



Impact of Parent-Teacher Collaboration on Extracurricular Activities and Quality of Teaching in Elementary Schools in Kosovo

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ABSTRACT

Purpose. This study examines the impact of parent-teacher collaboration on the organization and effectiveness of extracurricular activities in primary schools in Kosovo, analyzing the perceptions of parents and teachers regarding the importance of these activities in education quality and student engagement. Extracurricular activities play a key role in students' academic and social development, influencing their school performance and participation in the learning process. **Methodology.** This is a quantitative study based on the school-family engagement theory, analyzing the impact of parental involvement in extracurricular activities. The rationale for this study stems from the lack of empirical research on this topic in Kosovo. The study aims to analyze how this collaboration affects the effectiveness of activities and student motivation. Data were collected through structured questionnaires from 100 parents and 100 teachers in primary schools in Prishtina and Gjilan. For data analysis, the ANOVA test and Chi-Square test were used to identify differences in perceptions.

Findings. Findings indicate that festive activities such as "Independence Day" and "School Day" were rated the highest by both groups, while visits to museums and state institutions received lower evaluations. The Chi-Square test identified significant differences between parents' and teachers' perceptions of the impact of these activities. These results suggest that improving school-family collaboration can enhance the effectiveness of extracurricular activities and improve students' educational experiences. **Implications for research and practice** It is recommended that schools develop more structured strategies for involving parents in the planning and implementation of these activities, considering institutional support and students' needs.

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Introduction

Extracurricular activities play an important role in the social, academic, and personal development of students. These activities go beyond the standard curriculum and foster social, emotional, and cognitive growth through sports, arts, community service, and educational trips (Brown et al., 2023; Fredricks & Eccles, 2006). Research shows that active participation in extracurricular activities positively influences academic achievement, leadership skills, and school engagement (Knifsend & Graham, 2011; O'Donnell et al., 2023). The success of these programs depends heavily on strong collaboration between parents and teachers, offering students motivation and support. Parents and teachers are instrumental in promoting student involvement in such activities. According to Gregorović Belaić (2021), parental involvement in education has a positive effect on students' academic performance, behavior, and emotional development. This collaboration is particularly important in the organization and implementation of extracurricular activities, as it ensures logistical, financial, and motivational support for students (Bartko & Eccles, 2003; Simmons et al., 2020).

However, in Kosovo, there have been limited studies on how such cooperation impacts the success of extracurricular programs. Many schools have some programs but little idea of the influence of parent involvement and teacher cooperation on the quality and students' motivation in these programs. There may be some issues hindering such cooperation, such as the busy nature of parents, the lack of availability of school facilities and material resources, and the disparity between the teachers' and parents' approach to extracurricular programs (Kraft & Dougherty, 2013; Simmons et al., 2020). Extracurricular activities are an essential part of the educational process, yet challenges in their organization and parental involvement and school-family collaboration remains largely unaddressed. The impact of school-family collaboration on students' academic and social development is a well-recognized topic in international literature, but there is a lack of empirical studies analyzing this phenomenon in the context of Kosovo.

Given this context, it is important to conduct a deeper analysis of how parent-teacher collaboration influences the success of extracurricular activities in primary schools in Kosovo. While many international studies have explored this topic, there is still a lack of empirical studies in the context of Kosovo, analyzing the impact of parent-teacher collaboration on teaching quality and the effectiveness of extracurricular activities. Although the literature suggests that extracurricular activities are essential for student development, there is a lack of studies analyzing how school-family collaboration influences the success of these activities in the context of Kosovo. This lack of empirical data creates a significant gap in understanding this phenomenon, necessitating a more detailed analysis. Therefore, this study aims to provide a data-based analysis to understand the role of parent-teacher collaboration and evaluate the impact of parent-teacher collaboration and effectiveness of extracurricular activities in primary schools in Kosovo. The study analyzes parents' and teachers' perceptions of the role of these activities in student development and education quality. Additionally, it also identifies the challenges and barriers limiting this collaboration and propose strategies for its improvement.

