

# SCHOOL AND FAMILY COOPERATION MODELS FOR REDUCING SOCIAL PROBLEMS AT BOARDING SCHOOL

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## **Abstract**

*The task of this report is to analyze the opportunities of cooperation between school and family by considering several models of cooperation. The work specificity is connected with circumstances, created by the economic crisis and the specificity of boarding school in work with social risk group's pupils and their parents.*

*The research is carried out within the framework of Doctoral Thesis „Holistic approach during process of socialization of social risk group pupils”. The report analyses the legislation of the Republic of Latvia, being related to social problems, child's rights and parents' duties, and offers triangular model SCHOOL - NGO - FAMILY, which is pointed towards direct cooperation between school, NGO and family.*

**Key words:** boarding school, social exclusion, socialization, triangle model of cooperation.

## **Introduction**

Pupils' (7–15 years old) social exclusion is one of contemporary problems in Latvia.

The chosen target group for research is pupils living and studying in the boarding school. The membership of pupils in the boarding school highly differs from comprehensive schools in Latvia, because they usually are pupils from low-income and disadvantageous families, as well as children without parental care, those who have wandered for a long time, have not acquired education according to their age, children being left under relatives' supervision because their parents have left for working abroad and also children with many similar problems. A large part of these pupils have not only limited possibilities to adopt themselves to the social life, to have exciting spare time, to contact with equals in age, to identify and develop their skills, abilities and interests, but also lack socially meaningful experience regarding the conventionalities and a moral, ethic model for imitation of these norms. The micro-society, life conditions in families where pupils live, unfortunately, do not develop conventionalities, but encourage anti-social behavior.

Admittedly, pupils in boarding schools have fair intellect, they are physical fit, with sufficient potential of energy being impossible to put into practice within the pedagogical context that could help them socialize and express themselves. Education is regarded as a value in the family (Balster-Liontos, 1992) however the socially-psychological characteristics also affect the learning process, because we can often notice explicit Attention Deficit Syndrome

lowering their working capacity. In order to facilitate the reduction of pupils' social exclusion in the boarding school and their incorporation into the social life, as well as to prevent critical situations, these pupils and their parents need special support, because the pupil's identity development begins in the family, but improves at school.

Along with the country's economic situation the parents' socio-economic situation has sharply worsen. Therefore as a result of such changes many families have experienced stressful situations, consequently, parents often are full of their own problems forgetting about the child's needs, interests and peculiarities of development. Parents often do not immerse into their child as an individual, do not perceive their child as a value, because in their own childhood they had felt themselves unplumbed, troublesome, cared, teachable, pushed (Kempes, 2003). Support for these children and their parents can be ensured by a complex of different educational measures and team work. One of measures is promotion of cooperation between the school and the family, because the priority of boarding school pupils is their family, family members' opinion which is taken into account. But this cooperation must be insistent and permanent as only in this case positive results can be expected.

The research was carried on within the framework of Doctoral Thesis „Holistic approach during process of socialization of social risk group pupils”.

The report contains the analysis of the issue within two levels:

*the theoretical level*, where the legislation of the Republic of Latvia being related to social issues, children rights and parental duties as well as different models of school and family cooperation had been analyzed. Consequently, there was proposed a triangular model referring to direct cooperation between the school, NGO (non-governmental organization) and family;

*the empirical level*, where the approbation of the proposed cooperation model (SCHOOL – NGO – FAMILY) was developed by interviewing the parents of the pupils. By the content-analysis there were analyzed the implementation of the cooperation model by the mediation of NGO “Liepna Boarding School and Pupils Support Families Union” in order to reduce social problems within the boarding school.

