

## THE EFFECTS OF FAMILY AND NURSERY COOPERATION IN THE NORTH SANDZAK REGION

**Zehra Hasanović**

International University of Novi Pazar

Serbia

*zehra.hasanovic@live.com*

**Summary:** For normal growth and development of a child, particular, is cooperation of preschool institution (nursery, infant nursery) and family (parents). Better cooperation of these two institutions, the way of harmonization educational influence with individual and group contacts are opened. Objectives of this cooperation is better informing to stay of children in family and preschool institution was more substantial. Results of this research will be support to better solving of these problems, and it will open possibilities for getting acquainted all protagonists of this process with possibilities and perspectives for building strong connections and relations between family (parents) and preschool institutions (preschool teachers). The research on theme "The effects of family and nursery cooperation in the North Sandzak region" ,was realized in preschool institutions on the North Sandzak region (Novi Pazar, Sjenica, Tutin, Prijepolje). In the research participated 140 examinees, 80 parents of the children attending preschool institution and 60 preschool teachers who are employees of preschool institutions.

**Key words:** cooperation, family, nursery, child, partnership

### Introduction

In order to achieve a direct cooperation, special responsibility is on teachers, (but also on preschool teachers, psychologists, social workers and medical personnel). The same responsibility in the process of establishing good cooperation between families and preschools is on parents who are obliged, among other things, to make preschool teachers familiar about the status and activities of the child in the family, about the conditions of child's life and work, the abilities and possibilities of its development in the family. Good and bad opportunities in the family are often the cause of the child's special features in behavior which is a clear sign that the child needs the support and assistance. Parents will provide the necessary information to the preschool teachers in order to avoid the possibility of insincere or imagined children's stories about the real situation in the family. Thus, parents and teachers together are obliged to exchange opinions about the child and his behavior, in order to overcome inappropriate behavior of a child. Parents and teachers will communicate during individual parent-teacher meetings, visits to the parental home, and through adequate educational seminars and forums. The most common form of cooperation of the family (parents) and preschools (nursery schools) is individual informing that takes place during the meetings of preschool teachers and parents when they meet each other in person and exchange the necessary information and agree on methods and contents of the joint work of each of these institutions.

With the cooperation, both sides are getting close to each other, they talk, they learn and create a joint strategy with the aim of better growth and development of the child. The teacher and parents on both sides gain experience based on the experiences of the other. Preschools should work on a constant conversations with the family of a child who goes to preschool, which will mean a lot for a child.

The teacher will look for reasons and initiate a visit to the child's home, during occasions such as illness or family member, the enlargement of the family and so on. When visiting the home of the child, teacher will have the opportunity to get to know the conditions in which the child resides and develops, and finally meet the child's family.

In the overall life and work (content) of the preschools, the relationship (cooperation) between the preschools and schools is significant in order for a child to have less painful transition from preschool to school environment.

The continuous monitoring of the child's vertical development is developing and strengthening cooperation between preschool teachers and teachers of the class teaching school the child will attend after their stay in preschool. It can be direct or indirect.

First, a direct cooperation between preschools and schools needs to be realized, and then the level of cooperation reduces down to preschool teachers and school teachers who will take over the child out of preschool in the next year. The cooperation is achieved in a way that school teachers organize joint visits to old school educational groups and share their experiences about the problems that are common. On the other hand, school teachers can organize visits to preschools (nursery schools) with the aim of exchanging experiences on issues of common interest for children who are students of the school, and previously stayed in the preschool.

With such cooperation, preschool teachers acquire the necessary experience to contribute to their quality of work, and on the other hand, teachers in schools get to know children better, as well as the forms and methods of work in preschools.

Society, community, and especially parents expect from educational institutions for children of preschool age to be open to the educational environment, including in its scope of work of all the factors of society who show interest, and family as well. Therefore, we believe that cooperation (partnership) of the preschools and family is very important in order to achieve, above all, unified educational influence in the way of the planned program content. In the large part of their daily activities, child remains within the family that leaves a strong influence on its development. The influence of the family does not stop regardless of the absence of the family, and its presence remains in the preschool upbringing and educational institutions.

