogance or a tone of voice also expresses calmness, kindness, and understanding. (Kraja, 2012)

Violence has other manifestations, such as social violence at school. Other community and school factors are also possible sources of violence, such as

- The family is a possible source of violence.

- The teacher or educator is a possible source of violence.

- The head of the school, a possible source of violence.

Students should grow up and be educated with the idea that violence brings only negative consequences. Violence stems from an irritated and tense, nervous system. It can cause damage to health, injuries, beatings, and others. Violence also results in material damage, damage to personal items, school property, and other things.

Whenever there are signs of nervousness in the classroom, which can end in violent actions, the teacher, must make it clear to the students what are consequences, so that within their consciousness there is a denial of violence. During free conversations with students, teachers should work to explain to them:

1. active, nonviolent resistance to evil,
2. convincing the opponent of the right of a case.
3. aims to gain friendship and mutual understanding between people,
4. tries to achieve reconciliation,
5. seeks to build a community based on coexistence and human solidarity.

We know that children often develop prejudices against people who are different.

The family, the groups they belong to, social institutions reinforce these prejudices, and governmental, language.

So from this, we can conclude that if people hold intolerant or harmful attitudes, it depends to a large extent on the attitudes that prevail in the social group to which they belong. If tolerance has become the norm in the environment we live in, it is very likely that we, whether we like it, will become tolerant.

The teacher must work to convince the students that tolerance is intelligence, education, and culture, therefore they must be prepared to apply tolerance because this way they also respect themselves. Tolerant is the teacher towards the diversity that exists in his class. Should he force students to follow a strict line, give them free rein, or let them choose a middle ground between the first two?

The answer to this question is important because the teacher is the model of behavior for the students and in this way influences the creation of the classroom environment, which can be tolerant and therefore produce tolerant behavior or it can be intolerant and therefore be a source of constant conflicts.

When a student asks if I can develop their assignment differently, it is good for the teacher to think twice before saying no. He should provide students with opportunities to contribute in the classroom, reflecting their differences.

According to this, we can observe that children often condemn diversity in others and they do this because they do not understand it. When they understand and learn to appreciate its value, intolerance also weakens. The teacher must be careful in dealing with different students. This is a delicate subject because it requires the teacher to control his attitude, behavior, prejudices, likes, and dislikes. The application of such methods leads to the creation of models, which reflect the teacher's attitude toward differences and towards different students in particular. The attitudes of the teacher, as values of the model, pass to the students through his behaviors. Even in this area, the influence of the family is important. In a family that has built its internal life based on the principles of understanding, necessity, and civic education, it can rarely happen that the child is rude and violent. The parent is the central figure in a child's life of the Primary Cycle. For this reason, he must balance tolerance and strong discipline. When family members have problems and the parent does not perform his duty properly, the child has the greatest premises to be

irregular, undisciplined, and possibly violent. The void left by the parent and the family in the child's life is to some extent filled by the school and society. It is for this reason that the parent and the teacher must coordinate their work, building a good bridge of cooperation and warm relations with each other. Relationships between people, between parents and teachers, have changed.

Some parents criticize the teacher, instead of feeling the need to cooperate with him. These mindsets do not serve to improve relationships. The unquestionable support of parents for teachers is not necessarily only positive, but also a duty. Parent-teacher meetings should have a periodic rhythm because they help parents to be well-informed about the behavior and progress of their children at school. In addition, contact will help parents and teachers avoid misunderstandings and resentments toward each other. They will also help them prevent possible conflicts among themselves, which in many cases are perceived by them as arising from very important causes. (Kraja, 2008)

A parent is legally responsible for the actions of his child under the age of 14. But the teacher is equally responsible for the child, for the damage he causes while he is at school or under the teacher's supervision. In a study that I activated from the Academy of Education Sciences for deviant behavior in children and teenagers, as a civil society, I found that the children and teenagers who have been implicated or have committed criminal acts, started at the age of 11-12-13, even though they are not caught by the law. This does not mean that the family and the school are not very actively organized in the identification and loss of abnormal behavior acts of hooliganism, thefts that start with school absences, with the use of cell phones as a means to connect with the older ones, some of whom may be criminal contingent. Therefore, teacher-parent cooperation will not only be about the grades and points of the students but about the causes of the drop in lessons, avoiding absences as a preventive measure.

CHAPTER III CONTAINS

3.1 Method

The research will be done in Primary School, Istikball, in Tetovo in three classes of this school and grades V1, V3, and V4 with a total of 70 students. The success of the students will be taken with the help of the teachers of these classes. As for the research method for the students' families, we will prepare special questionnaires that will be filled in by the student's parents.

After completing the questionnaires together with the students' success statistics, statistical analysis will be done with the SPSS program and from there we will extract the necessary results.

The method used in the study is a mix between the applied quantitative method and the qualitative method. The quantitative method includes observation through structured questionnaires implemented with parents and teachers, while the qualitative method includes an in-depth exploration of the study through semi-structured interviews implemented with school leaders and school pedagogues.

 Also part of the study methodology is the observations carried out directly in the teaching process, especially the participation in the parent meetings organized at the school.

3.2 Population and Sample

The respondents involved in this study are parents, namely parents of fifth-grade students of the primary school, Istikball, Tetovo.

The parents surveyed are a total of 82 and we chose them to belong to a generation of children, that is, their children are in the fifth grade of primary school.

For the research, we also collected data on the parent's education level and will present it below (table 3).

We did not take their age because we do not believe that there are drastic changes since I conducted the research with parents of students of one generation. We also have data on the gender of the surveyed parents, which we will present in table 2.

I used the survey method in the study. For the paper, questionnaires were prepared, which are the main instruments for collecting data and opinions from parents.

To expand my theoretical horizon, I have previously browsed great authors who have dealt with the problem of education and education in their works, how the word "major work" is used in the curriculum, its bases and principles, great authors of the world tradition such as; Comenius, Psetaloci, Herbart, Gershenshtainer, who have left great works that have withstood the centuries, where the topic of education and education in schools as an institution has been extended, in its special segments, the teacher, the directorate, the parents, the students, the organizers of them or particular individuals.

3.3 Instruments

The instruments and techniques applied in our study were: surveys, surveys, questionnaires, direct contact with teachers, students, and parents, and the use of documents that are data factors for students' persistence towards learning, towards each other, the level of knowledge of students, educational work in the educational process, documentation for genuine educational activities, social life, cultural and sports activities at school.

A very large and significant effect on children, and on fifth-grade students, is the image of familiar, everyday people with whom they live and who serve as models that the students have at home, or with their relatives outside the home, so the family undoubtedly plays a very important role in the success of students.

  The study contains evidence of success, of student participation in school, as well as evidence of parents' participation in parent meetings.

The questionnaire is the most important part of the research. Initially, it contains information about the surveyed parents, their education, and employment. Then it contains questions related

to the social and economic status of the student's family, an important element of our work, and it also contains information about the life with children's grandparents, as well as the importance of their cooperation with teachers, namely with the school.

3.4 Data Collection

I carried out the distribution of the questionnaires in cooperation with the teachers and management staff of the "Istikball" Primary School in Tetovo. We contacted the parents through their children, the questionnaire was anonymous. We accepted the questionnaire filled out, there were no unfilled questions.

3.5 Data Processing with SPSS

The last stage involved entering the data into the statistical program SPSS data coding according to the ordinal and scalar scale as well as the presentation of findings in narrative form. During data processing, validity and constructive reliability were examined in terms of questions regarding the attitude of the respondents.

CHAPTER IV

4. ANALYSIS OF THE RESULTS

The purpose of this questionnaire was to carry out a research which has to do with the influences of the family of the student on the learning and the results will serve to improve the educational process.