### **Analysis of Cooperation between the School and the Family and Proposed Solutions**

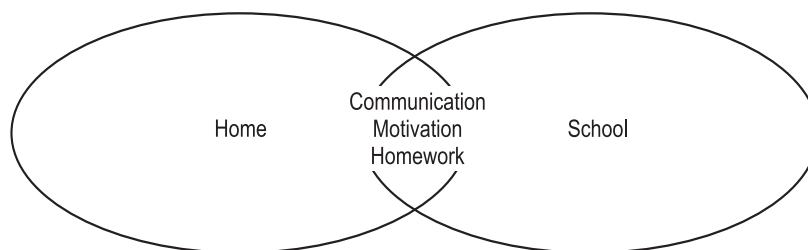
Each person is an individual system, which functions in interaction by surrounding environment, id est, creates correlated and interacted system and aggregate of structures (Bronfenbrenner, U., 1981). It is ecosystem approach and these conditions also refer to persons from social risk groups. In general this thesis is basis for integrative and inclusive pedagogy. In accordance with scientific cognitions of U. Bronfenbrenner, microsystem is an aggregate of activities, roles and intermediate human relations, which is being experienced by the person with its characteristic physical and psychical features at some particular sphere of life by creating interaction with other persons (Bronfenbrenner, 1981). Accordingly, the child, his/her family and school are three microsystems (Griebel, & Niesel, 2004).

In child's upbringing the family has important role, however the function of upbringing is also performed by the school, it means that for child's development the cooperation between school and family is important. It should be well-thought-out and organized, because every family has different resources, skills, desires and needs. One approach of cooperation does not fit to everyone (Christenson, 1995). Pupils, their parents and teachers usually have different desires, aims, opinions, values; it sometimes leads to disappointment and misunderstandings between school and pupils' families. If these differences are not being recognized and solved, there is developing lack of communication, consequently, there is impossible successful cooperation between school and family (Minke, & Vickers, 1999.). This expression

often is seen in boarding schools, where the parents of the pupils has different world outlook, because the majority of these families practice antisocial life-style. It is complicated to persuade and stimulate the parents to live more qualitatively; it creates necessity to include the parents:

- In active involvement into making decisions regarding school;
- In active school's activities as volunteers and members of parents' committee;
- Leisure activities with their children;
- Regular communication with school personell regarding child's school and general progress;
- Participation in opportunities of adults' education, offered by the school (Pianta, & Walsh, 1996).

Edwards M.C. offers model of cooperation between school and family (see Figure 1) and points that there are some significant activities between which there should be divided responsibility at school and at home.



**Figure 1. Overlapping responsibilities between Home and School (Edwards, 2000).**

Families' involvement in school's activities can be one of the means by creating cooperative, tolerant community. Nowadays, when schools become more and more open to the society, communication between parents and teachers is becoming not only more intensive but also more complicated too. Teachers tend to recognize that work out of classroom in this case, it is the activity in the community and communication with parents is related emotional and intellectual efforts (Hargreaves, 2000). As a result of communication between school and family, pupils' achievements, behavior, attitude towards studies and school are improving. The cooperation depends on families' education, family and society members, who are working together for consummation of united aims (Salend, & Taylor, 1993)

The features of cooperation between the school and the family in Latvia had changed by historical course of time. A. Baldins and A. Raževa mention that the older generation teaching children has grown and developed their identities in other socio-economic and political relations to a great extent being typical to the conditions of a primitive society. The grounds for these relations were social and economic safety and absolutization of the country's interests. Government ensured a single educational system for all children where the school became a partial performer of the family's functions. This experience regarding the school is familiar to parents, but the contemporary school realizes only its educational functions making the family to realize its responsibility and importance of the upbringing function (Baldiņš, Raževa, 2001).

In its turn, the boarding school is an educational institution carrying out not only pupils' educating but also upbringing function. Pupils spend a majority of their life in the boarding school; as a result, the school mainly takes responsibility for pupil's development as

individuality, but parents' responsibility stays apart.

Basing on the Children's Rights Protection Law (19.06.1998) passed by Saeima of the Republic of Latvia prescribing children's rights to clean environment for life (Article 46); basic provisions for the protection of children from negative influences in social surroundings (Article 47); children's protection from smoking and the influence of alcoholic beverages (Article 48); children's protection from the use of narcotic, toxic and other intoxicating substances (Article 49); protection from negative influence of games, films and mass media (Article 50); restrictions for children's involvement into events (Article 50<sup>1</sup>); safety requirements in children's supervisory services (Article 50<sup>3</sup>); children's protection from unlawful activities (Article 51); a child – a victim of violence or other unlawful activity (Article 52); quite often the children at high risk are being send to a boarding school and thus being isolated from their families. As a result, parents' rights to bring up their children are limited. The connection between the child and his family is being broken, also the obligations of parents prescribed in the Article 24 of the Children's Rights Protection Law of the Republic of Latvia determining: "to take care of the child and his property and represent him within his private and property relations"; "to prepare the child for an independent life in the society, as much as possible respecting his/her individuality, taking into consideration his/her abilities and inclinations"; "to safe-guard the child's rights and interests protected by the law"; as well as "upon failure to discharge parental obligations, or for the malicious usage of parental authority, physical punishing of a child, as well as cruel behavior against him/her, parents shall be held accountable as determined by the law" etc. ([www.likumi.lv](http://www.likumi.lv))

