

# The Impact of Family and School Cooperation on the Quality of the Education Process for Formation of Personality and Performance of Students.

Martin Adamovič\*

## *Abstract*

Family and school represent two basic institutional categories in forming the personality of the pupil. Ambition of the family and school environment is to create optimal conditions of cooperation for its comprehensive development and preparation for successful social application in life. We compared the level of mutual cooperation between the school and the family in solving social problems as follows - cooperation and collaboration deficit, indicators of environment, social relationships, leisure, socio-pathological phenomena that occur in the lives of students. Research involved over 121 respondents of which 58 parents and 63 teaching staff. Both groups were divided into cooperating and non-cooperating respondents. Significant differences in the majority of monitored indicators were found in favor of cooperation between family and school. For indicators Leisure, cooperation between families and schools, observed differences were not statistically significant

---

## *Keywords:*

family and school environment, social relationships, socio-pathological characteristics, leisure.

---

## **1 The importance of a cooperative institution, schools and families**

Effective cooperation between families and schools in Slovakia has a significant impact on the upbringing and education of the young generation. It is very necessary to expend a lot of effort even to the understanding and knowledge of all aspects of their relations and mutual cooperation. The most important goal is to eliminate the problem and unfavourable sites for cooperation. In this post I will focus on the characteristics of not only the concepts of family and school, but also the reasons for the emergence of negative school-family partnership and social problems, which occur in the life of the pupil. In today's families can be found many different lifestyles and cultures. Parents freely manifest their beliefs and personality characteristics. There is the assumption that they do not have enough time to contacts with the school and the information they receive is biased and inaccurate. It follows that the lack of time is a major element affecting cooperation nowadays families and schools. Direct contacts are often only to the necessary level, which may be a result of the weak interaction. In dealing with the negative problems it is necessary to incorporate not only the school educator teaching process, but mainly social worker who fulfils the role of the coupling between the family and the school article. The family as a significant social factor positive acts on the healthy development of a young person, and thereby creates for him a solid background in society. At the present time becomes a law school, and, therefore, more element is thinking of developing and deepening their mutual relationship. Joint cooperation can eliminate the negative and troublesome elements. In the literature there are many definitions of family, but the basis is the same. The family is a reliable link of people who work together under one roof, maintain rules, one authority and create one connection for all members, in particular for children, pupils and students. A healthy family is a sign of happiness, security and love. (Gabura, 2006). Vlčková, 2001 (In: Rusnáková, 2007), in turn, writes that the family when the child is born into it, because until then, the family becomes a vital point in addressing the increasing problems. Include every member to the human community,

teaches him to be integrated into the administrative proceedings and trying to assist in the adoption of the core values and standards. For this reason, the family becomes an essential social unit. Oravcová (2004), writes that the family is for the child, pupil place creating emotions that are the essence of emotional relationships throughout the whole of being. In addition, a child, a pupil obtains quality system applied to solve their problems and violent behavior. This process of socialization and the individual becomes a social being, provided, in the case of a functional family, in which members help, not harm. Insights from practice show that the family has an impact on the child, not only in the positive direction of the pupil, but also in the negative. In a number of families in today's times of different problems that have resulted in inappropriate habits. Behavior and various problems in family relationships, which are a sign of psychic disorders and somatic diseases of its members. The importance of family is growing steadily with global issues. Many of the figures are disputed, but the importance of the family remains. The purpose of the family is not only that the baby is born, but it is necessary to ensure his or her personal development and subsistence conditions. The father and mother for your child are positive and not negative pattern. Provide quality link relationships between family members, defined mutual cooperation. Parents are becoming a role model for their children and prepare them for successful entry into the society. (Gregorová, Hudecová et al., 2009) Current research shows that the family is the backbone of the society, at the same time building taking shape the essence of personality, is a mainstay in old age, or even at the hour of death. For the man's family, which creates the necessary functions affecting the determinant for the individual stages in a person's life.

