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**THE ADOPTION OF CHILDREN'S PRACTICAL SKILLS IN THE FAMILY AS  
AN EDUCATIONAL ENVIRONMENT**

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**ABSTRACT**

*Trying to give a very modest contribution to the study of contemporary efforts in just family life, we chose to research only part of its segments - family and its role in the education, that is; family as an educational environment. The very education, that appears as a factor of social and individual development, which is a challenge faced by all countries in the region and the world, and that many authors and even more numerous research, both theoretical and empiric, which increasingly point to the meaning and the importance of the very education in modern conditions and large transitional changes taking place in today's modern society.*

**Keywords:** family, teaching, education, upbringing, school, development

## **FAMILY DYNAMICS OF MODERN LIFE**

The reason for our decision to do this kind of research on the educational functions of the family, bearing in mind a few important moments. One of them is all the more pronounced role as a base of scientific and technical, technological and civilizational development in general. The need for education and learning is imposed more and more, raising the educational level of the people, develop their work and spiritual abilities and professional training, and that is the only way we can successfully respond to daily changes that occur during this period.

The general conclusion is that children like to be influenced by people they love and who also love them, those are the ones who meet their basic needs. The essence of education for family is of dual significance: first, it must also contribute to the proper upbringing and education of the child, the proper formation of his personality and training for future social functions, by contrast, it should help family members and the family as a social group that can, in time, familiarize themselves with family problems and know how to resolve the same in the best possible way. Education in the family and for the family begins with the first days of life. It consists mainly of gaining experience, which is achieved through learning.

## **INDICATORS OF ADOPTION OF CHILDREN'S PRACTICAL SKILLS IN THE FAMILY**

In the research we used descriptive method, in the part where we described pedagogical phenomenon. We tried to show the characteristics of the phenomenon descriptively, to look for specific causes and connections between phenomena. With the aim of getting to know the legality of the pedagogical phenomena, we have tried to go beyond pedagogical description and invent a causal connection. For this purpose we used the causal method.

This research of ours was carried out on the basis of systemic non-experimental observations. After we collect data on the basis of an assessment of attitudes of respondents as the main instrument of the research we used questionnaire with open-ended questions, closed questions and scales of assessment. The scales of assessment as an integral part of the questionnaire require extremely high level of expertise in the making, so we used the modern methodological and professional literature. Convenient sample of 105 students, 210 parents and 22 teachers who teach students from the population is selected.

The collected data were analyzed quantitatively and qualitatively. While processing the data we used SPSS software for statistical calculations and the calculated basic statistical values: arithmetic mean, mode, median, standard deviation,  $\chi^2$  test and Kendall's rank correlation coefficient and nonparametric tests (Kruskal Wallis test)

This research task was to study the attitudes of students, parents and teachers about the extent to which children in the family develop practical skills. To achieve this set research task we have compiled a scale of assessments through modalities: very often, often, average, rarely and very rare.

**Table 1.** The frequency of the obtained results to the set claims – parents

| ANSWERS    | CLAIMS                                |       |   |       |  |       |  |       |  |       |
|------------|---------------------------------------|-------|---|-------|--|-------|--|-------|--|-------|
|            | 1. The children help you in housework |       | 2. Involving children in the planning of your free time |       | 3. You do the physical activity with your children |       | 4. The activities you like to do in your free time you do it together with your children |       | 5. You help your children to complete practical tasks related to school. (tasks given during the class of technical education) |       |
|            | f                                     | %     | f   | %     | f  | %     | f  | %     | f  | %     |
| Very rare  | 8                                     | 3.8   | 12  | 5.7   | 17   | 8.1   | 16   | 7.6   | 15   | 7.1   |
| Rarely     | 11                                    | 5.2   | 23  | 11.0  | 16   | 7.6   | 13   | 6.2   | 18   | 8.6   |
| common     | 31                                    | 14.8  | 47  | 22.4  | 48   | 22.8  | 33   | 15.7  | 28   | 13.3  |
| often      | 72                                    | 34.3  | 80  | 38.1  | 72   | 34.3  | 80   | 38.1  | 77   | 36.7  |
| Very often | 88                                    | 41.9  | 48  | 22.9  | 57   | 27.1  | 68   | 32.4  | 72   | 34.3  |
| TOTAL      | 210                                   | 100.0 | 210   | 100.0 | 210  | 100.0 | 210  | 100.0 | 210  | 100.0 |