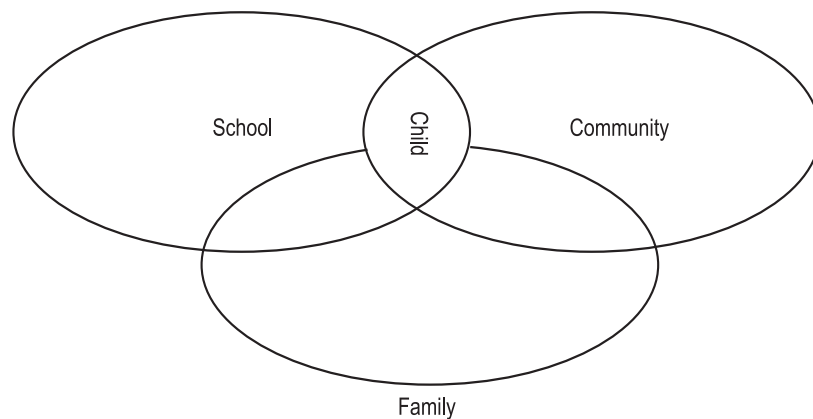
A part of parents' obligations is performed by the boarding school, and exactly by the school support measures it is possible to maintain and improve the existent relations between the child, parents and teachers, but positive moral concepts being acquired at school are not always supported by the families of the social risk group, because in most cases parents have transferred their own negative experience regarding school to their children (Quinton & Rutter, 1985; Dowdney et.al., 1985). The majority of parents are unemployed at the moment due to the economic crisis and they are followers of the anti-social environment, quite often these parents, when bringing their children to grade 1, give them for school's care and upbringing for over nine years. However, the positive result of child's upbringing can be reached only in case school efforts are being supported by the family. Otherwise, a child acquires different skills and habits; but consequently the positive influence in school often vanishes because of the lack of support in the family (Senko, 1978).

It creates the necessity to develop cooperation between the school and the family corresponding to school's intentions and motivating parents to arrive at school in order to see their child's growth. Frequently, the class teacher is the person informing parents about their children's interests, abilities, competences, needs, problems, friends, state of health (Meyer, & Vogt, 1997). Usually it is quite difficult to involve parents into organization of the educational process, because there is a psychological barrier between the school and parents that is not easy to hurdle. The school visit mainly is connected to their child's bad behavior and insufficient success, the research (Kirstena & Hansena, ect., 1998) shows that parents usually do not want to visit school and help its work due to the following reasons:

- they are not sure that their help is truly necessary;
- they are afraid to be mistaken;
- there is a lack of information regarding the form of the required support;
- low self-esteem, busyness;
- illness;
- alcoholism, drug addiction;
- they are undereducated and low-income people often with the inferiority complex.

As V.Senko notes, the time of negative experience accumulating for pupils in junior grades is noticeably shorter than for youngsters, therefore the departure from the norm is not yet established. Their psyche is characteristic by its flexibility and this feature facilitates the reformatory process. By the time when the child starts to attend school, a break of the dynamic stereotype happens and it goes quite easily, because the negative acquirements and habits have not become permanent (Mayer, & Vogt, 1997). Therefore the initiative of the pedagogical cooperation between the school and the family should be taken by the school without waiting for parents' interest. But families having pedagogical neglect require special attention and approach, because it is necessary to practice both the educating and the reformatory or reeducating function at the same time. It requires energy to improve educational conditions in families, help parents change their attitude towards their children and achieve a single influence of the school and the family upon the child (Senko, 1978).

Harvard Family Research Project „The National Network of Partnership Schools: A Model for Family-School- Community Partnerships”, (2000) offers model of cooperation (See Figure 2).