## 2 The basic function of the family

For the man's family, which creates the necessary functions affecting the determinant for the individual stages in a person's life. The basic functions of the family presents Tománek

- Bio – reproductive function-it belongs to the most important influence on sexual relationships, ensured the continuation of the gender,
- the economic function fills the basic biological needs the individuals,
- social function – gradual and safe inclusion of individual – to the society,
- supply to family members need of care and function,
- emotional function – gives family members the care and emotional support in solving problems,
- regulatory function – specifies all – family community, there will be a line of sexual behavior,
- autoregulatory function – enter the individual beliefs of their – identity, shares with the other members of the family
- axiological function – in every family gives preference to certain rules are complied with,
- religious – the intense influence of parents on the child – using religion,
- educational (behavioral) function, determines the irreplaceable role – father and mother, acting on quality of personality and behavior of the individual,
- the educational (knowledge) function of the family is the first institution – acquisition information ,
- the advisory function – this is a guidance-and passing on advice from members of the family, which should comply with the rules of truth and decency –
- professional function – parent support the child in the direction for future employment on the basis of his abilities,
- regenerating function-creates a environment where the child exercises his hobbies and ensures positive leisure time. (Tománek, 2015, p. 18-20).

These features shape, interrelate family and following will be added to the typology of families:

1. functional – provides the natural development of the child up to adulthood,
2. problematic – problems solves on their own, if necessary, adopt a single assistance from the outside,
3. dysfunctional – reflected the difficult problems that the family cannot resolve itself, needs the help of professional staff,
4. afunctional – fail in the performance of their tasks and the child is separated from the primary family and placed in substitute family. (Mátel, Hardy et al.2013, p. 98-99).

Research shows, that valuable life in the family is an important determinant of one's own happiness, physical and mental health. In the society new phenomena that occur with family life are immediately connected. Estevez, Musitu, Herrero, 2005 (Cehelská 2011) argue that in children who have a fear of parents is more likely to become a target of attack by peers. Another finding from the research was that even sexually abused

children, parents are the target for the physical and psychological abuse in the classroom. The school is in terms of the history of the younger as a family. During its duration, going through many changes and turns from the qualitative and quantitative point of view. It is the second essential factor, which effectively operates in the biological, mental and social development of the personality and is a leading educational institution. In school, not only knowledge and skills are obtained, but is also a place for games and entertainment. It can be also a place which cause trauma that has a negative impact on the psyche of a child. Each school is unique in comparison with the family. School is organized and trained teachers have the necessary education, which is necessary for the performance of their functions.

### 3 The basic features of school

A substantial part of his life, pupils spend in school. It is the place not only to get together, but also a connecting link of various activities. Nevertheless, it expands the problem behavior. Starters such conduct may also be a teacher, by its disinterest draw attention to weaker pupils, and he then becomes the aim of aggressive behavior of others. (Krofttová, Matousek, 1998). Each member of the human society will survive in school many beautiful years of life, but they do not understand what makes the school and the teachers who work in it. Many of the analyses tell us that what is taking place in the area of the school, is the conclusion of a conflict of the psychic and social impacts. The school organises a training activity, which is carried out in designated rooms. It is essential to connect educational teaching and training activities. (Havlík, Koťa, 2002). Morales and Dugguerra, 2006 (In Šmigerová, Doe 2011) considered the risk those who attend school pupils of parents with low to average earnings. The generally known Delors idea of education, Kasáčová (In: Kmet, 2009) identifies the following features of school:

- qualification feature - its task is to gain knowledge, knowledge and skills for selected professions into the labor market,
- socializing feature - teaches pupils to live in the community, developing the values, attitudes and ability to master their social roles,
- integration features - teaches the pupil to realize their rights and respect the legal and moral system in a democratic society,
- personalization function - will form a stage and space for personal development of an individual based on his skills and abilities.

According to Kraus (2008, pp. 102-104) performing school at present the following functions:

- socializing and leads to mutual responsibility and solidarity towards self, others and society,
- educational, cares not only for the overall development of the child, but also on education,
- day care, providing physical, mental, spiritual, moral safety of students,
- consulting, focuses solving problems in education through professional staff,
- recreation, is being implemented in students leisure time (hobby groups, sports, cultural and other),
- profession oriented, advise students in careers counseling;
- selective, inclusion of human knowledge acquired knowledge by the position of job.

