

Factors That Influence the Level of the Academic Performance of the Students

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Abstract

This study identifies various approaches to optimizing school-family collaboration to enhance pupils' performance. The main purpose of this study was to investigate the relationship and potential influences regarding the dimensions of: i) family functioning, ii) parent-teacher relationship, and iii) various parent involvement approaches to improve pupils' performance outcome. The study used a quantitative method approach. The data was obtained from a questionnaire that comprised four parts: pupils' demographic characteristics, teacher-parent relationship (cooperation and communication), parent-teacher relationship (cooperation and communication), and several other aspects of parental involvement. The data were analysed using the SPSS statistical package (*version 21*). The results of this study showed that school-family collaboration influences pupils' performance. The results also showed the strengths and weaknesses of this cooperation, highlighting the difficulties faced by these two subjects. Therefore, it has been recommended that the collaboration between schools and families needs to be planned in order to achieve the desired level of interaction towards enhancing pupils performance.

Key words: *Teacher-parent relationship, parent-teacher relationship, performance, academic achievement, cooperation, communication.*

Introduction

At the beginning of the 21st century, many countries underwent educational reforms. Similarly, Kosovo, an emerging economy in Europe, underwent educational reforms oriented towards the curriculum and quality of teaching. However, an important component to achieve quality schooling and enhancing student performance, such as: school-family collaboration has remained on the margins. While school-family collaboration is considered an important aspect of school reform, this aspect is not organised at the desired level in Kosovo.

Elementary school students are expected to complete basic tasks, one of which is school progress. Students around the age of ten need the support of the family and school that facilitates a learner-friendly environment (Bronfenbrenner, 1976). As such, the research has

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pointed out the importance of family members interacting with teachers to aid student success. Furthermore, scholars have considered high academic achievement as a protective factor for student development and well-being (Maddox & Prinz, 2003). These are two of the main reasons policymakers are increasingly focusing on research findings that focus on academic achievement and indicators of student academic success, to enable policies to benefit students' quality education.

The conducted research for more than a decade shows that when schools, families, and communities work together as partners, students benefit. Partnerships between schools, families and communities can create safe school environments, strengthen parenting skills, improve academic skills and achieve other desired goals that benefit students at all ages and grade levels (Epstein, 1992; Rutherford, Anderson, & Billig, 1997). The need for higher academic achievement has led education science scholars to undertake a series of studies over the years to empirically validate the hypothesis that parental engagement and involvement in child education positively influences child development and particular in academic achievement. After several years of work, a large number of studies validated this hypothesis (Fan & Chen, 2001; Henderson & Mapp, 2002).

Researchers Hoover-Dempsey & Sandler (2009) consider parents that have developed a sense of self-efficacy are more inclined to participate in their children's education. They argue that parent engage in such participation because a) they have confidence that with their skills they will be able to help children and b) they are assertive that with their abilities will be able to help children to achieve the desired results. However, Eccles and Harold (1999) have noted that once children get older, parents interest to participate in children's education falls. In addition, this is true for parents coming from a background of lower levels of education (Hoover - Dempsey & Sandler, 1995). Nonetheless, to ensure parents participation in their children's education, it is not enough for them to receive an invitation or be subject to an external requirement for parents to engage in involvement, as this partnership must be encouraged through multiple channels (Hoover-Dempsey & Sandler, 1995).

Our study focuses on the variables of family functioning as well as its demographic characteristics, in the teacher co-operation with parents, and in some aspects of parent involvement in pupils' education, which according to the reviewed literature is related to academic achievement of pupils. So, the purpose of the study is to seek ways of optimization of school collaboration with the family in boosting student performance. The main objectives of this study were: to determine the level of performance of students, to investigate the influence of level of education of parents on performance of pupils, to establish the influence

of family discipline on performance of pupils, to establish the level of parent support with teachers and vice versa, to establish the level of parent-teacher communication, to establish the level of parent-teacher safety, and to investigate the level of parents' expectations and emotions with teachers. While, the questions asked in this study are: a) Which is the level of the academic performance of students?; b) What is the relationship between contextual factors (*level of education of parents, family discipline, parent`s support with teachers, parent-teacher communication, parent-teacher safety, parents' expectation and emotions with teachers*) and academic performance of the students?