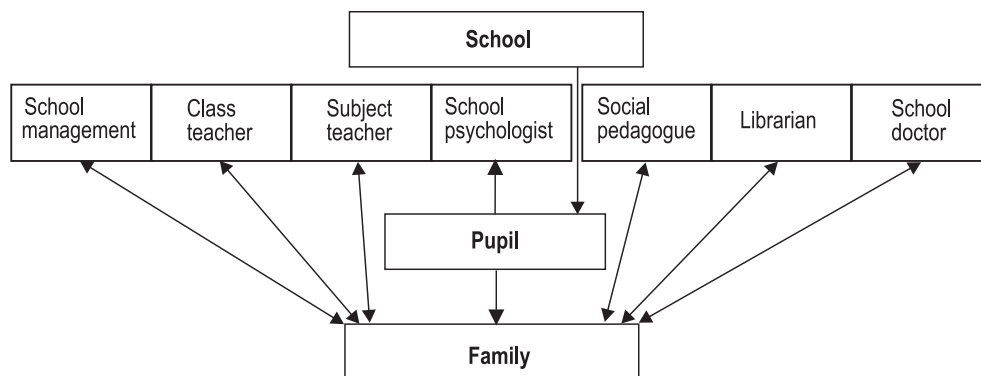


**Figure 2. Overlapping spheres of influence.**

As part of its effort to build the capacity of schools, the Network facilitates linkages among schools and between schools and other key institutional players that can support schools. The support for schools includes education departments at the district and state level, as well as universities and organizations, communities, and national school reform movements.

Indication of effective cooperation between school and family is unity in accomplishing purposes. Cooperation process requires uninterrupted planning of works, their drafting and evaluation. Schools has to undertake the leading role in organizing of the cooperation by providing environment and culture, helping families to perform their role of partnership (Swap, 1993).

The cooperation between school and family had been studied by Latvian scientists Baldins, A. & Razeva, A. proposing the following cooperation promoting model (see Figure 3). The model is pointed to the school pedagogical staff's *direct* (school staff gives its demands and suggestions to parents directly using different forms of cooperation) and *indirect* cooperation (by the mediation of a pupil or a class teacher). Due to the fact that boarding schools unite pupils from different regions of Latvia, direct cooperation between the school and the family quite often is missing.

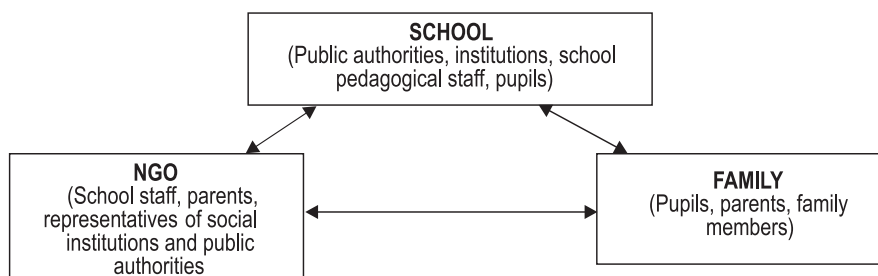


**Figure 3. Activity of pedagogical staff in order to promote cooperation between the school and the family** (Baldiņš & Raževa, 2001).

Present situation in Latvian education, deep economic crisis and the life reality shows that the school's support team often does not work in a body, because due to the economic crisis and structural modifications of the Latvian education system, there is a lack of funding for wages of qualified employees – organizers of interest-related education, out-of-class activities, psychologists, social pedagogues etc. wherewith the school has no opportunities to perform cooperation organizer's functions, as well as there is lack of funding for organizing of extracurricular activities and promotion of collaboration .

As the economic situation in the country is becoming worse, the social crisis has also deepened, because at the moment a great part of families where children attend boarding school faces some difficulties increasing social exclusion and problems related to it. As a result, the support is necessary for both – the pupils and their families. It creates circumstances and necessity for searching of new ways of collaboration.

The research is carried out within the framework of Doctoral Thesis „Holistic approach during process of socialization of social risk group pupils” and, taking into consideration the work specificity of the boarding school and the circumstances, created by the economic crisis, there is offered a triangular model of cooperation in order to promote successful cooperation between the boarding school and its pupils' families where the established and operating non-governmental organization (NGO) is the contributor of cooperation as well as the organizer and mediator (see Figure 4).



**Figure 4. Model of promoting cooperation between the school and the family.** (Patapova, I. & Lubkina, V., 2010.)

The approbation of this model is begun in Liepna Boarding School of the Republic of Latvia. On the basis of the boarding school, there is created NGO “Liepna Boarding School and Pupils Support Families Union” the purpose of which is to promote cooperation between public authorities and pupils’ families.