**Table 2:** Statistical measures - the acquisition of practical skills of children in the family parents

| Statistical measures | CLAIMS                                |   |  |  |  |
|----------------------|---------------------------------------|---|--|--|--|
|                      | 1. The children help you in housework | 2. Involving children in the planning of your free time | 3. You do the physical activity with your children | 4. The activities you like to do in your free time you do it together with your children | 5. You help your children to complete practical tasks related to school. (tasks given during the class of technical education) |
| Mean                 | 4.0524                                | 3.4714  | 3.7524   | 3.2905   | 3.6143   |
| Median               | 4.0000                                | 4.0000  | 3.0000   | 3.0000   | 4.0000   |
| Mode                 | 5.00                                  | 4.00  | 3.00   | 4.00   | 4.00   |
| Std. Deviation       | 1.05908                               | 1.12885   | 1.30956  | 1.20064  | 1.14866  |

Parents very highly evaluate the participation of children in housework, as seen from the index stacking 4.0524, and the most common evaluation 5:00. The most common level of agreement with statements concerning the involvement of children in the planning of leisure time, on the favorite activities that parents do with their children and the help they provide in carrying out practical tasks related to the school, is 4, that is "often". The index of agreement with the statement "The activities that you like to do in your free time you do it together with your children" is 3.2905. So, the average level of agreement with the above mentioned statements is central and often.

**Table 3:**  $\chi^2$  - Crossed independent variables of parents with claims relating to the indicators of the adoption of children's practical skills in the family

| The independent variables of parents | Tvrđnje                               |   |  |  |  |
|--------------------------------------|---------------------------------------|---|--|--|--|
|                                      | 1. The children help you in housework | 2. Involving children in the planning of your free time | 3. You do the physical activity with your children | 4. The activities you like to do in your free time you do it together with your children | 5. You help your children to complete practical tasks related to school. (tasks given during the class of technical education) |
| Gender                               | 1.891<br>df = 4                       | 0.052<br>df = 4   | 3.144<br>df = 4                                    | 1.791<br>df = 4  | 1.741<br>df = 4  |
| The years of marriage union          | 0.030<br>df = 2                       | 2.973<br>df = 2   | 2.009<br>df = 2                                    | 1.375<br>df = 2  | 6.997<br>df = 2  |
| Educational qualification            | 9.165<br>df = 4                       | 10.022<br>df = 4  | 13.165<br>df = 4                                   | 6.380<br>df = 4  | 7.687<br>df = 4  |
| The number of children               | 6.819<br>df = 2                       | 7.722<br>df = 2   | 10.643<br>df = 2                                   | 33.623<br>df = 2   | 2.786<br>df = 2  |
| Social status                        | 18.632<br>df = 4                      | 2.118<br>df = 4   | 5.138<br>df = 4                                    | 6.437<br>df = 4  | 3.131<br>df = 4  |

The gender of the parent does not significantly affect their assessment of claims relating to indicators of the adoption of children's practical skills in the family. Chi squares, in all the crosses, were not statistically significant.

In the investigation of the assessment claims of marriage years, due to low frequencies, less than 5, or even 0, in certain modalities, we performed compression of the categories. We summarized the years of marriage in two categories 0 - 20 and 21 - 40. In turn, we summarized the level of agreement in three categories, "rarely and very rare", "average" and "often and very often". After that we crossed the above mentioned variables and calculated Chi-square and then tested its significance. We came to the conclusion that parents evaluate these claims regardless of years of marital experience, except in the case of claims that refer to parents helping their children to do their practical tasks of school (from the hours of technical education). In that case, to calculate the Chi square was statistically significant at the 0.05 level, and is 6.997. Contingency coefficient 0.180 shows that the correlation is insignificant.