Literature review

The theoretical model of providing opportunities and empowering the families, helps us to understand that cooperation between family and school as we have subjects of the same importance, both subject aim of achieving pupils success and finding ways to make this cooperation and this bilateral relationship function (Deslandes, 2001). There are numerous studies on family functioning and academic achievement of pupils. While there is lack of research on the importance of family-school collaboration on student achievement, the limited research concerning studies (see: Floyd, 1997; Martini, 1995; Masselam, Marcus & Stunkard, 1990; Meier, 2019) have confirmed a positive correlation between the two important variables. For instance, the study of Floyd (1997) has shown that the high academic achievement of pupils results from the dedication of family and the warm home environment. Also, Masselam & Marcus (1990) concluded that not functional families are probably less able to provide family cohesion to adolescents, stability and emotional support, which can be associated with their failure at school. Family cohesion was found to indirectly influence academic achievements through self-regulation. These discoveries provide us with a support to understand how family cohesion and school achievement indicate an association (Brody, Stoneman & Flor, 1995).

Research in the field of education has found that several different aspects of parent involvement in education have positive relationships with students' academic achievement. Some of these are the teacher-parent relationship, the parent-child discussion of school-related problems, and the family environment that supports learning (Allen, 2007; Blankstein, 2010; Carothers, 2018; Seginer, 2006). Academic achievement is positively influenced by the existence of healthy parent-child relationships, which generates a kind of supportive discussion (Ysseldyke & Christenson 2002). Parental expectations and aspirations are, according to Hoover-Dempsey's

and Sandler's (1995), why parents are involved in child education and why all this involvement is so important to academic achievement. The impact of parental expectations and aspirations has also been examined by other studies (Goldenberg et.al., 2001; Yan & Lin, 2005; Aldous, 2006; Fan & Chen, 2001; Henderson & Mapp, 2002), and the results prove that parents expectations and aspirations are losely linked to academic achievement and show consistency in these findings. It is noted that the more students are academically encouraged, the longer they stay in school, but the more encouraged they are, the higher the grade average and completion rate to end of homework (Martinez, DeGarmo, & Eddy, 2004).

School and family have a common duty to educate the child (Adams & Christenson, 2000). Teachers and parents should collaborate to advance children's education goals through shared planning strategies and responsibilities, in order to deliver the educational program to the child (Friend and Cook, 2007). Since parents are the child's first teachers, and perhaps the best, they should make active efforts to help teachers achieve educational goals with their children (Dunst, 2002). In order to ensure such a goal, an intensive cooperation between parents and school should transpire, considering that the two stakeholders cannot work in isolation (Christenson, 2004). One of the ways of cooperation between teacher and parent is where the teacher leads all interaction by showing his/her dominance in the relationship, based on the fact that the teacher is a specialist and can provide professional information about the child's progress (Osher & Osher, 2002). However, sometimes this way of communication makes parents and children feel victimized because it gives the impression that in front of them is someone providing the expertise to solve the problems caused by them. Teacher domination can work for a short time, but it cannot create the desired relationships that are needed in school today (Galil, et al., 2006). Family-focused practices ensure that the teacher and parent have same and equal status, which means sharing values, ideas and gratitude through this partnership (Christenson, 2004; Friend & Cook, 2007).

Parents' commitment to facilitating learning activities at home is a strong predictor of their children's achievement in reading and math (Izzo, Weissberg, Kasprow, & Fendrich, 1999). Organizing and setting the daily routine and completing school assignments is a very important family support factor that has an impact on high academic achievement for students (Ysseldyke & Christenson, 2002). Desforges and Abouchaar (2003), which aimed to explore the relationship between students' academic achievement and home learning, found that there is a significant relationship where parents are involved in home learning and this effect is greater than the effect of a quality education. This study described parental involvement as a "good parenting at home", including; conditions of a stable and safe environment, intellectual