More and more often, we are witnessing a very pronounced dissatisfaction of parents towards schools - the way they work, how they approach and solve various problems. On the one hand, parents have the impression that schools are inaccessible for cooperation, and those who work with children in schools believe that parents are uncooperative.

Cooperation between the school and the student's family is very important for the success and development of the child. High-quality cooperation between parents and the school enables constant monitoring of the work and development of students, makes it possible to find the causes of possible difficulties, and also helps in spotting omissions and encouraging normal development in order to achieve the best overall psychosocial adaptation of the child or adolescent.

The problem therefore exists in the lack of real and quality communication, which results in a growing gap, dissatisfaction and a number of unused potentials on both sides.

School success is strongly influenced by the family. The school success of students, as well as the adaptation of the child to the conditions of school life, is influenced by parental upbringing, supervision and support that parents provide to children, as well as mutual closeness and love. The results of the latest research indicated that parental styles affect school success, whereby children who they come from families where the authoritarian parenting style prevails, they have lower school success, and where the authoritative parenting style prevails, they have higher school success.

4.1 Descriptive Analysis

Table1

1. How many members does your family have?

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Up to 4 members	27	32,9	32,9	32,9
	5-6 members	34	41,5	41,5	74,4
	More than 6 members	21	25,6	25,6	100,0
	Total	82	100,0	100,0	

How many members does your family have?
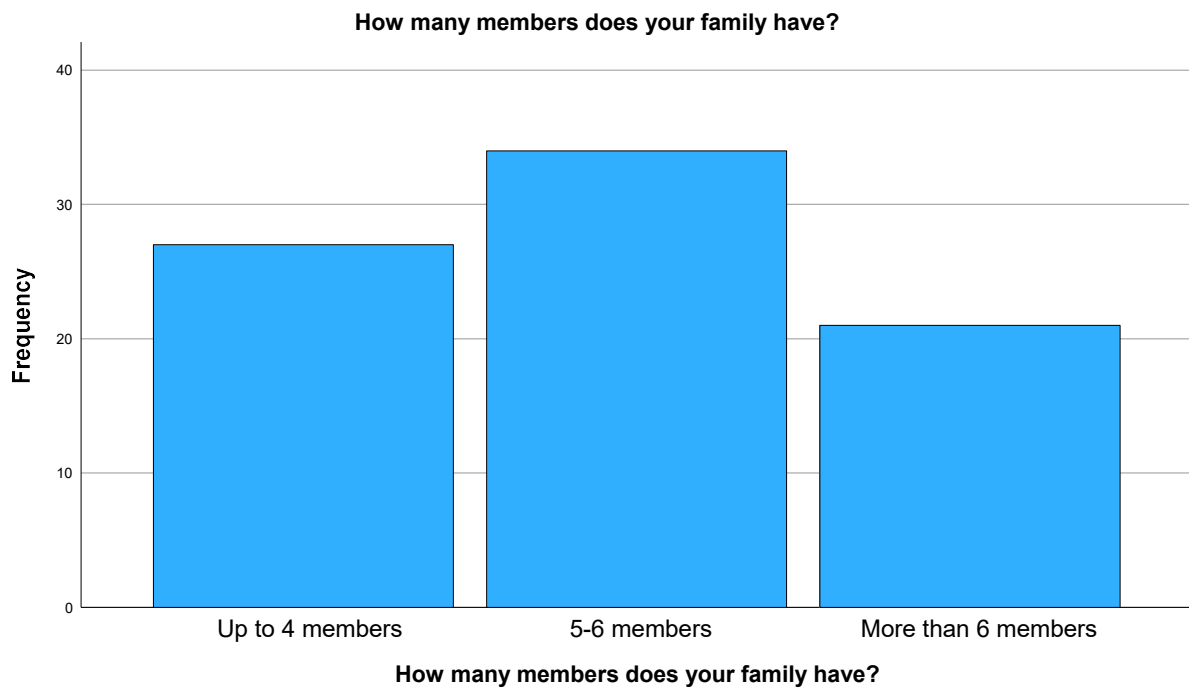
According to the answers of this questionnaire, 41.5% of the families have 5 to 6 members, and only 25.6% have more than 6 members. Families with up to 4 members are present in 32.9% of cases. This shows that contemporary Albanian families are no longer multi-member as they were traditionally, and this undoubtedly affects the positive success of students.

Table 2.

2. Do you live with your family?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, we live together	72	87,8	87,8	87,8
	We are divorced	6	7,3	7,3	95,1
	Other	4	4,9	4,9	100,0
	Total	82	100,0	100,0	


Do you live with your family?
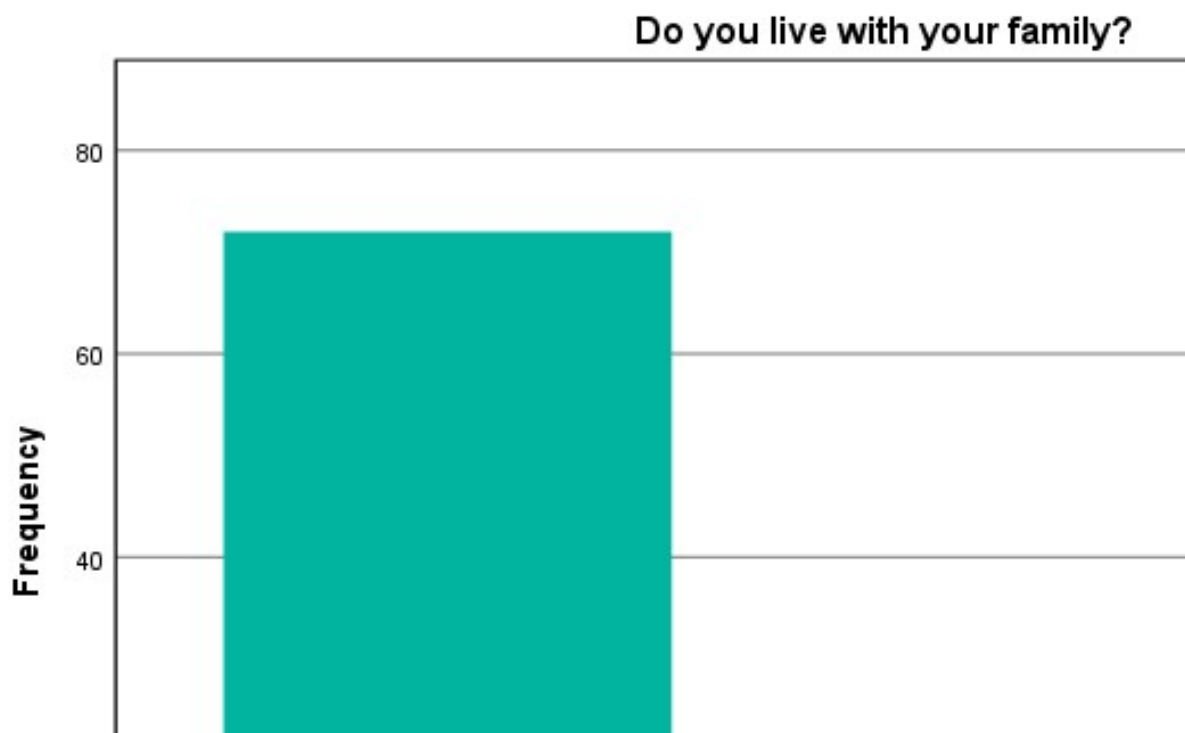
The results we got from question number two on family status are as follows: 87% of the respondents on the question about their marital status stated that they live together, and only 7% of the respondents are divorced. This shows that the number of divorces in our city is very low. This is due to religion, tradition, and the type of the family, which in our case is mainly patriarchal. 87.8% are married, and only 7.3% are divorced.

Table 3.