**Table 4:** The age of marriage and the help of parents in carrying out practical tasks related to school

|                             |       |                                      | You help your children to complete practical tasks related to school. (tasks given during the class of technical education) |         |                      |        |
|-----------------------------|-------|--------------------------------------|---|---------|----------------------|--------|
|                             |       |                                      | Very rare and rarely  | Average | Often and very often | Total  |
| THE YEARS OF MARRIAGE UNION | 0-20  | Count                                | 31  | 35      | 101                  | 167    |
|                             |       | % within The years of marriage union | 18.6%   | 21.0%   | 60.5%                | 100.0% |
|                             |       | % of Total                           | 14.8%   | 16.7%   | 48.1%                | 79.5%  |
|                             | 21-40 | Count                                | 2   | 15      | 26                   | 43     |
|                             |       | % within the years of marriage union | 4.7%  | 34.9%   | 60.5%                | 100.0% |
|                             |       | % of Total                           | 1.0%  | 7.1%    | 12.4%                | 20.5%  |
|                             | Total | Count                                | 33  | 50      | 127                  | 210    |
|                             |       | % within the years of marriage union | 15.7%   | 23.8%   | 60.5%                | 100.0% |
|                             |       | % of Total                           | 15.7%   | 23.8%   | 60.5%                | 100.0% |

For the same reason, as we had in previous variable, years of marriage, and a variable level of education, where we summarized the modalities of "higher" and "high" to "higher and high", we crossed with the concised levels of agreement in the statement. Parental assessment statement "children help you in housework", "activities that you like to do in your free time you do it together with your children" and "You help your children to complete practical tasks related to school. (tasks given during the class of technical education)" do not depend significantly on their educational qualifications. Parents express different degrees of agreement with the statement "involving children in planning your free time", given the level of education that they have. We note that those with primary school rarest include their children in the planning of their free time, 31.3% of them. Chi-square has a value of 10.022 and is statistically significant at the 0.05 level.

**Table 5:** Educational qualification and the involvement of children in planning your free time

|                           |                 |                             | Involving children in planning your free time |         |                      |        |
|---------------------------|-----------------|-----------------------------|---|---------|----------------------|--------|
|                           |                 |                             | Rarely and very rare                          | Average | Often and very often | Total  |
| Educational qualification | Primary school  | Count                       | 21  | 18      | 28                   | 67     |
|                           |                 | % educational qualification | 31.3%   | 26.9%   | 41.8%                | 100.0% |
|                           |                 | % of Total                  | 10.0%   | 8.6%    | 13.3%                | 31.9%  |
|                           | High school     | Count                       | 15  | 19      | 65                   | 99     |
|                           |                 | % educational qualification | 15.2%   | 19.2%   | 65.7%                | 100.0% |
|                           |                 | % of Total                  | 7.1%  | 9.0%    | 31.0%                | 47.1%  |
|                           | Higher and high | Count                       | 9   | 10      | 25                   | 44     |
|                           |                 | % educational qualification | 20.5%   | 22.7%   | 56.8%                | 100.0% |
|                           |                 | % of Total                  | 4.3%  | 4.8%    | 11.9%                | 21.0%  |
|                           | Total           | Count                       | 45  | 47      | 118                  | 210    |
|                           |                 | % educational qualification | 21.4%   | 22.4%   | 56.2%                | 100.0% |
|                           |                 | % of Total                  | 21.4%   | 22.4%   | 56.2%                | 100.0% |

Also, education of parents significantly influence their level of agreement with the statement " you do the physical activity with your children."As before, the largest percentage of parents who have completed primary school, do physical activities with their children most rarely. The aquired Chi-square 13.165 is statistically significant at the 0.01 level.