Specifically, the study frames the following objectives: (1) to assess the perceptions of parents and teachers regarding the impact of extracurricular activities on improving education quality and student development. (2) to identify the challenges faced in parent-

teacher collaboration for organizing extracurricular activities. (3) to compare parents' and teachers' perceptions of the importance of these activities and their impact on students' academic achievements. (4) to suggest measures and strategies for improving school-family collaboration to enhance the quality of extracurricular activities, based on the empirical findings of this study. To achieve these objectives, this study seeks to answer the following research questions: (1) How does parent-teacher collaboration affect the effectiveness of extracurricular activities? (2) What are the main challenges in involving parents and teachers in organizing these activities? (3) Are there differences in parents' and teachers' perceptions of the importance of extracurricular activities for student development?

By analyzing these aspects, the study contributes to the literature on the role of extracurricular activities and the importance of parent-teacher collaboration, offering useful recommendations for improving educational practices in Kosovo. In addition to theoretical and empirical analysis, this study provides practical recommendations for improving parent-teacher collaboration in organizing extracurricular activities. Its findings may help teachers and parents identify more effective strategies for student engagement and offer guidance to policymakers in designing more structured programs to support these activities.

Literature Review

Importance of School-Family Collaboration

Parental involvement in the schooling of children is an important factor in directly contributing to the academic success and social development of students. Empirical studies have shown that effective collaboration between the school and the home is associated with greater student motivation, better classroom behavior, and greater academic success (Kraft & Dougherty, 2013; Simmons et al., 2020). A longitudinal study conducted by Fan and Chen (2001) confirms that parent involvement in teaching increases students' mathematics and reading performance. Besides, studies in the European and American context show that parent involvement contributes to better discipline and a reduction in school dropouts (Desforges & Abouchar, 2003; Hill & Tyson, 2009). A meta-analytical synthesis conducted by Jeynes (2005) with over 50 empirical studies substantiates that parent involvement is one of the key determinants of student achievement in the primary and secondary levels.

Impact of Collaboration on Extracurricular Activities

Extracurricular programs form an integral part of formal education and contribute to the improvement in students' social, emotional, and academic skills. Studies have shown that extracurricular participation significantly boosts self-confidence, engagement, and collaboration among students (Fredricks & Eccles, 2006; Simmons et al., 2020). A comparative analysis of schools in Europe confirms that participation leads to improved academic outcomes and social development (Salmela-Aro et al., 2019). Parental involvement is also a vital element. Hornby (2011) highlights that when parents are actively engaged in extracurricular organization, students show higher motivation and school commitment. However, parental participation is often hindered by work obligations and limited communication from schools (Hill & Tyson, 2009; Reschly & Christenson, 2022).

Challenges and Strategies for Improvement

Despite the significant benefits of school-family collaboration, considerable challenges remain. One of the primary challenges is the lack of effective communication between parents and schools, which often leads to unequal parental participation in extracurricular activities (Kraft & Dougherty, 2013). A study conducted in the United Kingdom by Goodall (2021) found that parents often feel excluded from decision-making regarding extracurricular activities, while teachers report a lack of support from families in implementing these programs. A study by Borup et al. (2020) revealed that one of the most effective strategies for improving this collaboration is the development of digital platforms for continuous communication between schools and families. Additionally, Mapp and Kuttner (2013) suggests that active parental engagement through regular meetings and mentoring programs significantly increases student participation in extracurricular activities. In Kosovo, the primary challenge remains the lack of clear policies for parental involvement in extracurricular activities. Regional studies indicate that rural schools face more difficulties in engaging parents compared to urban schools (Bryk & Schneider, 2002).

To address these challenges, recommended strategies include organizing training sessions for parents, establishing parent-teacher engagement groups, and developing joint plans for extracurricular activities.

The reviewed literature suggests that school-family collaboration is a decisive factor in improving the quality of education and student engagement in extracurricular activities (O'Brien & Turner, 2025; Povey et al., 2022). International empirical studies have confirmed that parental involvement influences student motivation and academic success, while communication barriers, socio-economic status and the lack of clear policies remain major obstacles (Holster, 2022). The. This literature review suggests that to maximize the benefits of school-family collaboration, more structured strategies for parental involvement are needed, along with digitalization of communication and the development of policies to enhance their engagement in extracurricular activities. Based on this literature review, the following hypotheses are framed to find answers to the research questions.