stimulation, parent-child discussion, model of educational and social values, high expectations for personal achievement, and contact with the school for information exchange and participation in school life (Desforges & Abouchaar, 2003). A supportive family environment, where parental behaviour is encouraging, provides physical affection and expresses warmth and positivity, contributes to the academic achievement of pupils (Gonzales, Cauce, Friedman & Mason, 1996; Wenz-Gross, Siperstein, Untch & Widaman, 1997). Research in the field of education has revealed that there are different aspects of parent's involvement in education that have positive relationship with pupils' academic achievements. Some of them are the teacher-parent relationship, the parent-child discussion about problems that are related with school, family environment that supports learning (Allen, 2007; Blankstein, 2010; Fan & Chen, 2001; Hill & Chao, 2009; Seginer, 2006; Izzo, Weissberg, Kasproh & Fendrich, 1999), parents' beliefs and attitudes regarding the importance of special subjects, as well as self-assessment of their abilities to support learning of their children (Catsambis, 1998). These aspects of parental involvement are linked to high academic achievements, not only in standardized tests, but also in grades that pupils benefit in specific subjects (Catsambis, 2002; Fan & Chen, 2001).

Interactions between children and parents help in their emotional, physical and intellectual development (Brazelton & Cramer, 1990). Families can engage in daily learning activities even with very young children to help them develop lifelong motivation, perseverance, and love to learn (Dunst, Bruder, Trivette & Hamby, 2006; Hall & Quinn, 2014). Considering that children spend more time out of school strengthens the argument of parents' influence on their children education. Studies show that there are some very important variables that are related to school achievement and, in particular, achievements in standardized tests of reading, which are out of school control, such as: family checking on school attendance by children, the amount of study and daily reading at home, and the time spent watching TV (Barton & Coley, 2007). These facts constitute a rationale base for thinking even more about the cooperation of parents with teachers and vice versa.

Trust between parents and a teacher is a vital element in building and maintaining a family-school relationship. A study conducted by Izzo et al (1999) investigated parents (n=1234) and teachers (n=209) from a peripheral schools on matters of trust regarding family-school relationship. The study found that trust of parents and teachers was greater at elementary school level than middle school, indicating differences in levels of trust reported by teachers and parents. Parental trust was statistically higher than that of teacher's improving parent-teacher communication was found to be the primary approach to increasing trust, also the quality of teacher-parent interaction was a better predictor for trust than the frequency of contacts or

demographic variables. Hence, the commitment of parents in organizing learning activities is a strong predictor for their children's reading and math achievements (Izzo et al., 1999). As such, when parents impose learning activities, such as children's fulfilment of school duties, as a rule, it has shown a tremendous impact on their children academic achievement (Ysseldyke & Christenson, 2002).

Methods

Research Design

In this study, here was used the quantitative approach while having within a mix of designs, starting from the descriptive continuing later on at the predictive correlation. The study had predictive variables and criterion variables (Mills & Airasian, 2012).

Predictive variables: demographic variables, parent support with teachers, education of parents, family discipline, parent-teacher safety, parent-teacher communication, parents' expectation and emotions with teachers and the criterion variable: academic performance of students. The performance of pupils is investigated in both subjects, Albanian language and Mathematics.

Except of data description, there was also correlative analysis done in regards to understanding the relationship between variables and predictive of the criterion variable based on the understanding of the predictive variables. Through the study, we understand which of the variables will be the most predictive one for a higher academic level of the students. The study was *ex post facto*, which means that the variables were under our control as researchers.

Participants

The population of this study were pupils of the 4th grade, of the elementary schools of the municipality of Ferizaj, parents and their teachers. The population is taken from the urban and rural parts of this city. Our sample consists of three layers: family (N=150), teachers (N=15), and pupils (N=500). The study included 500 students, out of which 259 (51.8%) male and 241 (48.2%) female. Of the 500 respondents, 265 pupils; or 53.0% of them are 8 years old, 200 pupils or 40.0% are 9 years old and 35 or 7.0% are aged 10 years. While as far as parents' marital status is concerned, out of 500 families, 421 or 84.2% are married, 31 or 6.2% are separated (in distance), 18 or 3.6% are married twice, 20 or 4.0% live only with one parent, 8 or 1.6% are without any parent, 2 or 0.4% have chosen the option "other". Regarding parents education, 87 or 17.4% of fathers have completed elementary school, 272 or 54.4% have completed high school, 100 or 20% have completed bachelor's degree, and 41 or 8.2% have

finished postgraduate studies. In addition, 123 or 24.6% of mothers have completed elementary school, 248 or 49.6% have completed high school, 99 or 19.8% have completed bachelor's degree, and 30 or 6.0% have finished postgraduate studies.