3. Level of education of the mother:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Elementary school	16	19,5	19,5	19,5
	High school	25	30,5	30,5	50,0
	Faculty/Master/Ph D	41	50,0	50,0	100,0
	Total	82	100,0	100,0	

Level of education of the mother:
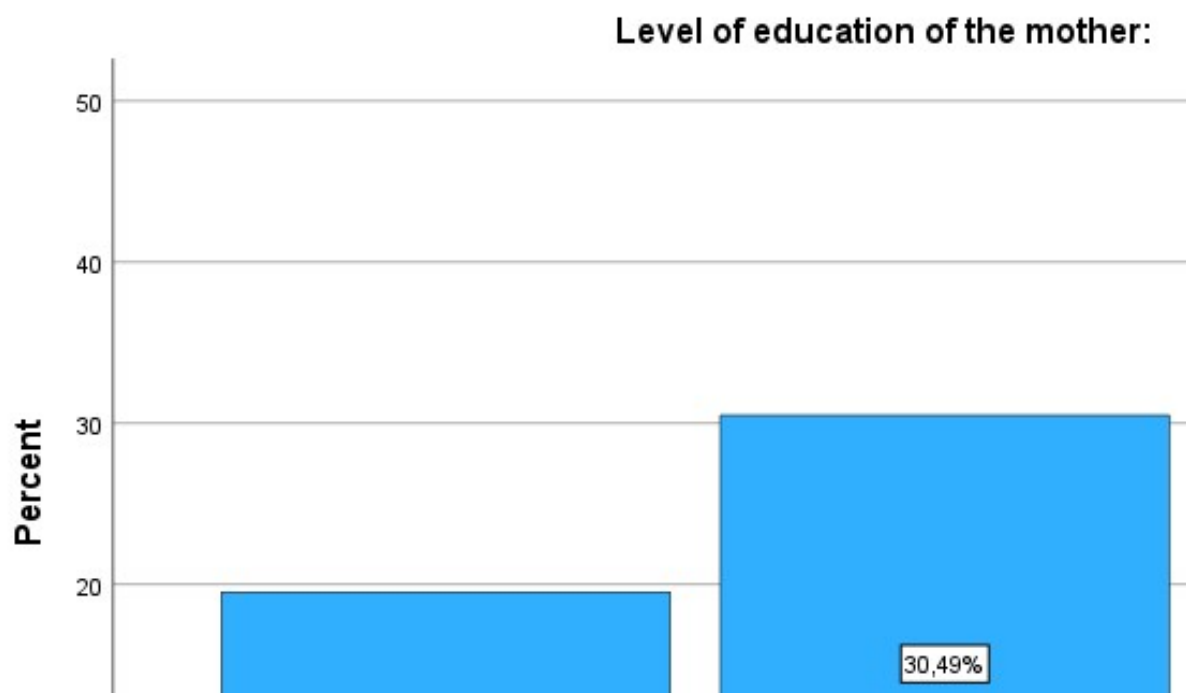
The level of education of the mother, according to the given answers on this questionnaire is slightly lower than the father's level of education according to question number 4. 50% of mothers have a Faculty or Master's degree, and 51.2% of fathers have Faculty/Master/Ph.D degree.

## 4. **Level of education of the father**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Elementary school	10	12,2	12,2	12,2
	High school	30	36,6	36,6	48,8
	Faculty/Master/Ph D	42	51,2	51,2	100,0
	Total	82	100,0	100,0	

Level of education of the father
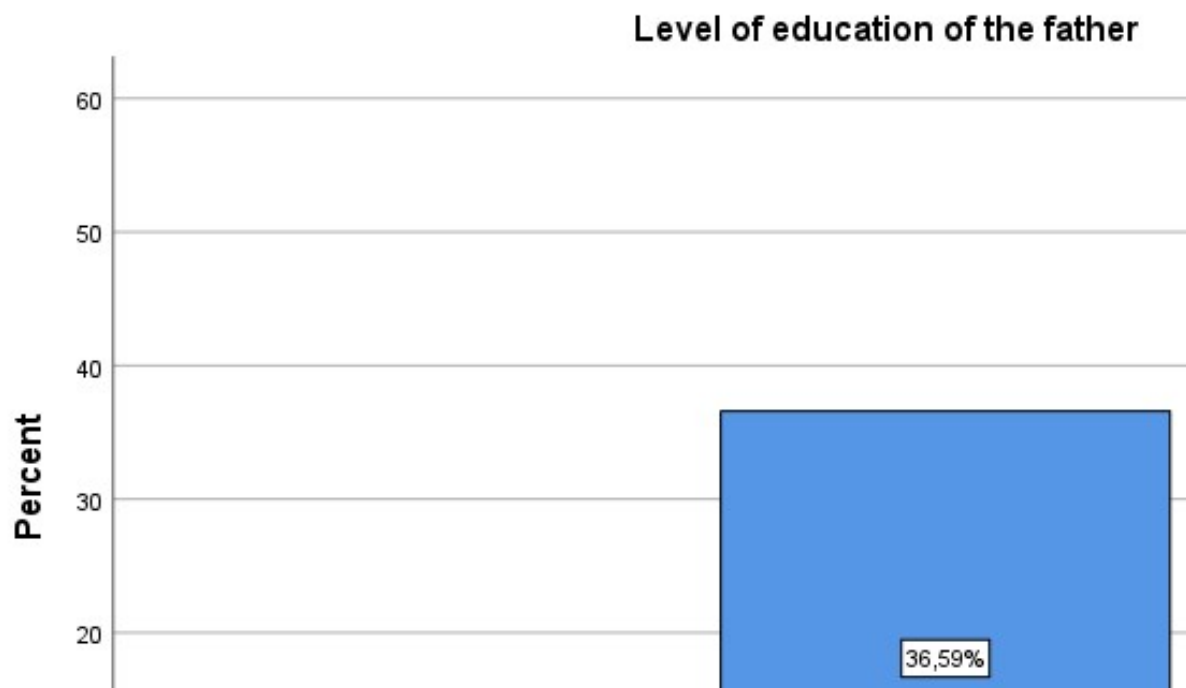
The level of education of father, according to given answers on this questionnaire is slightly higher than mothers level of education according to prior question. 51.22% of fathers have a Faculty or Master degree, and 50% of mothers have Faculty/Master/Ph.D degree.

5. Are you employed?

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Only the father	38	46,3	46,3	46,3
	Both of us	41	50,0	50,0	96,3
	None of us	3	3,7	3,7	100,0
	Total	82	100,0	100,0	

Are you employed?
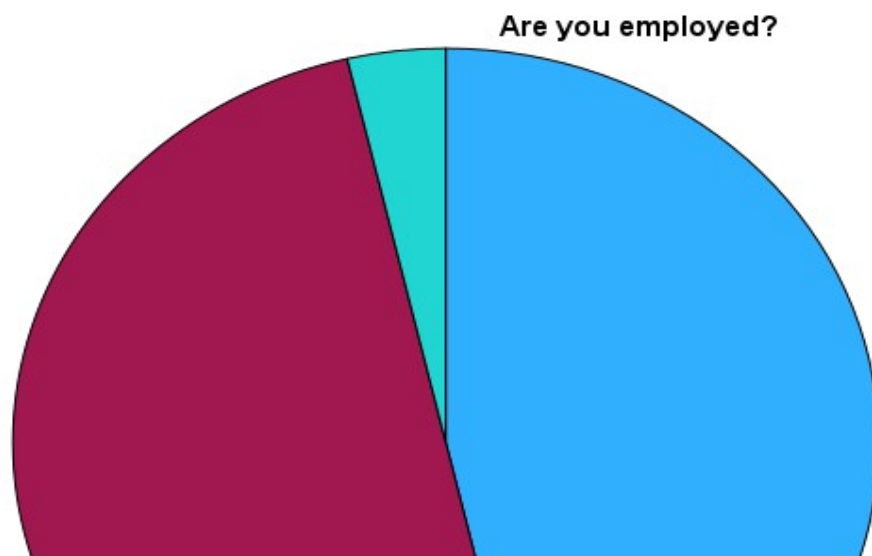
In 50% of the families, both of the parents are employed. Only 3.7% of families have none of the parents working. This can be interpreted by the fact that more educated parents are more

competent in providing help to children in learning, and are therefore at an advantage. More educated parents can be a model for forming a positive orientation toward school.