H1: *Parent-teacher collaboration has a positive impact on the organization and effectiveness of extracurricular activities.*

H2: *Student engagement in extracurricular activities is influenced by school support factors.*

H3: *Parents perceive the importance of extracurricular activities as higher than teachers do*

Methodology

Research Design

This study adopted a descriptive and comparative quantitative research design, aiming to analyze the impact of extracurricular activities on education quality and parent-teacher collaboration in primary schools in Kosovo. The quantitative approach was chosen to ensure an objective and statistical analysis, allowing for the measurement of study variables and the comparison of parents' and teachers' perceptions. The study utilizes statistical analysis to assess the relationships between key variables and identify differences in the perceptions of the two participant groups. Through this research design, the study seeks to provide a clear perspective on the effectiveness of extracurricular

activities and the importance of parental involvement in the educational process. This design was selected based on existing literature on the role of extracurricular activities in students' academic and social performance, enabling researchers to analyze the impact of various factors on the engagement and effectiveness of these activities.

Sampling and Population

The target population for this study includes parents and teachers of primary schools in two cities in Kosovo, Prishtina and Gjilan, representing different educational and social contexts. The research focuses on grades 1 to 5, considering the impact of extracurricular activities on children's development during these critical stages of education. A stratified random sampling method was used to ensure balanced representation among groups and to minimize bias. The sample consisted of 200 participants, divided into two groups: 100 parents of primary school students and 100 teachers instructing grades 1-5. To ensure balanced distribution, the study included four primary schools: *Elena Gjika* School and *Green School* in Prishtina, as well as *Thimi Mitko* School and *Selami Hallaqi* School in Gjilan. Participants were recruited through official school announcements, with school principals assisting in the distribution of invitations. Participants were informed about the purpose of the study and signed a consent form, ensuring confidentiality and voluntary participation. To capture diverse responses, the study aimed to include teachers and parents from schools with different characteristics (urban and rural), allowing for a deeper analysis of variations in perceptions.

Instrument and Procedure

Data for this study were collected through two structured questionnaires designed to assess perceptions of the impact of extracurricular activities on students' educational experiences and the level of parent-teacher collaboration. The teacher questionnaire included questions on the impact of extracurricular activities on students' academic performance and the role of parental involvement in these activities. On the other hand, the parent questionnaire assessed their perceptions of the effects of these activities on their children's development and their level of engagement in the educational process.

The questionnaire structure included multiple-choice questions, a Likert scale (1-5), and open-ended questions to gain a deeper understanding of participants' perceptions. The questionnaires were initially piloted with a small group of 20 participants to ensure clarity and internal validity. After evaluating the preliminary responses, modifications were made to enhance question clarity and avoid misinterpretations. The questionnaires were physically distributed in the participating schools, where participants completed the forms in the presence of researchers to ensure a high response rate and accuracy in the collected data. All participants were informed about the study's purpose and signed informed consent forms, ensuring data anonymity. Data collection was conducted over two weeks, ensuring that all responses were complete and valid for analysis.

Data Analysis

The collected data were analyzed using statistical and thematic methods to provide a comprehensive and reliable understanding of the impact of extracurricular activities. In statistical analysis, the ANOVA test was used to compare the mean perceptions of parents

and teachers regarding the effectiveness of extracurricular activities, while the Chi-Square test was applied to assess differences in perception distribution between the two groups. Statistical analyses were conducted using SPSS software, facilitating the extraction of precise and objective results. To ensure accurate interpretation, data were cleaned of missing values and checked for normal distribution before applying statistical tests. Additionally, thematic analysis was used to identify common patterns in participants' perceptions of the impact of extracurricular activities and to highlight challenges and opportunities for improving school-family collaboration.

To ensure the quality of analysis, data were coded and reviewed by two independent researchers to guarantee reliability and accuracy in findings. These data and analyses contribute to drawing evidence-based conclusions about the role of extracurricular activities in primary education and the importance of school-family collaboration. Furthermore, results were interpreted in comparison with existing studies to assess the consistency of findings and to derive conclusions supported by scientific evidence.

Results

The analysis of results aims to present and interpret the data collected through statistical methods and thematic analysis, linking them to the study's objectives and research questions. These findings help understand the impact of extracurricular activities on student engagement, parent-teacher collaboration, and the challenges encountered in organizing these activities. Two primary methods were used for data analysis: the ANOVA test and the Chi-Square test. The interpretation of findings focuses not only on presenting statistics but also on analyzing the factors influencing these results and the practical implications that emerge from them.