### **The importance of cooperation between the family and preschool institutions**

Society, community, and especially parents, expect from educational institutions for education of children of preschool age to be open to the educational environment, including in its scope of work of all the factors of society who show interest, and family as well. Therefore, we believe that cooperation (partnership) of the preschools and family is very important in order to achieve, above all, unified educational influence in the way of the planned program content. In the large part of their daily activities, child remains within the family that leaves a strong influence on its development. The influence of the family does not stop regardless of the absence of the family, and its

presence remains in the preschool upbringing and educational institutions.

How much success we will have in the upbringing of the child largely depends on the compliance of corrective actions of the families and preschool institutions. Non-compliance and non-cooperation of the two institutions (family and preschools) can result in a lack of proper development of the child and the inability to set the society goals. Only joint action, working together of families and preschools can result in a positive outcome recognized in the substantial achievements of preschool education. Upbringing activity in preschools must not be a substitute for family, but should stand for continuity in the upbringing of the child. Educational work in the family should provide support to the family and the two environments should have unique requirements that will be put in front of a child. In order to prevent the upbringing imbalance, the two institutions must cooperate directly.

Preschool institution is more organized than family, more comprehensive and more professional. Programming work and expertise of educational staff is a characteristic of education of children in preschool institutions. But the family certainly achieves a particular impact on preschool institution. It is therefore important to introduce the family (parents) with the program content, content, goals and objectives and the overall possibilities of educational work in preschool, so that parents can be able to define their goals. Family (parents) in different ways can provide help and support to preschool in the realization of the planned program content. For Stevanovic (2001), this help can be identified in familiarizing teachers with the "basic terms of temperament and habits of the child, interpreting its cultural, civilizational and value judgments that they want to convey to the child, suggest program content, assist in the development of appropriate teaching materials and directly participate in the implementation of certain program content. " (Stevanovic, 2001, p. 137)

The ability of teachers to ensure cooperation with parents of the children who go to preschool and to earn the trust of parents as a way of mutual understanding is of a particular importance. Kamenov (1999) considers that "parents have more benefits from cooperation with the preschool institution if they are not prone to get involved in its life and work, and even if they get involved, their presence can create the problem to the preschool teacher, because he\she has to share the attention between the children he\she is primarily responsible for, and parents who need help in order to successfully manage within the terms of preschool institutions "(Woodhead, 1979. According to E. Kamenovo 1999)

According to Omerovic, successful cooperation of parents and teachers is "contributed by the human qualities which every preschool teacher should possess, ability to grasp the deeper meaning, empathy and tolerance. Since preschool institution is the first one with which parents establish cooperation to ensure proper upbringing of their child, it is one more reason for its successful functioning".

### **Research methodology**

The base of the realization of the object in this study is the attitudes of parents and preschool teachers regarding the parental cooperation with the preschool in the North Sandzak. Thus, the subject of this study is to research, analyze and to present the following views:

- a) The views of parents about the communication of parents and preschool teachers, about the need to exchange information about the child with respect

to gender, age and place of residence, on the participation of parents at parent-teacher conferences, their participation in deciding important issues of preschool, all in regards of their gender, age and place of residence.

- b) The views of preschool teachers regarding the communication of parents and preschool teachers, about the need to exchange information about the child, on the participation of parents at parent-teacher conferences, their participation in deciding important issues of preschool, all in regards of their gender, age and place of residence.

The main hypothesis: **There is no statistically significant difference in the perception of parents and preschool teachers to parental cooperation with the preschools within the area of the North Sandzak.**

### **Research Techniques**

The techniques used in this research are:

- Analysis of the pedagogical documentation
- Interviewing
- Scaling
- Statistical analysis of the data. The software package SPSS 16.0 (Statistical Package of Social Sciences-for Windows).