6. Do your grandparents live with you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	31	37,8	37,8	37,8
	One of them	19	23,2	23,2	61,0
	They dont live with us	32	39,0	39,0	100,0
	Total	82	100,0	100,0	

Does your grandparents live with you?
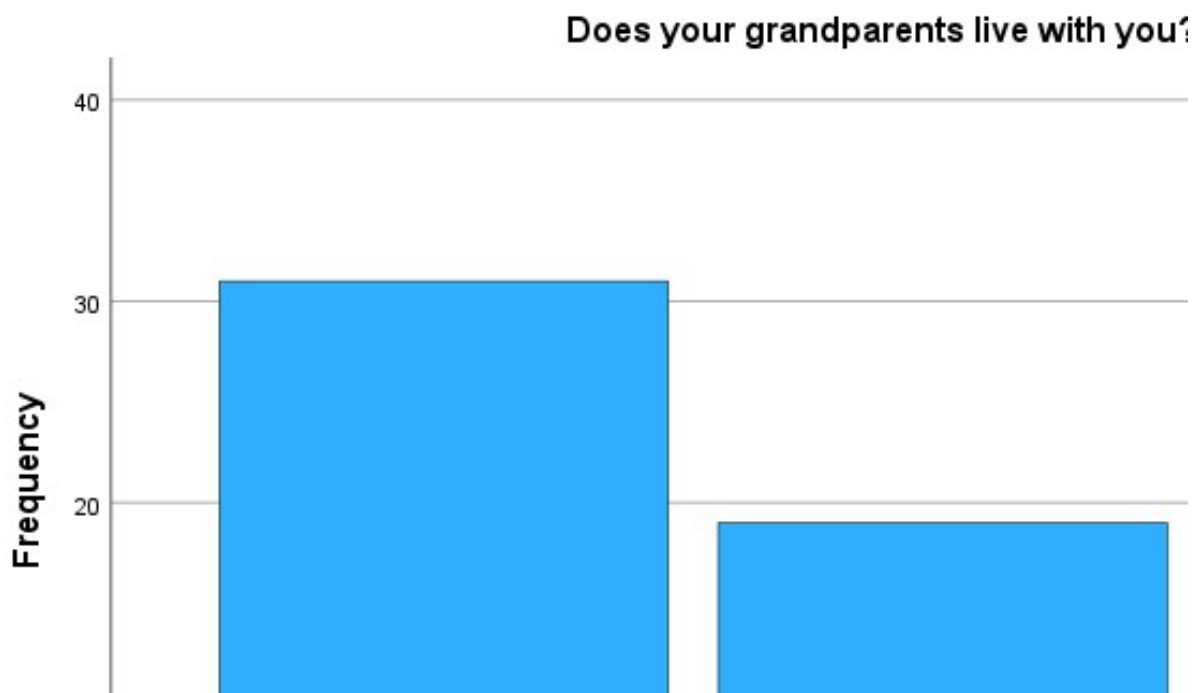
At 39% of families, grandparents don't live with them, and this is the indicator that grandparents are not included when asked who helps the children with their studies. Their participation in helping the children with their homework, or other school duties, is only 4.9%

## 7. Which one of you helps the children to study?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Father	8	9,8	9,8	9,8
	Mother	38	46,3	46,3	56,1
	Both	32	39,0	39,0	95,1
	Grandparents	4	4,9	4,9	100,0
	Total	82	100,0	100,0	

Which one of you helps the children to stu
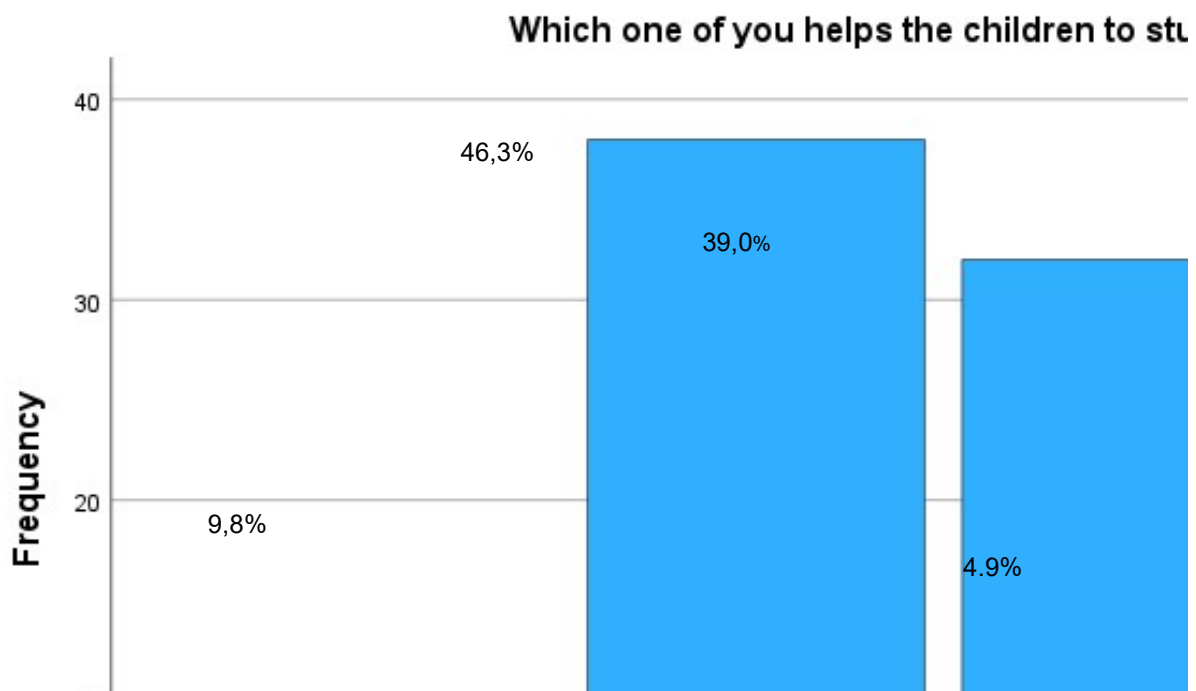
On the question of which one helps more the child with his duties or homework, both of the parent's involvement is taken into account because they are almost equally involved. According to the answers to this question, 46, 3% have declared that only mothers help their children with their duties or homework. 39% say that both parents help their children, and 15% of children are getting help only from their father or from their grandparents.