NGO operates within many spheres of support: children with special needs, development of the civil society, education, society integration, regional policy, development of economic activities, cross-border cooperation, and academic research. There are being tackled problems related to the promotion of higher life quality both for separate groups and all society as well as for the present generation or for the following ones by performing society’s (as well as pupils’ families’) education by training, seminars, workshops, different charity activities etc.

### **Methodology of Research**

Since NGO “Liepna Boarding School and Pupils Support Families Union” is acting for the second year by offering approbation of a triangle cooperation model, there was made the first step within the framework of the cooperation promotion model and one of the qualitative research methods were used – the method of a structured interview with special open questions prepared in advance, to which can be received definite answers.

*The aim of the research* was to involve the parents of the boarding school pupils in cooperation processes and get acquainted with parents’ opinion (FAMILY) about their children’s feelings at school and what makes the socialization process at school to be difficult (SCHOOL).

The structured interview with special open questions was carried out within calm atmosphere in a conversational way facilitating parents’ confidence towards the collaboration partner-researcher, performing the functions of the cooperation organizer and mediator (NGO). The parents were given an opportunity to express themselves freely answering to the researcher’s questions. Wherewith all parties of the triangle cooperation model were represented: SCHOOL – NGO – FAMILY.

The research was built upon parents’ direct experience in contact with their child, his cognition of the world, development of the attitude toward himself, peers, and school.

The study of the research context was performed by interviewing 9 parents whose children were attending the boarding school, seven of which were children with learning and behavior disorders and two children had no problems regarding the studying process. During the selection of respondents there were chosen parents who regularly cooperated with the boarding school and agreed to participate. The interview was arranged by taking into account two main conditions:

- to create appropriate atmosphere (it should be friendly, but the researcher should keep her distance as well);
- to define questions in a way that the respondents could give answers that were not misstatements of their views.

*The following algorithm was used within the application of the method:*

1. Problem identification. Choice of the qualitative research method, validity of choice.
2. Designing of the interview’s plan.

3. Interviewing of parents and registration of information.
4. Data analysis (the researcher analyses the narrated text by content analysis).
5. Drawing conclusions.

During the interview, all respondents were asked equally stated questions:

1. What do you think would be necessary for your child in order to make him/her feel good at school, to study well?
2. What do you think influences your child's feeling of safety at school?
3. What testifies that your child feels safe at school?
4. What attitude does your child feel towards himself/herself at school?
5. In what way does your child try to gain peers' attention and respect?
6. What do you think stimulates your child for learning?
7. In what way does your child show his/her care about himself/herself?
8. How does your child spend his/her free time?

Since there were some breaks during the interview (parents sometimes found it difficult to answer some questions), parents were offered multiple choice answers. The received answers were recorded, basing on them there was made content analysis. It provided the meaning of parents' answers by going deeper into their content.

## Results of Research

On the basis of interview's materials, there was developed a table of summaries regarding parents' opinions and conclusions (see Table 1). The narration of parents (answers to questions mentioned above) had been divided in fragments within the table – content units that characterize and/or interpret parents' experience in relationships with their children (1.). Content units expressing similar psychological ideas were figured out by the further research process and were expressed by psychological terms (2.). The categories were united by making groups of psychological and pedagogical concepts (motivation, personal characteristics, stress, uncertainty about oneself, burn out syndrome) (3.) that are necessary not only for development of further cooperation, but also for solving of social, psychological and other problems at school.

**Table 1. Identified units of interview's content, categories and concepts.**

Content units (specific, definite, expressed within everyday speech)	Sub-category	Category
1.	2.	3.
Child has been approved at school Tries to help classmates and juniors Good mark promotes learning It is important to look good Likes to read, watch TV Gets on well with teachers Likes to participate in competitions, contests Likes to arrange and participate in sport activities	Necessity for dignity, praise Helper syndrome Desire to acquire knowledge Aesthetic needs Interest in the unknown Necessity for dignity, praise Necessity for self-appraisal Orientation towards success	<b>Motivation</b>