### **Research Instruments**

During this study a questionnaire and Likert five-point scale assessment were used.

The questionnaire contains closed questions with multiple choice, from which we see gender, age, educational background and work experience, and with the scale of assessment we got answers that led us to the factors of cooperation of the family and preschool (nursery schools), communication of parents and preschool teachers, ability to provide good information for parents, participation in parent-teacher conferences, parental participation in the activities of the preschool, as well as issues that are involved because of the insufficient cooperation of teachers and parents.

### **The sample**

The sample comprised 60 teachers from preschools (nursery schools) from the municipalities of Novi Pazar, Sjenica, Tutin, Prijepolje, and 80 parents of children in preschools (nursery schools) from the territory of the same municipalities.

### **Analysis and interpretation of the research results**

Checking the reliability of the scale according to the assessment of parents, from the 7 indicators of communication of the parents with preschool Table 1 Cronbach's coefficient ALPHA = 0.751, indicates a good reliability and internal approval of the scale for this sample of respondents, regardless of measuring gauge having less than 10 items. The average value of the correlation between pairs of the value of the scale is 0.39 (optimum between 0.20 and 0.40).

**Table 1:** Measures of central tendency, variability and distribution of the frequency features of communication of parents with preschool teacher.

Indicator	N	M	SD	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
KRSU1	80	4,59	74,	2,60	0,00	0,00	31,20	66,20
KRSU2	80	4,46	75,	0,00	3,80	3,80	35,00	57,40
KRSU3	80	4,64	51,	0,00	0,00	1,20	33,80	65,00
KRSU4	80	4,64	53,	0,00	0,00	2,60	31,20	66,20
KRSU5	80	4,58	50,	0,00	0,00	0,00	42,50	57,50
KRSU6	80	3,79	1,36	8,80	13,80	10,00	25,00	42,40
KRSU7	80	4,02	1,07	5,00	5,00	10,00	42,50	37,50

A calculated arithmetic mean (M) of all indicators of 4.39 indicates that the communication of parents with preschool teachers, as assessed by parents, is very important. The value of the standard deviation (SD) of 0.78 indicates that the scattering around the arithmetic mean is very little, as confirmed by the coefficient of variation (CV) of 17.77 and thus confirms a very good homogeneity of the results for this sample of respondents.

With the analysis of the results in Table 1 we can see that parents respond mainly with 4 and 5 (agree and strongly agree), while two parents (2.60%) did not agree with this assertion. Therefore, we conclude that the respondents (parents) in the vast majority believe that the teacher is always ready to listen to parents and that parents can talk openly with a preschool teacher about the child.

The analysis of the results in Table 1 shows that parents mostly responded with the answer given under number 5 (strongly agree -57.40%), therefore most of them are satisfied with informing on the progress of the child by teachers, 35.00% agree, while 3.80 % of parents had no opinion (neutral), and 3.80% of parents do not agree with this assertion. Therefore, we conclude that respondents (parents) mostly believe that parents are kept continually informed of the progress of their child.

The analysis of the results in Table 1 shows that parents mostly gave an answer under number 5 (strongly agree) (65.00%), 33.80% of parents agree with this assertion, a small number of parents (1.20%) is neutral (no opinion) on topics related to their child. Therefore, we conclude that parents respect the opinion of teachers on topics related to their child.

The analysis of the results in Table 1 shows that most of the parents answered with number 5 (66.20%), 31.20% of them agree, 2.60% is neutral. Therefore, we conclude that parents mostly believe that the teacher is ready to listen to parents and to talk to them openly.

The analysis of the results in Table 1 shows that most parents answered with number 5 (57.50%), 42.50% of them agree with this assertion. Therefore, we conclude that parents mostly believe that the teacher respects the opinion of the parents of the child.