8. Which one attends parents' meetings more often?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Father	3	3,7	3,7	3,7
	Mother	54	65,9	65,9	69,5
	Both	25	30,5	30,5	100,0
	Total	82	100,0	100,0	
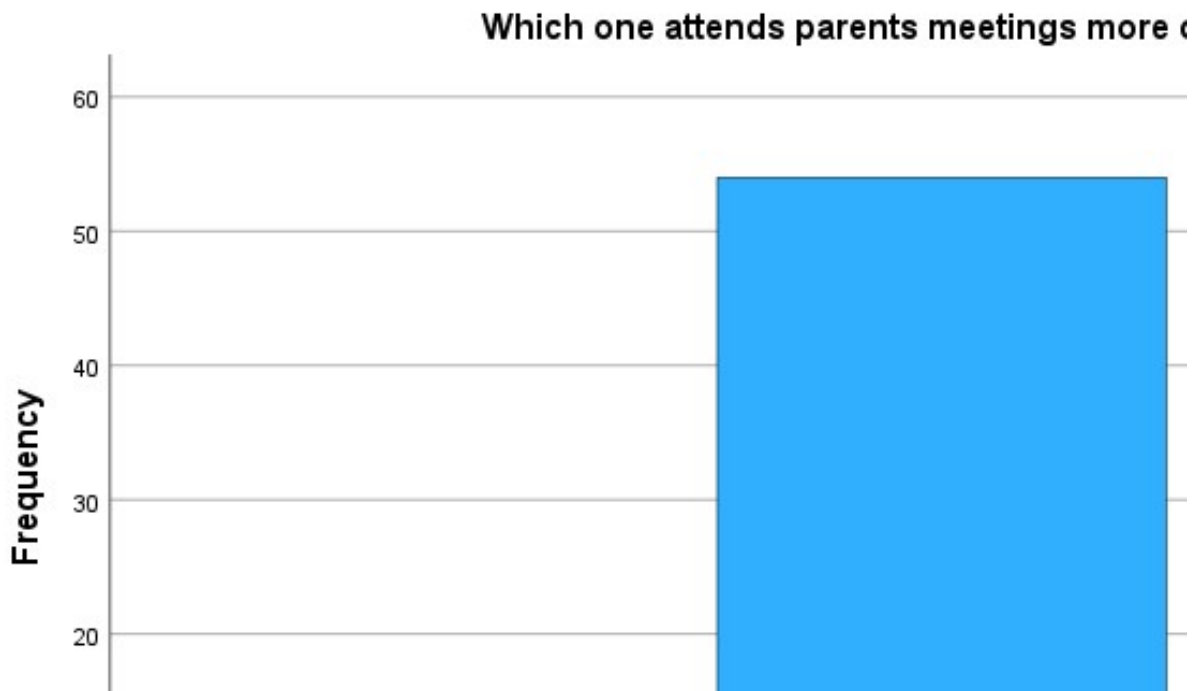
Under the involvement of parents, the involvement of the mother is taken into account more, because her presence in parenting classes is in a higher percentage compared to the father, with 65.9%, and this allows us to state that mothers are more involved in the child's school activities.

9. Do you think that your cooperation with the school and the teacher is important for the success of your children?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	80	97,6	97,6	97,6
	Partially	2	2,4	2,4	100,0
	Total	82	100,0	100,0	

Do you think that your cooperation with the school and the teacher is i children?
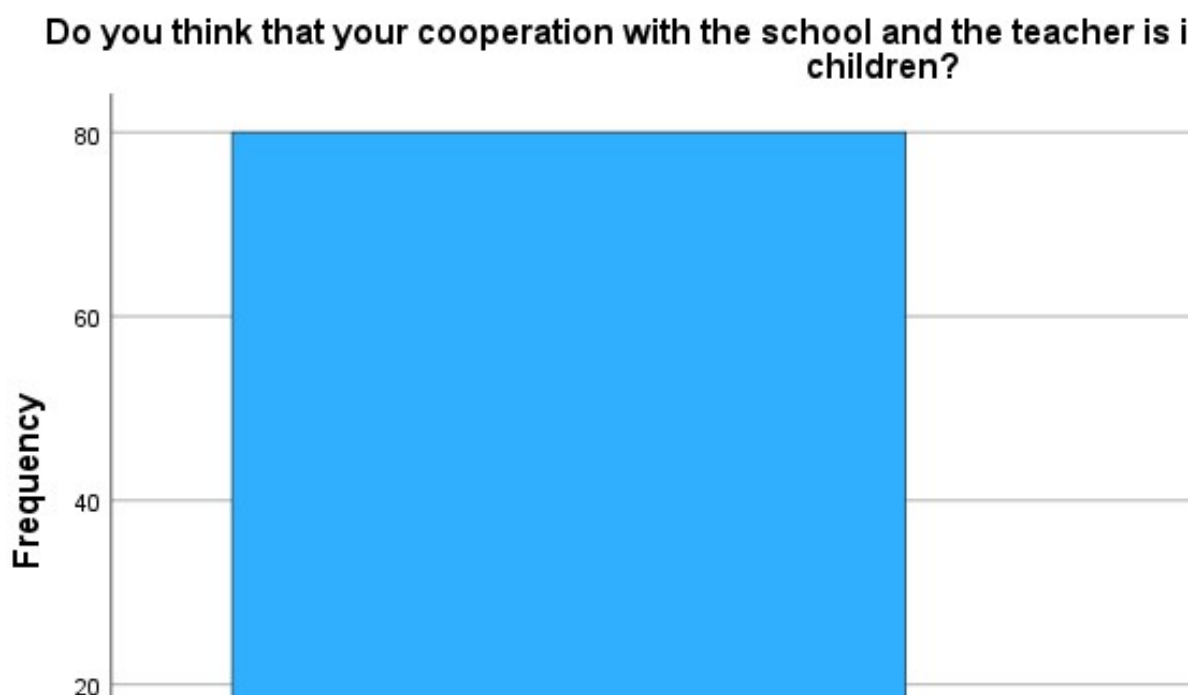
When asked if they think that their cooperation with the school and teachers is important for the child's success, 97.6% of them think that this cooperation is important and only 2.4% partially agree.

10. Do you think that your professional help to your children affects their success?

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	67	81,7	81,7	81,7
	No	4	4,9	4,9	86,6
	Partially	11	13,4	13,4	100,0
	Total	82	100,0	100,0	
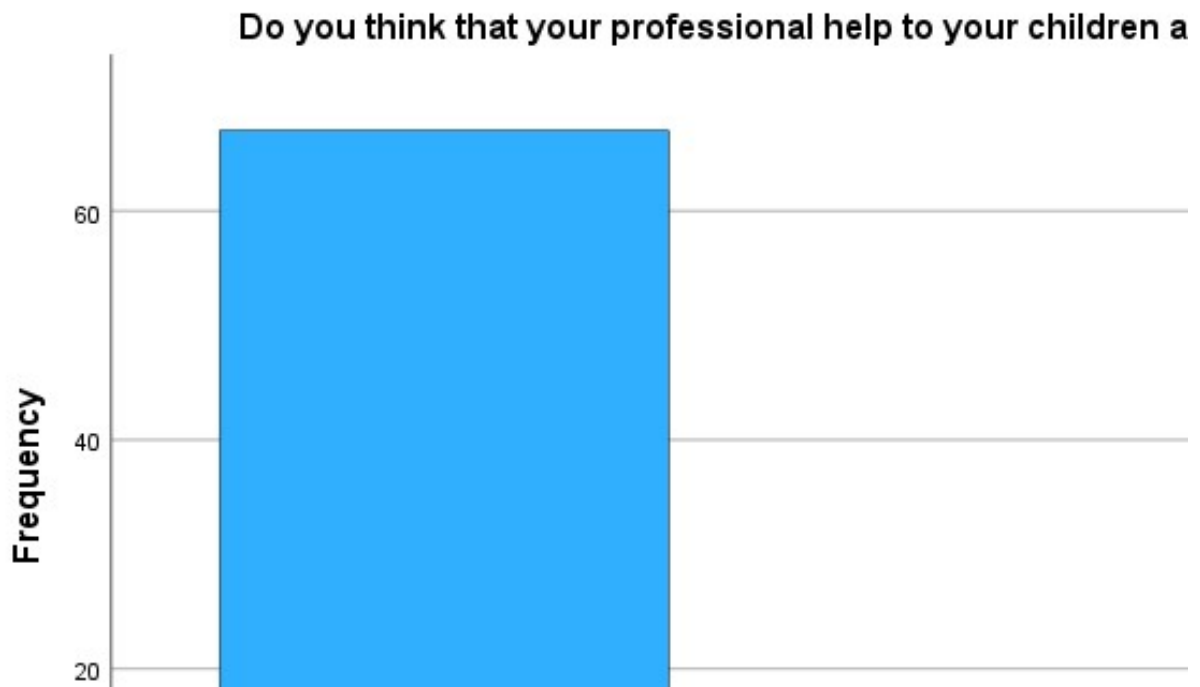
81, 7% of the parents agree that helping professionally their children affects more in getting higher school grades. The percentage of the ones that disagree with this is very low, actually 18, 3% say no, or partially agree.