**Table 6:** Educational qualification and common physical activities you do with your children

|                           |                 |                                    | Physical activities you do with your children |         |                      |        |
|---------------------------|-----------------|------------------------------------|---|---------|----------------------|--------|
|                           |                 |                                    | Rarely and very rare                          | Average | Often and very often | Total  |
| Educational qualification | Primary school  | Count                              | 31  | 12      | 24                   | 67     |
|                           |                 | % within Educational qualification | 46.3%   | 17.9%   | 35.8%                | 100.0% |
|                           |                 | % of Total                         | 14.8%   | 5.7%    | 11.4%                | 31.9%  |
|                           | High school     | Count                              | 21  | 35      | 43                   | 99     |
|                           |                 | % within educational qualification | 21.2%   | 35.4%   | 43.4%                | 100.0% |
|                           |                 | % of Total                         | 10.0%   | 16.7%   | 20.5%                | 47.1%  |
|                           | Higher and high | Count                              | 16  | 11      | 17                   | 44     |
|                           |                 | % within educational qualification | 36.4%   | 25.0%   | 38.6%                | 100.0% |
|                           |                 | % of Total                         | 7.6%  | 5.2%    | 8.1%                 | 21.0%  |
|                           | Total           | Count                              | 68  | 58      | 84                   | 210    |
|                           |                 | % within educational qualification | 32.4%   | 27.6%   | 40.0%                | 100.0% |
|                           |                 | % of Total                         | 32.4%   | 27.6%   | 40.0%                | 100.0% |

The impact of the number of children parents have on their evaluation of statements concerning indicators adoption of practical skills in the family is very strong. The agreement with these claims, given the number of their children, differs significantly in four of the five claims. Of course, due to the large number of categories and reporting

low frequencies, we also performed their summing up here. We reduced the number of children from five ( "one", "two", "three", "four", "five or more"), to two categories, "one or two children," and "three or more children."

**Table 7:** The number of children and their help in housework

|  |                         |   | The children help you in housework |         |                      |        |
|--|-------------------------|---|------------------------------------|---------|----------------------|--------|
|  |                         |   | Rarely and very rare               | Average | Often and very often | Total  |
| The number of children (born or adopted) | One or two children     | Count   | 10                                 | 9       | 39                   | 58     |
|  |                         | % within The number of children (born or adopted) | 17.2%                              | 15.5%   | 67.2%                | 100.0% |
|  |                         | % of Total  | 4.8%                               | 4.3%    | 18.6%                | 27.6%  |
|  | Three and more children | Count   | 9                                  | 22      | 121                  | 152    |
|  |                         | % within The number of children (born or adopted) | 5.9%                               | 14.5%   | 79.6%                | 100.0% |
|  |                         | % of Total  | 4.3%                               | 10.5%   | 57.6%                | 72.4%  |
|  | Total                   | Count   | 19                                 | 31      | 160                  | 210    |
|  |                         | % within The number of children (born or adopted) | 9.0%                               | 14.8%   | 76.2%                | 100.0% |
|  |                         | % of Total  | 9.0%                               | 14.8%   | 76.2%                | 100.0% |

In the table below we can see that in families with several children, they are helping their parents with household chores. 79.6% of Parents with three or more children confirm that their children often and

very often help in the house. Value Hi square is 6.819 and is statistically significant at the 0.05 level.

**Table 8:** Number of children and their involvement in the planning free time

|  |                         |   | You involve your children in planning your free time |         |                      |        |
|--|-------------------------|---|--|---------|----------------------|--------|
|  |                         |   | Rarely and very rare                                 | Average | Often and very often | Total  |
| The number of children (born or adopted) | One or two children     | Count   | 13   | 20      | 25                   | 58     |
|  |                         | % within The number of children (born or adopted) | 22.4%  | 34.5%   | 43.1%                | 100.0% |
|  |                         | % of Total  | 6.2%   | 9.5%    | 11.9%                | 27.6%  |
|  | Three and more children | Count   | 32   | 27      | 93                   | 152    |
|  |                         | % within The number of children (born or adopted) | 21.1%  | 17.8%   | 61.2%                | 100.0% |
|  |                         | % of Total  | 15.2%  | 12.9%   | 44.3%                | 72.4%  |
|  | Total                   | Count   | 45   | 47      | 118                  | 210    |
|  |                         | % within The number of children (born or adopted) | 21.4%  | 22.4%   | 56.2%                | 100.0% |
|  |                         | % of Total  | 21.4%  | 22.4%   | 56.2%                | 100.0% |

As in previous cases, parents with many children often include them in planning their free time. Chi-square is 7.722 and is statistically significant at the 0.05 level.