The analysis of the results in Table 1 shows that the majority of parents (42.40%) totally agree that they preschool teacher calls them only when a problem arises, 25.00% of them agree, 10.00% is neutral, 13.80% disagree and 8.80% of them do not at all agree that the preschool teacher contacts them only when a problem occurs. Therefore, we conclude that the majority of respondents believe that the preschool teacher contacts them only when a problem occurs.

The analysis of the results in Table 1 shows that the majority of parents (42.50%) agree that preschool teacher sees them as partners, 37.50% fully agree, 10.00% of the parents is neutral (no opinion), 5.00% disagrees and 5.00% do not at all agree that the preschool teacher sees them as partners. Therefore, we conclude that the majority of respondents believe that the preschool teacher sees parents as partners.

### T-test

**Table 2:** Communication of the parents with the preschool teacher

Parameters	gender	N	M	SD	Razl. M	F	.Sig	.t-value	.Sig
	M	23	4,31	50,					
KRSUZ	Ž	57	4,42	54,	-,11	,156	,694	-,826	,411

The value of  $t = -, 826$  and its significance  $\text{Sig.} = 411$  show that there is no statistically significant difference between the attitudes of parents in regards to their gender in the perceptions of communication of the parents and preschool teachers. So, based on the results we conclude that the sub-hypotheses confirms that *there is no statistically significant difference, as estimated by the parents, regarding the communication of parents and teachers in regards to gender, age and education level.*

### ANOVA

**Table 3:** The views of parents about the communication with the preschool teacher –F-test

Parameter	N	df	F	.Sig
Communication	80	3	2,646	,055

The value of F-test and its significance (Sig.) show that there is no statistically significant difference between the parents in terms of age.

**Table 4:** The views of parents on communicating with the preschool teacher - comparing significance

AGE		MD	SE	.SIG
26-35	18-25	-,756*	,370	,045
36-45		-,958*	,376	,013
46-55		-,905*	,418	,034
18-25	26-35	,756*	,370	,045
36-45		-,202	,125	,109
46-55		-,149	,223	,505
18-25	36-45	,958*	,376	,013
35 26-		,202	,125	,109
46-55		,053	,231	,820
18-25	46-55	,905*	,418	,034
26-35		,149	,223	,505
36-45		-,053	,231	,820

Note: The level of significance from 0,05

\* - there is a statistically significant difference at the level of  $p < 0,05$

Based on the results from the Table 4 we can see that there are significant differences between the age groups of 18-25 years and 26-35 years, between 18-25 and 36-45 years, and between 18-25 and 46-55 years when it comes to communication of parents with the preschool teacher. The difference between the other age groups was not statistically significant. Thus, we can conclude that sub-hypotheses is partially confirmed, saying that *there is no statistically significant difference, as estimated by the parents, in the communication of parents and teachers with respect to gender, age and education level*

**Table 5:** F-test in regards to the level of education

Parameter	N	Df	F	.Sig
Communication	80	4	,704	,592

With the analysis of Table 5 we can see that there is no statistically significant difference between respondents according to education level when it comes to the first sub-hypotheses.

**Table 6:** Comparing the significance in regards to the level of education

LEVEL OF EDUCATION		MD	SE	.SIG
Primary	Secondary	,146	,176	,410
Higher		,007	,283	,980
Faculty		-,023	,191	,906
MA and PHD		,464	,407	,257
Secondary	Primary	-,146	,176	,410
Higher		-,138	,253	,586
Faculty		-,168	,142	,239
MA and PHD		,319	,386	,412
Higher	Primary	-,007	,283	,980
Secondary		,138	,253	,586
Higher		-,030	,264	,910
MA and PHD		,457	,445	,308
Faculty	Primary	,023	,191	,906
Secondary		,168	,142	,239
Higher		,030	,264	,910
MA and PHD		,487	,393	,219
MA and PHD	Primary	-,464	,407	,257
Secondary		-,319	,386	,412
Higher		-,457	,445	,308
Faculty		-,487	,393	,219

Note: The level of significance from 0,05

On the basis of the results obtained, we can conclude that there is no statistically significant difference between the examinees in regards to the level of education when it comes to communication of parents with the preschool teachers and thus confirmed the third part of the first sub-hypotheses that *there is no statistically significant difference, as estimated by the parents, about the communication between parents and teachers with regard to gender, age and place of residence.*

Based on the results of research, we can conclude that the **sub-hypotheses is confirmed** that there is no statistically significant difference, as estimated by the parents, about the communication of parents and teachers with respect to gender, age and education level.