11. What was your child's success last year?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	10	12,2	12,2	12,2
	Very good	18	22,0	22,0	34,1
	Excellent	52	63,4	63,4	97,6
	Not satisfying	2	2,4	2,4	100,0
	Total	82	100,0	100,0	
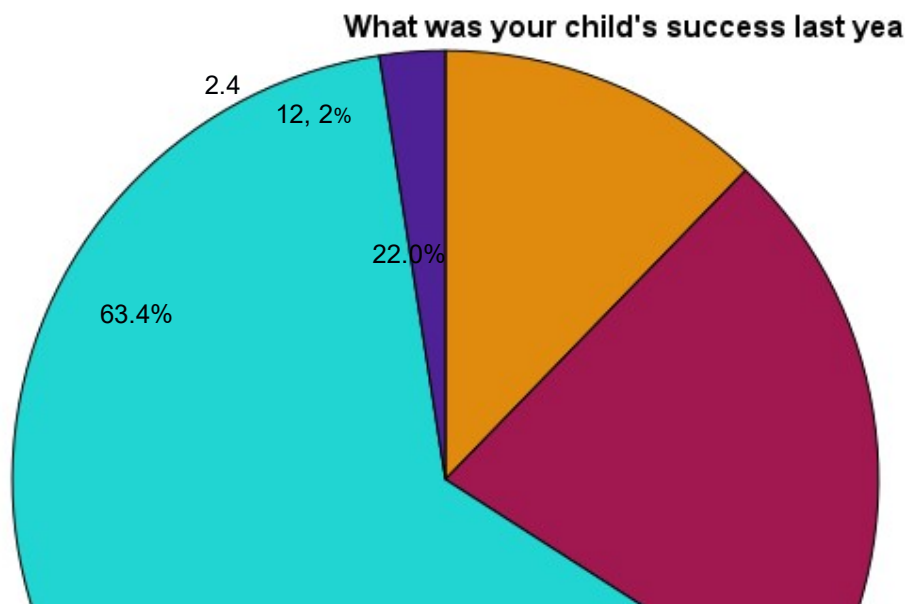
What was your child's success last yea

This research wants to examine how much parental involvement in the child's school development affects his school success, and whether parental involvement has the same impact in higher and lower grades.

63.4% of the participants that filled this form stated that their child had an excellent success at school last year, 22.0% of them told that their child had a very good success, and only 12.2% of the children had good success last year of school.

## 12. Do you think that you are also to blame for your child's success?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	38	46,3	46,3	46,3
	No	27	32,9	32,9	79,3
	Partially	17	20,7	20,7	100,0
	Total	82	100,0	100,0	
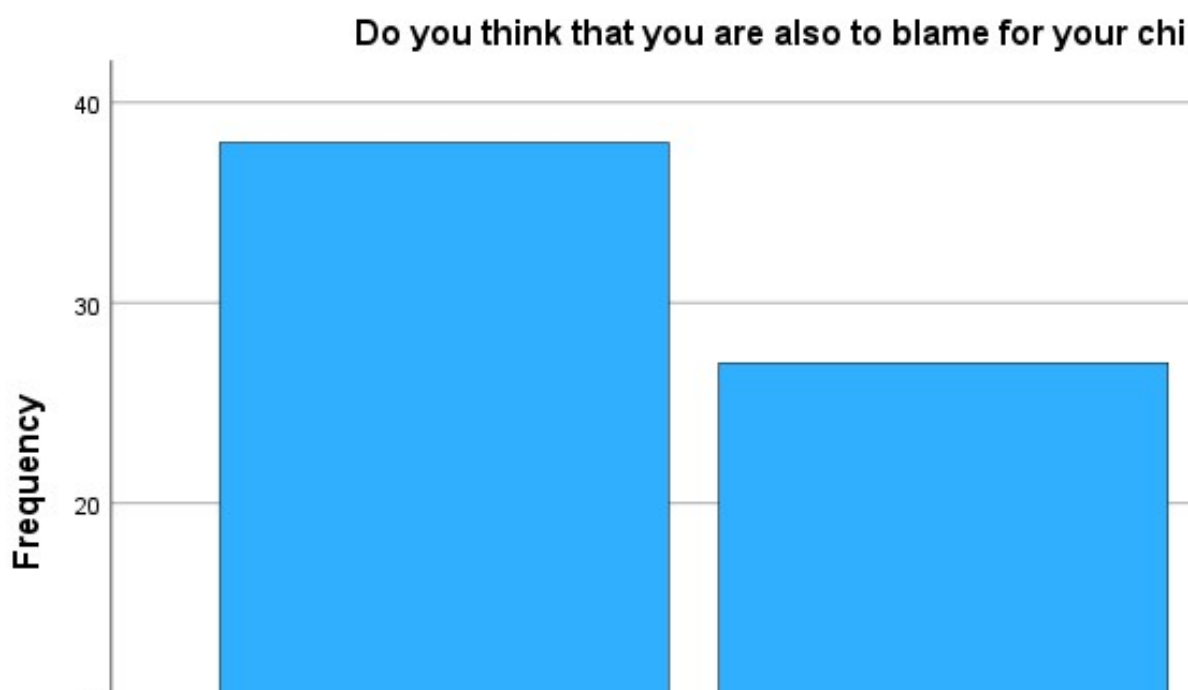
This graph shows that most the parents 46, 3% think that they are also to blame for their child's success, but it is surprising the fact that percentage of the parents that they don't consider themselves guilty is rather high 32.9%.

13. Are you satisfied with the institution and the school's cooperation with you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	54	65,9	65,9	65,9
	No	3	3,7	3,7	69,5
	Partially	25	30,5	30,5	100,0
	Total	82	100,0	100,0	
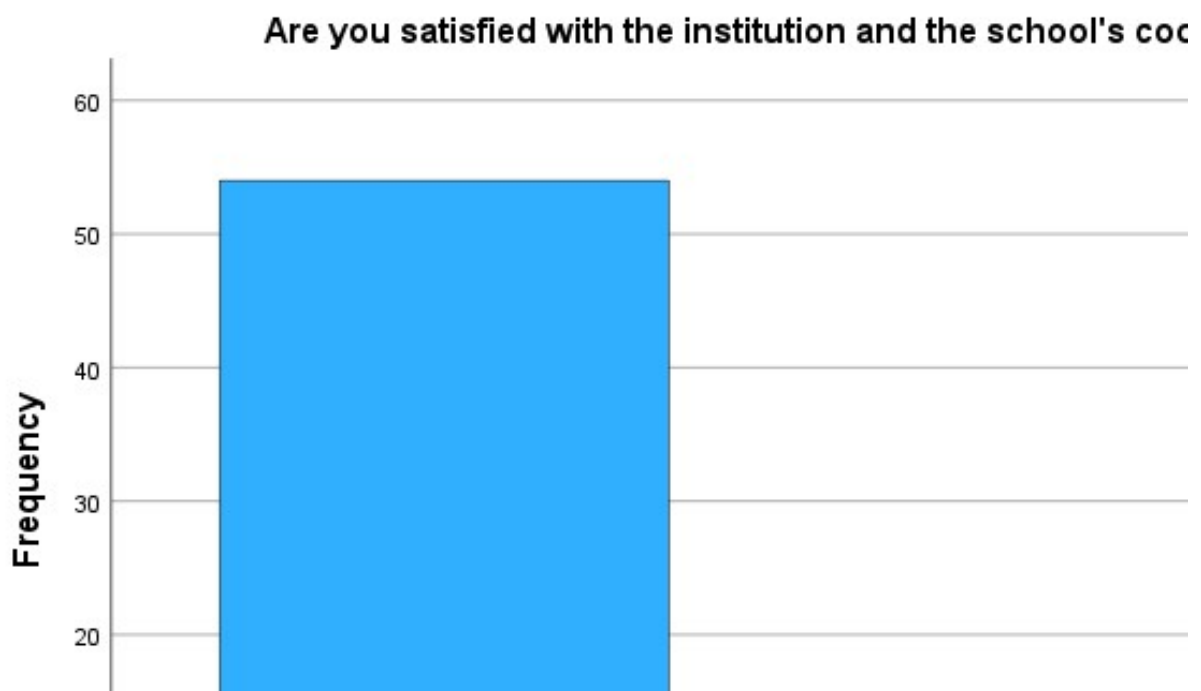
Cooperation with school is very important for child's success. The answer of this question shows that 65.9% of the parents are satisfied with this cooperation, and only 3.7% state that they are not satisfied, while the rest of 30.5% only partially agree