The key mission of schools, unlike other socialization agents is to influence students systematically, particularly in the field of education and training. They learn to understand the equivalence relation of subordination and authority, and also oriented in the role of pupil and classmates. The school is in the process of learning that shapes the individual. It enables the development of its positive qualities, while eliminating the negative phenomena in behavior. This is an important institution that is constantly compared with the social, economic, moral and environmental problems and the burden of the society. Many times replaces shortage within the family and other institutions. To be without rudeness, humiliation, violence, the island of certainty and safety like family. In this assumption, it is possible to carry out the full breadth of education. (Szijjártóová, a small, 2008). There are cases when the parents are not interested in their children's academic performance, in admonition are aggressive towards teaching staff, they do not care about the children who roam the streets at night. So they become members of groups that form them. Sometimes parents shape the self-confidence in children feel dominant over their peers through designer clothes and expensive things. The school as a socialization tool plays an important role in the fight against crime. Consolidate and strengthen the ties

between the educational process itself and students. It makes sense assessment of bilateral relations and problems between the school and the school youth. (Juvonen, Graham, Schuster, 2003 In Cehelská, 2011). According to Jones and Ignelzi (2001) are the parents of the pupil become a teacher. Constantly influence the behavior, attitudes, improve value, provide training to school and being successful in society. For the essence of education mentioned authors attributed to the child receives in a family environment. They do not considered only traditional family (father, mother and child), but also form a part of other adults (teachers) who are involved in education and educational process of the pupil.

## 4 Cooperation of the school and the family

The partnership between the school and the family creates a better communication, strengthens the successful cooperation of the schools and the educational activities and results. According to Mrázová (Barlíková, Hrebeňárová, 2014) parent provides the main source of information, which are necessary for the teacher-adviser in the field of education and vocational training. Mutual cooperation between family and school is reflected in the education and training of the young generation. Results from the practice of schools shows that the good cooperation of the school and the family has a clearly visible impact on the success of children at school.

School cooperation with parents has four levels:

- systematic provision of information by means of a teacher,
- programs of cooperation with parents and teachers,
- cooperation initiative for parents of school events,
- mutual learning parents and teachers. (Majerčíková, 2011).

The need to link education and training is evident. Both of these ingredients are common containers and if either is missing or for other lags, the result is bad teaching process. The family plays an active role in the upbringing and education of children. Cooperation between the school and the family requires adaptation because of the positive results of cooperation are reciprocal and represents particular benefit to the child. The task of the school is to create the conditions for the functioning of each affiliate relationship with the parents of the children, to establish and maintain contact with them on a regular basis and offer them a variety of forms of cooperation. It is useful to examine all aspects of their interactions and the results in practice. School and family is the item which never to lose its topicality because the society develops over time, changing the force and weight of factors affecting the educational process and its results as well. It is still true, the better the quality of family education, the better the academic results. However, there is a need to take into account that education in itself is the result of the interaction of several factors. Education in the family is just one of them.

## 5 The results of research

The aim of the research was to find out what is the mutual cooperation between family and school in the solution of social and educational problems of students middle vocational school in Bratislava, Slovakia. What is the impact of active cooperation between family and school to eliminate social problems rather than the lack of cooperation of the family and the school. The total number of respondents was 121, of which 58 parents and 63 teachers. Our research followed the influence of family environment (the kind of family living, financial security, material facilities of the school). The impact of social relationships relationships was further analyzed (relationship to a parent, teacher, students), relationship with peers, mutual coexistence in the family circle, personal safety) and the impact of spending free time. They were subsequently evaluated the impact of these effects on the incidence of socio-pathological phenomena. On the basis of results obtained from research we can conclude that the mutual cooperation between family and school affects the healthy development of the individual. In our research we divided parents and teachers according to their interest in the partnership with the school and with the family for cooperating and non-cooperating. On the basis of a comparison, we came to the conclusion that cooperation between families and schools will be no different for a child, not a different social environment the quality of social relations, not a different incidence of socio-pathological phenomena, from them of the cooperation of the family and school.

The results emerged, which we designed for the practice. Even though they are in research confirmed that cooperation between families and schools are at a good level, it is necessary to continuously make sufficient measures for increasing the number of social problems. In addition to his teaching duties the

teachers in the school have very little time to carry out a helping and consulting service for the unorganised youth. We are aware of the necessity of not only name the problem, but to suggest possible solutions, as a procedure to support young people and to help their proper routing of their life. This paper should be a contribution for better cooperation between parents and educators, to eliminate social problems in the lives of young people. Cannot confirm with certainty, what is the cooperation with parents at other schools, since the research was doing just a small sample of respondents. The involvement of all the points of the triangle, the student, parent, teacher, and better motivation of the students in the school, trust for the effective tackling of socio-pathological phenomena.