## Conclusion

Cooperation and communication of the family (parents) and preschool institutions is very important. This opens the way of harmonizing the educational impact of individual and group contacts. Preschool teachers have a big responsibility in performing a direct cooperation with parents. There are, of course, preschool teachers, psychologists, social workers and doctors. Preschool teachers and school departments inform parents (family) on special preferences (and talents) of their children, as well as about the unexpected change of behavior because of the known or unknown causes. Events in the family are often the cause of the child's special features in behavior which is a clear sign that the child needs the support and assistance.

Parents will provide the necessary information to preschool teachers in order to avoid the possibility of insincere or imagined children's stories about the real situation in the family.

So on the basis of the results we can conclude that the main hypothesis of this research is partly confirmed and it says: **There is no statistically significant difference in the perception of parents and preschool teachers to parental cooperation with the preschools in the North Sandzak.**

## Bibliography

- Bašić, J., Hudina, B., Koler-Trbović, N., Žižak, A. (2005): Integralna metoda, Aliea, Zagreb.
- Brajša, P. (2003.), Roditelji i djeca, Glas Koncila, Zagreb
- Einon, D. (1999). Učenje rano. Oznaku Knjige. ISBN: 0816040141
- Gudjon, H. (1994) Pedagogija temeljena znanja (93-107; 143-160). Educa. Zagreb
- Lew, A.& Bettner, B. (1996) A roditelja vodič za razumijevanje i motiviranje djece. Sheffield, Velika Britanija: Connexions Press. (ISBN: 0962484180).
- Holt. J.(1974). *Kako deca uče*. Predškolsko dete. Beograd: 1974/4.341-343.
- Ivić, I.(1969). *Razvoj saznavnih funkcija u predškolskom periodu*, Pedagogija, Beograd.
- Kamenov, E.(2006): *Vaspitno-obrazovni rad u pripremnoj grupi dečjeg vrtića*, Dragon, Novi Sad. Sally
- Kamenov, E.(1987). *Predškolska pedagogija*, Knjiga I. Beograd: Zavod za udbenike i nastavna sredstva
- Milanović, M. (1997) *Pomozimo im rasti*. MOZS. Zagreb
- Mitrović, D. (1981). *Predškolska pedagogija*. Sarajevo: Svjetlost.
- Omerović, M. i drugi. (2009). *Predškolska pedagogija*, Ofset, Tuzla.
- Selimović, H., Rodić, N. i Selimović, N. (2013). *Metodologija istraživanja*, Edukacijski fakultet, Travnik
- Seligman, M.(2005) *Optimistično dijete*. Zagreb. IEP
- Stevanović, M. (2001). *Predškolska pedagogija*, knjiga I. Tuzla: Denfas.
- Stojaković, P. (1999). Taksonomija vaspitno-obrazovnih ciljeva u kognitivnom području i njen značaj za efikasniju individualizaciju učenja i nastave. U knjizi: *Interaktivno učenje I*. Banja Luka:Ministarstvo prosvjete I UNICEF. 119.
- Suzić, N. (2005). *Pedagogija za XXI vijek*. Banja Luka: TT-Centar.129.
- Suzić, N. (2006). *Uvod u predškolsku pedagogiju i metodiku*, Banja Luka: XBS.202140.
- Prodanović, T., Ničković, R. (1980): *Didaktika*, Beograd, Zavod za izdavanje udžbenika.