Under parental involvement, the mother's involvement is taken into account because it is assumed that mothers are more involved in the child's school activities. The results showed that mothers of different levels of education do not differ with regard to direct involvement in the

child's school development, but there are differences in indirect involvement, i.e. it has been proven that more educated mothers work harder and participate in learning extracurricular content in their free time.

4.2 Inferential Analysis

This research wants to examine how much parental involvement in the child's school development affects his school success, whether the amount changes involvement with parents' education and the child's transition to a higher grade, and whether parental involvement has the same impact in higher and lower grades.

Level of education of the father / What was your child's success last year? Crosstabulation

		What was your child's success last year?				
		Good	Very good	Excellent	Not satisfying	Total
Level of education of the father	Elementary school	4	3	3	0	10
	High school	4	9	15	2	30
	Faculty/Master/ PhD	2	6	34	0	42
Total		10	18	52	2	82

Bar Chart
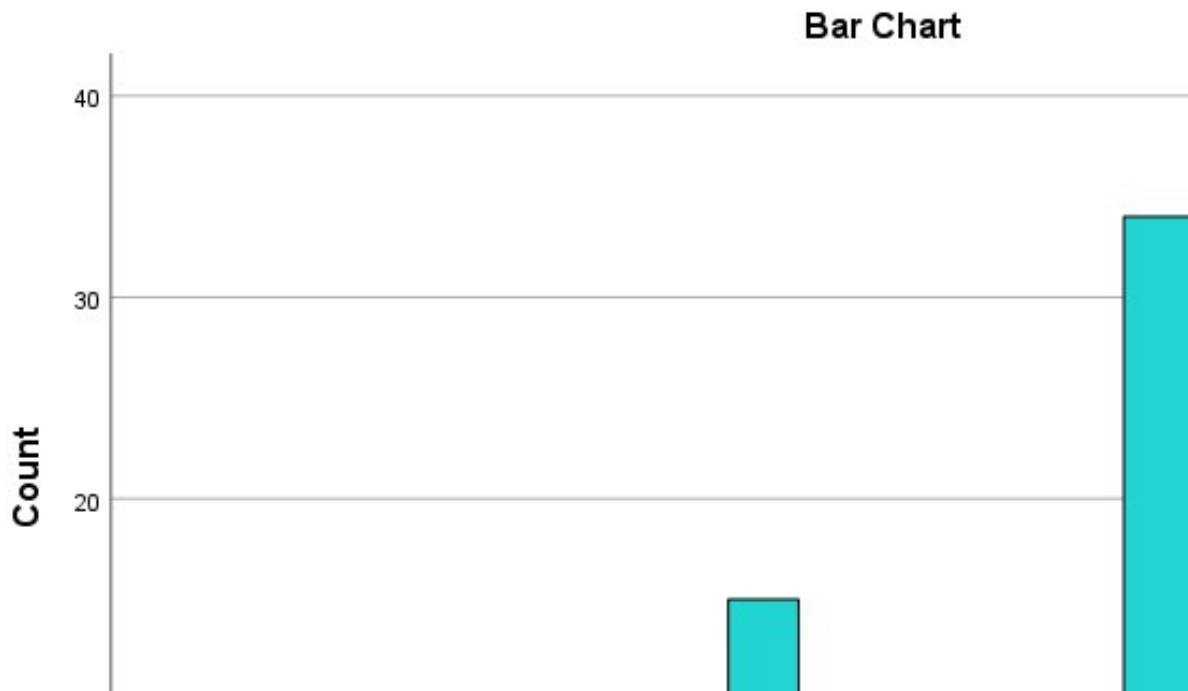
One important fact to observe is that children of parents with higher education, Faculty/Master/Ph.D do have higher grades; they had excellent school success last year. As we can see the the graph shows this clearly. In this case, we compared the effect a father's education on a student's success, and we have a positive correlation. The case is almost the same also when the mother's education is higher - Faculty/Master/Ph.D.

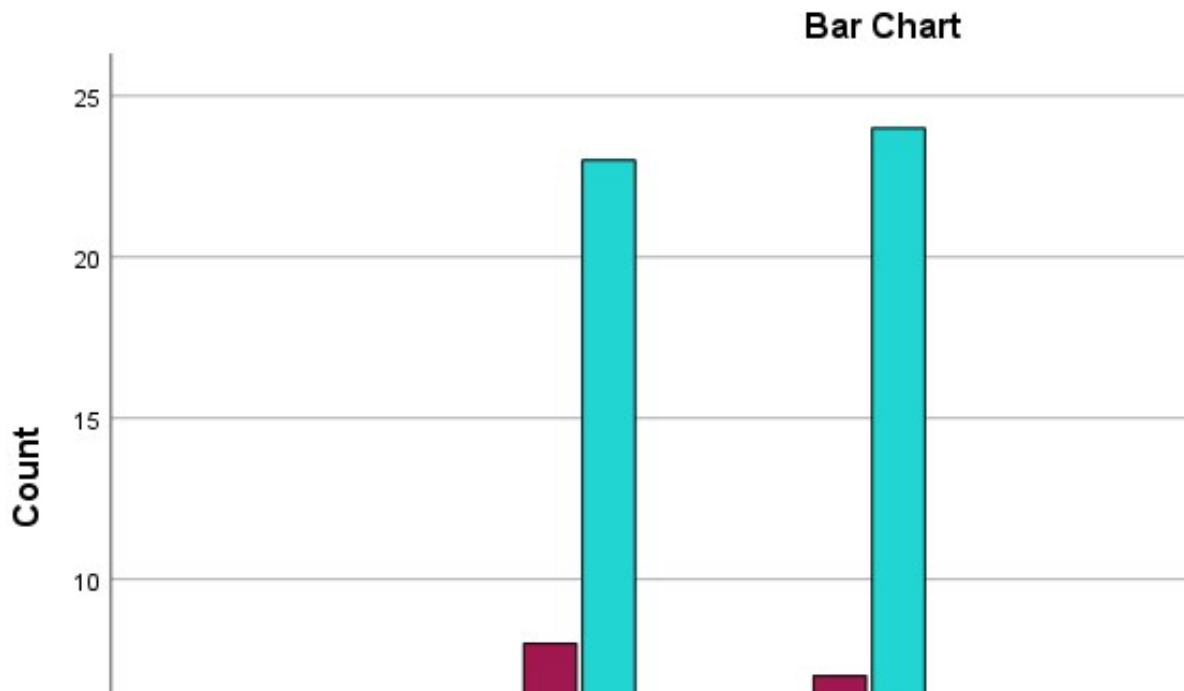**Level of education of the mother: * What was your child's success last year? Crosstabulation**

		What was your child's success last year?				Total
		Good	Very good	Excellent	Not satisfying	
Level of education of the mother:	Elementary shcool	4	5	6	1	16
	High shcool	4	9	12	0	25
	Faculty/Master/PhD	2	4	34	1	41
Total		10	18	52	2	82

Bar Chart

The results showed that mothers of different levels of education do not differ concerning direct involvement in the child's school success, but there are differences in indirect involvement, i.e. it has been proven that more educated mothers work harder, and participates in learning extracurricular content in their free time.