Table 1.
Sample of research

Participants		N	%
Students		500	62.5%
The gender of the students	Female	241	48.2%
	Male	259	51.8%
The age of the students	8 years	265	53.0%
	9 years	200	40%
	10 years	35	7%
Teacher		150	18.7%
Parents		150	18.7%
Marital status of parents	Married	421	84.2%
	Separated (in distance)	31	6.2%
	Married twice	18	3.6%
	Live with only one parent	20	4.0%
	Others	2	0.4%

The measuring instrument of study

During this study, a four-part measuring instrument was used, through which the following measurements: a) demographic characteristics of pupils and family functioning (cohesion and flexibility), b) teacher-parent relationship (cooperation and communication) c) Parent-teacher relationship (co-operation and communication), d) Some other aspects of parental involvement (parent involvement in home learning activity, and beliefs and attitudes). The first part was aimed at collecting data on demographic characteristics such as gender, date of birth, classroom, family status of parents, and parent education. *The rest* was the adapted instrument from FACES II literature (Olson et al., 1992) titled "My Family", which consists of 30 questions. The instrument was of Likert scale, where 1 means that what is described has never occurred in the family, and 5 means that what is described in the family happens very often. Through this self-reporting tool (with 30 items) that has been deemed appropriate for fourth grade pupils, two dimensions of family functioning were measured: family cohesion (16 items) and family flexibility (14 items). The second part was the instrument (a 5-degree Likert, 1-not agree to 5-fully agree scale) adapted by literature (Vickers, & Minke, 1995). The instrument was translated and adapted to Albanian language to ensure full comprehension by sample representatives. This instrument was discussed with specialists in the field of education, but also with teachers. The teacher-parent relationship was measured through two dimensions,

cooperation and communication. The instrument had 24 articles organized on two sub-branches and respectively cooperation (19 articles) and communication (5 articles).

The relationship level was studied in two dimensions: *Co-operation and communication. The teacher's cooperation with the parent and vice versa* is measured by the following items:

- *The relationship between the parties* (e.g. we cooperate with each other; we understand each other, etc.)
- *The support provided by the parties* (e.g. we agree with the responsibilities and the division of work that each of us should do regarding this child). When there is a problem with the child, the parent only communicates and does not take any action, etc.) (e.g. we trust each other, this parent respects me, etc.)
- *Availability* (e.g. when a child has a problem in behaviour, I have to resolve it myself without the help of parent. This parent keeps the promises that make me work with the child, etc.)
- *Sharing common expectations for the child* (e.g. from this parent, I expect to work harder than current engagement with the child. We have similar expectations for this child, etc.)
- *Communication between the parties* is measured through items such as; I tell my parents when I am happy. I tell my parent when I am worried, etc.

The third part was a literature-based instrument (5 Likert scale, 1 strongly disagree, up to 5 strongly agree) with self-reporting by parents “Parent-Teacher Relationship Review” (Vickers & Minke, 1995) in order to measure the parent-teacher relationship. The relationship level was studied in two dimensions; *cooperation and communication. The teacher's cooperation with the parent* is measured through articles that show:

- *The relationship between the parties* (e.g. we cooperate with each other; we understand each other, etc.)
- *Support provided by the parties* (e.g. we agree with the responsibilities and the division of work that each of us should do about this child. When there is a problem with the child, the teacher only speaks and does not take any action, etc.)
- *Security, trust in mutual relationships* (e.g. we have faith in one another; this teacher respects me, etc.)

- *The availability* (e.g. when a child has a behavioural problem I have to solve it myself, without the help of the teacher. This teacher keeps the promises to work with the child etc.)
- *The separation of common expectation for the child* (e.g. I expect more work from this teacher than he / she is doing with the child. We have similar expectations for this child etc.)
- *Communication between the parties* is measured through items such as; I tell the teacher when I'm happy, I tell the teacher when I'm worried, etc.