\*Martin Adamovič, PhDr., PhD., Dubnica Technology Institute in Dubnica, [adamovic@dti.sk](mailto:adamovic@dti.sk) Ul. Sládkovičova 533/20, SK -018 41 Dubnica nad Váhom, Slovakia

#### Literature

- BARLÍKOVÁ, E. – HREBEŇÁROVÁ, L. 2014. Analýza spolupráce rodiny a školy v edukácii žiakov s downovým syndrómom. In *Študent na ceste praxi III. Zborník príspevkov*. Prešov: Prešovská univerzita, 2014. ISBN 978-80-555-1116-0, s. 60-67.
- CEHELSKÁ, D. 2011. Sprostredkovateľská úloha depresie ako faktora šikanovania dospievajúcich v rodine a škole. In *Prevenia sociálnej patológie v prostredí stredných škôl Košického samosprávneho kraja. Zborník príspevkov*. Košice: Technická univerzita, Konferencia poskytovateľov sociálnych služieb rodinám s deťmi. Zborník. Trnava: ADTeam 2011. ISBN 978-80-970978-9, s. 185-194.
- GABURA, J. 2006. *Sociálna práca s rodinou*. 1. vyd. Bratislava: Občianske združenie sociálna práca, 2006. 60s
- HUDECOVÁ, A. – GREGOROVÁ, A. et al. 2009. *Sociálna práca s rodinou*. Banská Bystrica: UMB, 2009, 250 s. ISBN 978-80-8083-845-4.
- KMEŤ, P. 2009. Spolupráca rodiny a školy a jej odraz v časopise *Pedagogika* v rokoch 1999- 2004. In *4. Študentská vedecká konferencia. Zborník príspevkov*. Prešov: Filozofická fakulta Prešovskej univerzity, 2009. ISBN 978-80-8068-969-8, s. 646- 663. 68
- KRAUS, B. 2008. *Základy sociální pedagogiky*. Praha: Portál s.r.o., 2008, 216 s. ISBN 978-80-7367-383-3.
- KROFTOVÁ, A. – MATOUŠEK, O. 1998. *Mládež a delikvence*. 1. vyd. Praha: Portál, 1998, 332 s. ISBN 80-7178-226-2.
- MAJERČIKOVÁ, J. 2011. Rodina a jej dôvera k škole. In *Pedagogika*. ISSN 1338-0982, 2011, 2/2011, s. 9-27.
- MÁTEL, A. – HARDY, M. et al. 2013. *Vybrané kapitoly z metód sociálnej práce II*. 1.vyd. Bratislava: VŠZaSP sv. Alžbety, 2013. 507 s. ISBN 978-80-8132-074-3.
- RUSNÁKOVÁ, M. 2007. *Rodina v slovenskej spoločnosti v kontexte sociálnej práce*. Ružomberok: Pedagogická fakulta Katolíckej univerzity, 2007. 267 s. ISBN 978-80-8084-248-2.
- ORAVCOVÁ, J. 2004. Systémový prístup k rodine. In *Rodinné prostredie ako faktor socializácie a personalizácie osobnosti dieťaťa. Zborník čiastkových výstupov*. Banská Bystrica: Univerzita M. Bela, 2005. ISBN 80-8083-015-0.
- SZIJÁRTOVÁ, K. - MALÁ, D. 2008. *Učebný a sociálny proces v triede*. 1. vyd. Nitra: CCV PF UKF, 2008. ISBN 978-80-8094-325-7. 71
- ŠMIGEROVÁ, M. – KOVÁČOVÁ, B. 2011. *Šikanovanie v prostredí školy*. Trnava : Typi Universitatis Tyrnaviensis, 2011. 262. s. ISBN 978-80-8082-484-6.
- ŠMIGEROVÁ, M. – SZELIGA, P. 2012. *Výskum šikanovania v prostredí školy*. 1. vyd. Trnava : Typi Universitatis Tyrnaviensis, 2012. 128. s. ISBN 978-80-8082-543-0.
- TOMÁNEK, P. 2015. *Rodina- výchova- spoločnosť: výzvy a perspektívy*. 1. vyd. Brno: Tribun EU s. r. o., 2015. 406 s. ISBN 978-80-263-0775-4.