Which one of you helps the children to study? / What was your child's success last year? Crosstabulation

| | | What was your child's success last year? | | | | |
		Good	Very good	Excellent	Not satisfying	Total
Which one of you helps the children to study?	Father	2	2	3	1	8
	Mother	6	8	23	1	38
	Both	1	7	24	0	32
	Grandparents	1	1	2	0	4
Total		10	18	52	2	82

Bar Chart

Through co-relational analysis, a positive correlation (although insignificant) was observed between the variables of school success and the fact that students like to spend time with their parents.

A positive moderate association is also observed with the variables of school success and the provision of support by parents and acceptance by parents.

So this is the conclusion of the hypothesis number 1 according to this question:

1- What is (if any) the influence of family financial status on students success?

 1- There are statistically significant relationships between the influence of the family and the success of students in primary education.

And hypothesis 3 is according to this question:

3 - Does employment status of family affect students' success?

3 - Families with employed parents have a significant impact on the success of students in primary education according to these analyzes are **correct.**

In the following, we will present the comparative statistical results that we obtained from the questionnaire on the impact of the cooperation of parents with the school and the success of students:

Which one attends parents meetings more often? / What was your child's success last year? Crosstabulation

		What was your child's success last year?				
		Good	Very good	Excellent	Not satisfying	Total
Which one attends parents meetings more often?	Father	1	1	0	1	3
	Mother	8	11	35	0	54
	Both	1	6	17	1	25
Total		10	18	52	2	82

Bar Chart
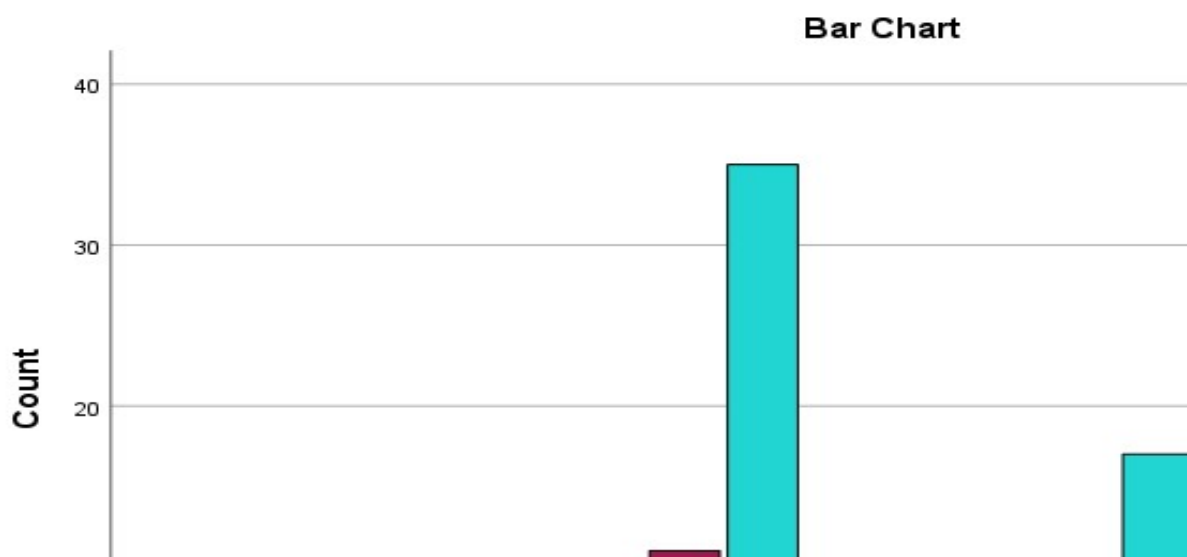
The results were as we expected them to be, so 35 excellent students and 25 students with very good success had both parents and one parent in their meetings with their parents.

Pupils with higher school success have been reported that they have more support and help from their parents than students with lower success. Again, the role of the mother is one to consider more because they attend parent meetings more often.

So we can conclude that hypothesis 2 is according to this question:

2 - Is the cooporation between the school and family is an important factor on students' success?

2 <u>**There are statistically significant relationships between school-family cooperation and the success of students in primary education-**</u>turns out to <u>**be correct.**</u>

As for hypothesis number 4 is according to this question:

4 - What is the influence of family sieze on students' success?

<u>**4-Families in which also grandparents live have a significant impact on the success of students in primary education**</u>, our statistics show that tt 39% of families, grandparents don't live with them, and this is the indicator that grandparents are not included when asked who helps the children with their studies. Their participation in helping the children with their homework or other school duties is only 4.9%. It turns out that this <u>**hypothesis is not correct.**</u>

Conclusion

The purpose of this study was to highlight the role and influence of the family on student achievement based on the perceptions, expectations, and assessments of parents and teachers regarding this process. The study also aimed to highlight the role of social factors that influence the quality of teacher-parent communication: parents' social status (parents' education, employment), the influence of grandparents, and the influence of divorce. The study included 82 parents at the "Istikball" Primary School in Tetovo (public school).

Based on the research conducted on a sample of respondents in the Tetovo municipality, several conclusions can be drawn. Namely, the results show that students from lower grades show better results and better overall success compared to older grades. This is also influenced by the fact that parents are more motivated to help their children while they are still young, because they believe that they cannot do some schoolwork on their own, and they need help to a certain extent. Furthermore, the results showed that parents are less often employed when their children are younger, that is, mothers only look for work when their children grow up, and this is also one of the factors that older students do not have much control over their parents, and their school is less successful. The educational structure of the parents is of great importance. Namely, the majority of professional associates from the school believe that the educational structure of parents is a very important factor in student success. Since most of the surveyed parents have a university degree, the results also show that most of the children have excellent academic performance. All of these are important predictors of the quality of students' school success.

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Appendices

QUESTIONNAIRE FOR PARENTS

Dear parents, I hope you will find some time and understanding to complete this questionnaire.

This questionnaire carries out research for the Master Thesis which has to do with the influences on the learners and will improve the educational process.

The questionnaire is anonymous and with prior permission from the directorate.

With respect,

Student Anila Esati

1. **How many members does your family have?**
a) Up to 6 members
b) 5-6 members
c) Over 6 members

2. **Do you live with your family?**
a) Yes, we live together
b) We are divorced
c) Other

3. Level of education of the mother:

a) Elementary

b) High school

c) Faculty/Master/PhD

4. Level of education of the father

a) Elementary

b) High school

c) Faculty/Master/PhD

5. Are you employed?

a) Only the father

b) Both

c) None of us

6. Do your grandparents live with you?

a) Yes

b) Only one of them

c) They don't live with us

7. Which one of you helps the children to study?

a) Father

b) Mother

c) Both

d) Grandparents

8. Which one attends parent meetings more often?

a) Father

b) Mother

c) Both

d) Grandparents

9. Do you think that your cooperation with the school and the teacher is important for the success of your children?

a) Yes

b) No

c) Partially

10. Do you think your professional help to your children affects their success?

a) Yes

b) No

c) Partially

11. What was your child's success last year?

a) Good

b) Very good

c) Excellent

d) Not satisfying

12. Do you think you are also to blame for your child's success?

a) Yes

b) No

c) Partially

13. Are you satisfied with the institution and the school's cooperation with you?

a) Yes

b) No

c) Partially