The reliability of the parent questionnaire, according to Cronbach Alpha=.727, indicates that the entries in this questionnaire are very reliable. Moreover, the reliability analysis of the student questionnaire, according to Cronbach Alpha=.474, shows that reliability is low but not unreliable. In addition, the teacher questionnaire, according to Cronbach Alpha=.544, shows that the reliability of the questionnaire is low but not unbelievable. Lastly, the reliability analysis regarding the parent's questionnaire on their relationship with the teacher showed a Cronbach Alpha of .750, indicating that the questionnaire is very reliable.

Procedures

The data collection process was coordinated with the permission obtained from the Directorate of Education as well as the principals of the schools involved in the research. Questionnaires were distributed to primary and secondary schools in both urban and rural areas to ensure a more heterogeneous and representative sample. During the school visits, we have ensured full confidentiality on data processing and presentation only for scientific purposes. It should be noted that throughout the process of data collection, we have not encountered any hesitation for neither parents nor school teachers to participate in the study.

Data analysis techniques

There were two parts of the quantitative analysis in this study. On the first part, we found/discovered the academic performance of the students/its level. While, on the second part of the study the findings of these predictive variables were analysed: The level of the education of parents, family discipline, support of the parents by teachers, parent- teacher communication, parent-teacher safety, parents' expectation and emotions with teachers.

In regards of achieving the objectives of the study, there were used some statistical analysis, such as: reliability analysis, descriptive analysis and correlation.

Descriptive statistics, such as the mean, standard deviation and frequencies were used on all variables, for the demographic ones, for the predictive ones and criterion.

On the study, the mean and the standard deviation were used to understand the middle point of the data and the distribution of the data from the mean. This way, these statistics offered a reflection on the level of the development of the variables reported by the participants. While, in our case, the frequencies were used to understand the distribution of the participants in particular levels of the variables and the data are expressed through percentages.

Later, there the correlation was used as an inferential analysis. In our research, based on the coefficient of the correlation, the relationship between the predictive variables and the criterion variable was understood.

Results and Discussion

The analyses and outcomes are organized by observing the objectives of the study purpose to achieve them. In addition, the results correspond to the questions of the study.

Table 2

The pupils' performance

	Frequencies	Percentage	Valid percentage
High performance	104	69.3	69.3
Medium	30	20.0	20.0
Low	16	10.7	10.7
Total	150	100.0	100.0

Pupils' grades were classified on the basis of three levels. The data on Table 2 show that out of 150 respondents, 104 pupils or 69.3% fall in the category of pupils with high performance level, 30 pupils or 20.0% belong the middle level, and 16 pupils or 10.7% are in the category of pupils with low level ($SD .53109$, $M2.1786$).

Table 3

The interrelation between pupils' performance and mother's level of education

Mother's level of education and pupils' performance

<i>r</i>	.819
<i>sig.</i>	.019

The correlation between pupils performance and mother's education ($r = .019$, $p = .819$) is statistically insignificant.

Table 4
The pupils' performance and father's level of education

Father's level of education and pupils' performance

<i>r</i>	.086
<i>sig</i>	.293

The correlation between pupils performance and father's level of education ($r = .086$, $p = .293$) is statistically insignificant.

Table 5
The level of parent-teacher cooperation

	Frequencies	Percentage	Valid percentage
High	17	11.3	11.3
Secondary	122	81.3	81.3
Low	11	7.3	7.3
Total	150	100.0	100.0

The data presented in the Table 5 reflect on the perceptions of a total of 150 parents regarding the level of co-operation between them and teachers. The results have shown that 17 parents or 11.3% perceive cooperation with teacher in high-level, 122 parents or 81.3% of them consider this cooperation to be of average level, and 11 parents or 7.3% consider the cooperation with teachers as low ($SD .80443$, $M 3.2554$).

Table 6
The level of parent support with the teachers and vice-versa

	Frequency	Percentage	Valid percentage
High	94	62.7	62.7
Low	56	37.3	37.3
Total	150	100.0	100.0

The data regarding the level of parents support with the teachers and vice-versa are resented in Table 6). Out of the 150 respondents, 94 parents or 62.7% consider support with teachers at a high-level, while 56 of parents or 37.3% consider support with teachers at a low-level ($SD .66742$, $M3.8742$).