The results in [Table 1](#) indicate that parents rate extracurricular activities higher than teachers. The mean difference (e.g., 2.72 vs. 2.64 for museum visits) suggests that parents are more inclined to support these activities as tools for student development. This result aligns with previous studies showing that parents often have higher expectations for their children's education through additional activities ([Goodall & Montgomery, 2023](#); [Topor et al., 2010](#)).

Table 1

Parent and Teacher Evaluations of Extracurricular Activities

Extra-curricular Activity	Mean (Parents)	Mean (Teachers)	Difference
Museum visits	2.72	2.64	+0.08
Cultural visits to historical sites	2.73	2.64	+0.09

The results in [Table 2](#) show P-values greater than 0.05 (0.624 and 0.424), indicating no significant impact between cultural/sports activities and student engagement. This suggests that the school support environment may not be sufficient to encourage student participation in these activities, reinforcing the need for more personalized approaches aligned with their interests ([Fredricks & Eccles, 2006](#)).

Table 2

Impact of the School Support Environment on Student Engagement and Performance

Extra-curricular Activity	Pearson Chi-Square	P-value
Cultural activities	2.614	0.624
Sports activities	3.866	0.424

Table 3 shows that the P-values (0.004 and 0.003) indicate a statistically significant relationship between participation in extracurricular activities and strengthening parent-teacher collaboration. These results suggest that activities such as museum visits and visits to state institutions can be valuable tools for encouraging communication and parental involvement in their children's school life. This supports the findings of (Epstein, 2018; Simon & Epstein, 2001), who emphasize that joint activities significantly enhance school-family collaboration.

Table 3

The Impact of Extracurricular Activities on Parent-Teacher Collaboration

Extra-curricular Activity	Pearson Chi-Square	P-value
Museum visits	15.457	0.004
Visits to state institutions	15.899	0.003

The results in Table 4 show that festive activities for March 7th have a significant impact ($p = 0.041$), while festive activities for Kosovo's Independence Day do not have a statistically significant impact ($p = 0.139$). This suggests that organizing and participating in some activities may be more challenging than others, affecting their effectiveness. Other studies (Jones, 2023) have shown that activities with greater community involvement and better organization have a more positive impact on students' experiences.

Table 4

Challenges in Extracurricular Activities and Ways to Improve Student Experience

Extra-curricular Activity	Pearson Chi-Square	P-value
Festive activities for March 7th (Teachers' Day)	9.961	0.041
Festive activities for Kosovo's Independence Day	6.950	0.139

Table 5 shows that the ANOVA test results indicate that extracurricular activities do not have a direct impact on students' career preparation, as the P-value is greater than 0.05. However, they may have an indirect impact when combined with other educational support and mentorship from parents and teachers.

Table 5

Impact of Extracurricular Activities on Student Career Preparation

Null Hypothesis	Statistical Test	P-value	Result
H ₀ : Extracurricular activities have no impact on improving education quality.	ANOVA	P-value > 0.05	Not rejected

Table 6 shows that the P-value greater than 0.05 suggests no strong correlation between school-teacher collaboration and the planning of extracurricular activities. This indicates the need to strengthen this collaboration to improve activity planning and impact. This finding suggests that to enhance the planning of activities, it is necessary to reinforce collaboration between schools and teachers. Extracurricular activities require strong coordination among all stakeholders, including teachers, school administrators, and possibly parents, to ensure their success and contribution to students' personal and professional development. Reviewing and strengthening collaboration can help make activities more effectively planned and implemented, increasing the benefits they offer students.

Table 6

The Importance of Participation in Extracurricular Activities for Students' Personal and Professional Development

Null Hypothesis	Statistical Test	P-value	Result
H ₀ : School-teacher collaboration does not influence the planning of extracurricular activities.	Chi-square	P-value > 0.05	Not rejected

The results also indicate that parents and teachers have different perceptions of extracurricular activities, suggesting that parents value the educational and historical aspects of these activities more, while teachers focus more on academic aspects and traditional celebrations. These findings provide a clearer understanding of the previously formulated research questions and help shape recommendations for improving school-family collaboration. To enhance participation and the impact of extracurricular activities, schools are encouraged to adopt a more integrated and inclusive approach by involving parents in the planning process and further analyzing the factors influencing student engagement.