<p>Often does not want to attend school Feels good only in his/her own class</p> <p>Often cries and wants to go home Nice classmates that do not reject the child Difficult to keep to discipline and regulations There are many friends at school Wants to actualize himself/herself Gladly acquires new knowledge Tries to follow teacher's advises</p>	<p>Aspiration for freedom Evasion from pupils of other classes Propensity for togetherness Desire to contact with others Negative feelings concerning school and teachers Desire for contacts Necessity for respect Overtness to the new Necessity for dignity</p>	<p><b>Character features</b></p>
<p>Feels excluded Always feels full, warm Willingly stays at school during the weekend Often comes from school unsatisfied and angry Often argues with other pupils, teachers Feels unsafe at school because everything is unknown (rapid changes) Often is seen near teachers His/her brothers and sisters attend the same school At school child is protected from street-life Child does not feel violence at school</p>	<p>Necessity for affiliation Necessity for safety</p> <p>Necessity for safety Extant negative feelings</p> <p>Inability to control his/her emotions Impetuousness</p> <p>Necessity for safety (decrement of angst)</p>	<p><b>Stress</b></p>
<p>Child feels guilty at school Schoolmates ignore and repudiate the child Takes to heart failures in learning Studies due to teacher's or parents' compulsion</p>	<p>Necessity for safety (decrement of angst) Negative feelings Necessity for love Necessity for knowledge</p>	<p><b>Lack of self-confidence</b></p>
<p>Learning dispirits child Child does not care about his outlook and environment around him</p>	<p>Negative feelings Sense of personality destruction Sense of meaning-loss</p>	<p><b>Burn out syndrome</b></p>

By the discussions with parents, the researcher's daily observations were approved – child's feelings at school are affected by the **respect of his/her needs**. It made parents think about the child's role in the family, about the child's personality's appraisal taking into consideration his/her needs, as well as it made parents think about their role in satisfying the child's needs that is one of main premises letting the child feel positively at school and life in general.

In the analysis of the research it results from parents' answers that despite the complicated situation today children have preserved **motivation** to develop and live more qualitative life than previously. Since the greatest part of their life children spend at boarding school, the cooperation between the school and the child's family is directly responsible for the development of pupil's motivation.

It is proved also by the results of the interview that parents recognize motivation is being influenced by several factors one of which is children's **personality characteristics** that have been developed within the family (mostly negative ones). We have to admit that the majority of these children are in lack of ethic models in the families by the impact of which the positive characteristics could be developed. By daily work with children and by getting to know their life experience, it is possible to understand the reasons of personal characteristics development and their negative impact on the motivation process for more qualitative life development.

According to the findings, children, their behavior, attitude and life perception are highly influenced by **stress** being caused by different factors, for instance, social exclusion (often society leaves them on the mat), lack of parental love etc. Consequently, these children's protective means are damns and fists that become apparent not only at school, but also in families. There are also children who, in spite of their bitter destiny, try to realize themselves by the pedagogical proposals (by studying well, good behavior, participation in performances, acknowledging their skills and abilities etc.), and their proportional ratio is minimal, approximately 1:10.

Since the majority of parents suffer from the inferiority complex, the child inherits it from his/her family, and, as parents admit, children feel **hesitation** about themselves and their abilities. Parents admitted that the needs and interests of the child were derogated in the family and society. Families constantly do not offer possibilities for a child to actualize themselves in some sphere.

The interview shows that parents usually do not understand the causes of their child's depression and apathy. By analysis of the interview, it came out, that this is the child's **burn out syndrome**. Usually it is depression, dissatisfaction with life, disbelief that the child is able to influence his life and develop it positively. Unfortunately, parents are not able to help their children to solve this problem because usually they feel similarly. Both the children and their parents need intensive support, but the school can not offer it due to the economic crisis and insufficient funding.

School's functions include creation of such conditions that could make these children (despite the negative experience of their parents) be able to turn into bright and creative personalities being capable of socialization and competition within the labor market, it means to live a qualitative life.

By presenting the interview results to parents as well as by the discussion about the input of NGO to creation and maintenance of child's motivation, probably, parents realized their own role in it. Consequently, the activities and events organized by NGO and bringing parents closer to school, possibly, will gain more sympathy and interest from parents, because they felt support.