Table 7*The communication level of parents with teachers*

	Frequencies	Percentage	Valid percentage
High	6	4.0	4.0
Secondary	41	27.3	27.3
Low	103	68.7	68.7
Total	150	100.0	100.0

The Table 7 reveals data regarding the level of communication of parents with the teachers. Out of 150 surveyed parents, 6 parents or 4.0% have stated that communication is at a low level, 41 parents or 27.3% consider that communication with teachers is at middle level, and 103 parents or 68.7% consider communication with teachers being at a high level (*SD* 1.39421, *M*3.1167).

Table 8*The parent-teacher safety*

	Frequencies	Percentage	Valid percentage
High	8	5.3	5.3
Secondary	42	28.0	28.0
Low	100	66.7	66.7
Total	150	100.0	100.0

Based on data from Table 8, we can identify the level of safety felt between parents and teachers. From the following data, we can observe that 8 or 5.3% of parents have declared safety as being at a low-level, 42 parents or 28.0% declared safety as being at a middle-level security, and 100 parents or 66.7% declared safety with teachers at a high-level (*SD* .67865, *M*4.0743).

Table 9*The level of expectations and emotions of parents with teachers*

	Frequencies	Percentage	Valid percentage
High	5	3.3	3.3
Secondary	69	46.0	46.0
Low	76	50.7	50.7
Total	150	100.0	100.0

The study of the data in Table 9 reveal the expectations and emotions of parents with teachers. Out of the 150 respondents, 5 or 3.3 % of parents' expectations and emotions with teachers were determined at a low level, 69 or 46 % of them in the middle and 76 or 50.7 % of their expectations and emotions with teachers were determined at a high level (SD .89786, M 3.56795).

Table 10

The parent-child discussion level and correlation with pupils' performance

	Frequencies	Percentage	Valid percentage
Low	32	21.3	21.3
High	118	78.7	78.7
Total	150	100.0	100.0

The output in Table 10 shows the level of parent-child discussion. Out of 150 parents, 32 or 21.3%, report their level of discussion with children being at a low level, while 118 or 78.7% of parents considered the discussion with their children to be at a high level (SD 1.115644, M 1.8795).

After the level of parent-child discussion (see Table 10), the correlation analysis between parent-child discussion and pupils performance was computed. The correlation between parent-child discussion and student performance is ($r = -.14$, $p = .865$) is weak and statistically insignificant.

Table 11*The level of parent's ability to help their children in homework*

	Frequencies	Percentage	Valid percentage
Low	39	26.0	26.0
High	111	74.0	74.0
Total	150	100.0	100.0

Table 11 shows parents' ability to help their children with their homework. From the table output, we can observe that 39 parents or 26.0% stated that their ability to assist children with their homework is considered low, while 111 parents or 74.0% stated that their ability to help their children in their homework is high (SD 3.0146 , M 1.45653).

Table 12*The level of family discipline and its correlation with pupils' performance*

	Frequencies	Percentage	Valid percentage
High	146	97.3	97.3
Secondary	2	1.3	1.3
Low	2	1.3	1.3
Total	150	100.0	100.0

The data in Table 12 show the level of family discipline. From 150 respondents, 146 pupils or 97.3% have considered the family discipline as high, 2 pupils or 1.3% have considered this at a secondary level, and 2 pupils or 1.3% have considered the level of family discipline as being low (SD .53109 , M 2.1786).

Correlation analysis is conducted to see if is a relationship between family discipline and pupils performance. The relation of family discipline to pupils performance is statistically significant ($r = .356$, $p = .000$).

Table 13*The relation of family discipline to pupils' performance**Family discipline and pupils' performance*

r	.356
sig	.000

The study sought to achieve the following objectives, namely: to determine the level of performance of students, to investigate the influence of parents' education level on pupils' performance, to establish the influence of family discipline on performance of pupils, to establish the level of parent support with teachers and vice versa, to establish the level of parent-teacher communication and vice versa, to establish the level of parent-teacher safety, and to investigate the level of parents' expectations and emotions with teachers.