Discussion

Extracurricular activities play a crucial role in student development, contributing not only to the enhancement of academic skills but also to personal and social growth. This study aimed to analyze the impact of teacher support and other school environmental factors on student engagement and the benefits derived from extracurricular activities. Through assessments from parents and teachers, as well as an analysis of the impact of collaboration between these two groups, this research has identified key aspects for improving student engagement and strengthening school-family connections.

Regarding the impact of teacher support, the results indicate that parents have a higher perception of the benefits of extracurricular activities, valuing their impact on child development more than teachers. The average difference in evaluations between parents and teachers (e.g., 2.72 vs. 2.64 for museum visits) suggests a discrepancy in perception, which may be explained by the greater emotional involvement of parents in their children's development. This finding aligns with previous studies showing that parents often see greater developmental opportunities for their children through extracurricular activities (Cook, 2021; Goodall & Montgomery, 2023). This difference supports Hypothesis H3, which predicted that parents perceive the importance of extracurricular activities higher than teachers do. Likewise, about the impact of a supportive environment on student engagement, Pearson Chi-Square tests showed that cultural and sports activities do not have a significant impact on student engagement ($p > 0.05$). This result is similar to findings from other studies emphasizing the need for more tailored activities that align with students' interests and ongoing pedagogical support (Fredricks & Eccles, 2006). For instance, a p-value of 0.624 for cultural activities suggests that these activities are not structured in a way that actively fosters student engagement. This partially supports Hypothesis H2, suggesting that though student engagement in extracurricular activities is influenced by school support factors, however, school support environment alone is not always sufficient to increase student participation in extracurricular activities. With regard to strengthening parent-teacher collaboration, the results demonstrated a significant correlation between extracurricular activities and improved collaboration between parents

and teachers, with p-values lower than 0.05 (e.g., 0.004 for museum visits). This confirms previous research suggesting that activities that engage both groups help improve relationships and communication (King et al., 2020). Activities such as museum and state institution visits have proven to be the most effective in creating opportunities for parents and teachers to work together for student development. This supports Hypothesis H1, indicating that parent-teacher collaboration has a positive impact on the organization and effectiveness of extracurricular activities. The findings of this study also suggest that extracurricular activities play a significant role in strengthening parent-teacher collaboration, while perceptions of these activities vary between the two groups. Meanwhile, the impact of the school support environment on student engagement was not as strong as expected, highlighting the need for more personalized approaches to enhance the effectiveness of activities. These findings provide a strong foundation for developing new educational policies aimed at improving the role of extracurricular activities in primary and secondary education.

Conclusion

This study has provided a valuable assessment of the impact of extracurricular activities on student development, with a particular focus on teacher support, parent-teacher collaboration, and student career preparation. The results indicate that parents have a higher perception of the benefits of extracurricular activities, while teachers are often not sufficiently engaged in these activities. Furthermore, activities that actively involve both parents and teachers, such as museum and state institution visits, are successful in strengthening collaboration between these groups and can enhance student engagement.

However, this study faced several limitations. First, the sample used was limited to a few schools and did not fully represent the entire education system. Second, the results of the ANOVA and Pearson Chi-Square tests for cultural and sports activities suggested a need for more tailored activities that align with students' interests to increase their engagement. Third, the study did not consider the impact of other factors, such as the socioeconomic status of families, which may significantly influence student participation in extracurricular activities. For future research, it is recommended to conduct more in-depth studies that include a larger sample and consider various factors, such as the influence of family socioeconomic conditions on participation in extracurricular activities. Additionally, it is necessary to explore how activities can be adapted to meet students' interests and needs, incorporating technology and innovative learning tools to increase their motivation and engagement. Future studies could also examine the role of teachers in creating opportunities for more engaging and suitable activities for students.

The findings of this study have important implications for the development of extracurricular activities. Teachers need to be more actively involved in planning and implementing extracurricular activities, creating opportunities that align with students' interests and support them in developing skills essential for their careers and social life. Furthermore, parent-teacher collaboration should be strengthened, and these activities can be used as opportunities to help students develop into responsible and engaged individuals. For future researchers, this study provides an essential foundation for further exploring the impact of extracurricular activities and examining ways to incorporate more influencing factors and variables that affect participation and success in these activities.

Additionally, it would be beneficial to analyze different international practices regarding the implementation of extracurricular activities and explore the possibility of adapting them to the Kosovo context.

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