Activities were participated and still are being joined by pupils' parents who are being informed regarding the opportunities of formal and informal education, labor market potentialities; together we are trying to find solutions for solving problems at school and reduction of social problems. By participating in activities organized by NGO we can notice parents' responsiveness. Within the framework of NGO activities, there have been created the website of the organization where the latest information regarding activities and current events of NGO is being featured, as well as there are being advertised good intentions of NGO for society's welfare. It promotes involvement of new association members, and it is planned

to create a parents' education centre, the activity of which will be pointed towards extended motivation work with parents that are subjected to risk of social exclusion, it generally will promote the development of the regional policy and economic activity, as well as reduction of social problems.

## Discussion

The findings of several scientists, for instance, (Bronfenbrenner, 1981; Griebel, & Niessel, 2004), etc., points to the cooperation necessity of three Microsystems: Pupil – School – Family. One approach of cooperation does not fit to everyone (Christenson, 1995) as it depends on pupils', their parents' and teachers' desires, targets, opinions, values that can differ and that sometimes lead to misunderstandings between school and families of its pupils.

If these differences are not being recognized and solved, there develops lack of cooperation, consequently, there is impossible successful cooperation between school and family (Minke, Vickers, 1999). It is often happening at boarding schools, where the parents has different life perception, because the majority of those families practice anti-social life-style.

Harvard Family Research Project „The National Network of Partnership Schools offers a Model for Family-School- Community Partnerships” (2000). The support for schools includes education departments at the district and state level, as well as universities and organizations, communities, and national school reform movements.

Latvian scientists (Baldins, Razeva, 2001) offers a model which is pointed to school staff's direct (the staff provides its demands and proposals to parents directly, using various forms of cooperation) and mediated cooperation (it being realized by the mediation of pupil or form teacher). However, the present situation in Latvian education, deep economic crisis, life reality and work specificity of boarding school, creates new circumstances and necessity for searching of new ways of cooperation. Consequently, there is offered triangular model SCHOOL – NGO – FAMILY (Patapova, Lubkina, 2010), which is pointed towards direct cooperation between school, NGO and family for reduction of social problems.

The performance results and supporting activities of NGO “Liepna Boarding School and Pupils Support Families Union” organized within two years, have promoted reduction of social exclusion, children's drawing into social life, as well as cooperation between the school and the family, national and non-governmental organizations on the national and international level.

## Conclusions

1. The report includes the analysis of legislation and theory related to social issues in Latvia, children's rights and parental duties. Different models of cooperation between the school and the family were analyzed. Consequently, there were worked out and proposed a triangle model SCHOOL – NGO – FAMILY being pointed at direct cooperation between the school, NGO and family in reduction of social problems.
2. There was analyzed the approbation of the proposed cooperation model and used one of the qualitative research methods – the method of the structured interview with special open questions prepared in advance, definite answers of which can be received. By the help of the interview, school problems were solved: lack of cooperation between the school and the family that impedes pupils' successful socialization. Interview content units, sub-categories and categories were identified by content analysis of the results as well as the implementation of the cooperation

model by the mediation of NGO “Liepna Boarding School and Pupils Support Families Union” in order to analyze the reduction of social problems in the boarding school.

3. The purpose of the research was accomplished, because within the interview, wherewith cooperation processes, the parents of the boarding school’s pupils were involved (FAMILY), as well as their opinions were being analyzed regarding the way their children felt themselves at school and what made the pupils’ socialization process complicated at school (SCHOOL). This research was carried out by the collaboration partner-researcher (NGO). The conducted research proved that such triangle cooperation SCHOOL – NGO – FAMILY promotes solving problems created by the crisis, because by cooperation of all parties it was cleared out what kind of help is necessary for children and their parents, and exactly NGO can act as a mediator organizing different preventive measures for children and parents thus reducing children’s stress and its consequences, promoting development of social skills and reduction of social problems.
4. By the content analysis of the results, content units, sub-categories and categories were identified (motivation, personal characteristics, stress, uncertainty about oneself, burn out syndrome) being important not only for development of further cooperation, but also for solving of social, psychological and other problems at school.
5. Findings correspond to the real situation, and it should be admitted that the results, probably, would differ if there were involved parents of other pupils, because not all parents are informed about their child’s school progress, success and failures. It could be explained by the fact that basically the boarding school is being attended by children from antisocial families who spend the majority of their life at school (holidays too), as well as by the children who do not comply with school and parental restrictions. These children do not share their feelings and, in this case, the acquired information could be fallacious, because it would not be easy for parents to answer these questions.

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