The findings that derived from this study have confirmed that the performance of fourth grade pupils is at a high level. Various studies show that during the XX century, there were concerns about gender differences in education, which are focused on girls' lower achievement versus academic achievement of boys (PISA, 2009, Vol I, p.55). While recently, we have another view that comes from the PISA 2009 report, showing that the academic achievement ratio has changed in some cases in favour of girls. In our country, the performance of pupils highly depends on cultural factors, one of which is gender stereotypes. For girls' achievement, there is a higher expectation and demand, compared to boys. Parents are more cautious to create the suitable conditions to learn, to enable more cooperation and communication with teachers and better relationships, in general, as well as pay more attention to helping them with their lessons. As a consequence, girls are expected to be more responsive and more systematic, which has an impact on increasing their outcomes. In our study, the number of male and female pupils is approximately the same and the result of their performance is quite high, which means that there is not much difference between the achievement of girls and boys. From the general data from our study, it turns out that the performance of fourth grade pupils is at a satisfactory level.

The correlation analysis makes us understand that the level of mother's education does not affect the performance of the pupils. In this case, we do not reject the null hypothesis stating that the level of mother's education does not affect the performance of the pupils. On the other hand, studies that are related to pupils' academic achievements (performance) consistently have shown that parent's education is considered an important predictor to explain pupils' achievement (Smith, Brooks-Gunn, & Klebanov, 1997). Based on such findings, many researchers have analysed how parents' education influences the structuring of the family environment (Yeung, Linver, & Brooks-Gunn, 2002) and the variety of parenting styles (Conger et al., 2002).

The characteristics of mothers have been considered as another factor that affect pupils' academic achievements (Eamon, 2005; Jeynes, 2001; Majoribanks 1996). Mothers with a high level of education have self-esteem, which makes them to be more willing to cooperate with teachers. As such, this category of mothers has children who achieve higher scores in the tests.

Also, becoming a mother at a relatively mature age has shown they are more capable to create stimulating cognitive environments and a more supportive family environment, thus, positively influencing their children's academic achievement (Eamon, 2005). The mothers' educational level has strong positive link to the behaviour and attitudes they hold regarding their children's education. Empirical findings have confirmed that mothers who have continued education beyond compulsory education are more inclined to monitor their children and be more cautious about creating conditions for their continuing education (Feinstein & Sabates, 2006). According to Yonezawa (2000), mothers with higher level of education have more chances to actively enable their children to participate in different courses, to manage their achievements more actively, and to have more information about schooling, as compared to mothers with lower levels of education. Another study from Faize & Dahar (2011) showed that pupils who have illiterate mothers have performed at a significantly lower level than pupils with educated mothers. With the growth of mothers' level of education, pupils' performance also improves. In addition to results concerning the relationship between mother's level of education and the performance of the pupils, the study has also examined the possible correlation between father's level of education and the performance of their pupils. In this case, we do not reject the null hypothesis indicating that there is no statistical significant relationship between father's education and their pupils' performance. The findings presented by Bitrus (2016) in his study "The level of parent's education as a pupil's performance predictor in northeaster colleges of Nigeria". The results of this study confirm that the level of education of parents and mothers is not an important predictor of pupils' performance (Bitrus, 2016). Another study conducted by the researcher Kashahu (2013) points towards the conclusion that the level of father's education has significant links with pupils' academic achievements. According to her, fathers who have a university degree or postgraduate degree have better results in the two main subjects. In addition, the data derived from this study show that the level of parent-teacher cooperation is on an unsatisfactory level. From this study, turns out that parents' cooperation is not at the right level. The researcher Marques (2001) in his study has shown that when parents work in partnership with schools, teachers benefit because collaboration positively influences pupils learning. The study has also pointed about the existence of other forms of co-operation, such as "communication and home-based study support, which have a significant impact on improving learning" (Marques, 2001). At the descriptive level, the results have shown the level of support of parents with teachers and vice-versa. From this group of data, we understand that 62.7% of parents have confirmed

a high level support for teachers. This has shown a poor satisfactory level of parent and teacher support.

From the results, we understand that parents' communication with teachers is at a high level. However, considering that communication is considered an imperative aspect of this age of societal development, still the result in percentage is not satisfactory.

According to parents' reports, it is noted that the level of parent-teacher safety is at a high level. From the statistical output, 5.3% of parents have indicated that the level of safety with the teachers is low, 28% stated that they have an average level, and 66.7% of parents stated that the level of parent-teacher safety is at the high level. This shows that the level of safety is high, but not at a satisfactory level.

In addition, we also have teachers' data. Data from descriptive analyses showed that parent-teacher safety is at an average level. The data specified that 9.3% of teachers state that the security level is low, 66% at medium level, and 24.7% at high level. Similar with other results, the level of parent-teacher safety is not at the right level. Regarding the level of parents' expectations and emotions with the teachers, the results showed that half of the parents have presented this level as high level but this percentage is not at a satisfactory level.

Findings regarding the level of parent-child discussion will be discussed considering the correlation with the performance of pupils. Descriptive and correlational statistics are used for this question. Descriptive analysis of parent-child discussion showed to be at a high level. The analysis of parent discussion variables with their children shows the impact on the pupils' performance. According to the results ($r = -0.14$, $p = .865$), we understand that there is a weak relationship and statistically insignificant linkage. From this finding, we can conclude that the parent-child discussion does not affect the performance of the pupils.

Additionally, the study findings on the level of parental ability to help their children in homework will be discussed. While, 74% of parents have stated a high level of ability to help their children in homework, the level of parenting ability to help their children in homework is on a satisfactory level. However, there are contradictory findings with regard to homework. Some studies show that parents' involvement in homework is important for pupils' academic outcomes (Hoover-Dempsey et al, 2009).

Based on our results, most of the pupils or 97.3% have stated that the level of family discipline is at a high level. Moreover, according to the correlation analysis, the results have shown that the level of family discipline and pupils' performance is statistically significant. From these data, we can confirm that family discipline affects the pupils' performance. Hence, based on

our results, we reject the null hypothesis, opening another window of discussion regarding the statistical significant importance of family discipline in affecting the pupils' performance.

Conclusion, Limitation and Implications

The issues raised in this study relate to the discovery of the impact of collaboration between school and family on pupils performance. Findings from descriptive data aid our conclusion that male participation in this research is greater than female participation. The fourth grade pupils were the representatives of the study. More than half of the pupils were younger than the one presented by the Pre-University Curriculum Framework of Kosovo. Based on these findings, the Education Directorates are recommended to be more openly concerned with the age of the students during student initial enrolment proves. Fourth grade children also differed in terms of the level of education of their parents. The study provided enough evidence to conclude that fathers have a slightly higher level of education than mothers. However, the education of the two parents is not considered at the proper level, considering that this can directly affect the performance of the pupils.

The performance of pupils was examined in the main subjects of the curriculum, namely, Albanian language and Mathematics. The survey data have confirmed a high performance of fourth grade pupils. Concerning the relationship between pupils' performance and parents' education, the results have shown an insignificant correlation between the two. Accordingly, there is enough evidence to suggest that the level of mother's and father's education does not influence the performance of pupils. Furthermore, the study findings have pointed towards a worrisome outcome in relation to parent-teacher collaboration. While the average level of parent-teacher collaboration does not determine the quality of the relationship, it is a relevant indicator that should be taken into consideration for further empirical research. Therefore, it has been recommended that the collaboration between schools and families needs to be planned in order to achieve the desired level of interaction towards enhancing pupils performance. In light of this, the family involvement in schools ought to be based on a collaborative school-family program. It is noteworthy that such a program to have an inclusive approach, not limited to the individual level collaboration. To ensure the sustainability of the school-family partnership, schools should take the lead on the inception and implementation phase.

Lastly, while the study has delivered very strong conclusions supported by a well-thought plan, certain limitations need the reader's attention. First, the data collection depended on a self-reporting mechanisms requested to respondents. In consequence, the accuracy and, more importantly, the truthfulness of the data hinge on respondents' discretion towards the survey

items. Second, regarding the methodology, there are limited studies using the same subject and instruments, inhibiting the option to engage in comparisons. Third, the study recognises the potential subjectivity of parents' responses concerning their children. That is mainly due to the fact that parents' assessing their children often is considered a subtle area.

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