**Table 9:** Number of children and "physical activity you do with your children "

|  |                         |   | Physical activity you do with your children |         |                      |        |
|--|-------------------------|---|---|---------|----------------------|--------|
|  |                         |   | Rarely and very rare                        | Average | Often and very often | Total  |
| The number of children (born or adopted) | One or two children     | Count   | 20  | 24      | 14                   | 58     |
|  |                         | % within The number of children (born or adopted) | 34.5%                                       | 41.4%   | 24.1%                | 100.0% |
|  |                         | % of Total  | 9.5%  | 11.4%   | 6.7%                 | 27.6%  |
|  | Three and more children | Count   | 48  | 34      | 70                   | 152    |
|  |                         | % within The number of children (born or adopted) | 31.6%                                       | 22.4%   | 46.1%                | 100.0% |
|  |                         | % of Total  | 22.9%                                       | 16.2%   | 33.3%                | 72.4%  |
|  | Total                   | Count   | 68  | 58      | 84                   | 210    |
|  |                         | % within The number of children (born or adopted) | 32.4%                                       | 27.6%   | 40.0%                | 100.0% |
|  |                         | % of Total  | 32.4%                                       | 27.6%   | 40.0%                | 100.0% |

The more children parent have the more physical activities they do with them. Of the total number of parents who do it often and very often, 83.33% of them are with three or more children. Chi-square is 10,643 and is statistically significant at the 0.01

level. The team work of parents and children on their favorite activities in free time differs significantly in families with different numbers of children.



**Table 10:** Number of children and "activities that you like to do in your free time together with your children"

|  |                         |   | Activities that you like to do in your free time together with your children |         |                      |        |
|--|-------------------------|---|--|---------|----------------------|--------|
|  |                         |   | Rarely and very rare   | Average | Often and very often | Total  |
| The number of children (born or adopted) | One or two children     | Count   | 33   | 11      | 14                   | 58     |
|  |                         | % within The number of children (born or adopted) | 56.9%  | 19.0%   | 24.1%                | 100.0% |
|  |                         | % of Total  | 15.7%  | 5.2%    | 6.7%                 | 27.6%  |
|  | Three and more children | Count   | 26   | 42      | 84                   | 152    |
|  |                         | % within The number of children (born or adopted) | 17.1%  | 27.6%   | 55.3%                | 100.0% |
|  |                         | % of Total  | 12.4%  | 20.0%   | 40.0%                | 72.4%  |
|  | Total                   | Count   | 59   | 53      | 98                   | 210    |
|  |                         | % within The number of children (born or adopted) | 28.1%  | 25.2%   | 46.7%                | 100.0% |
|  |                         |   | 28.1%  | 25.2%   | 46.7%                | 100.0% |
|  |                         |   |  |         |                      |        |

Of the 98 parents who estimated that favorite leisure activities often and very often do together with their children, 84 of them (85.71%) are with three or more children. Chi-square is 33,623 and is statistically significant at the 0.01 level.

The social status of parents does not significantly affect their agreement with statements "involving children in planning your free time", " You do

physical activity with your children", "activities that you like to do in your free time you do together with your children" and " You help your children to complete practical tasks related to school. (tasks given during the class of technical education)". The exception is the statement "children help you in the housework." Parents of different social status differ in their estimations concerning children's help in housework.

**Table 11:** Social status of parents and children help with household chores

|               |                  |                        | The children help in housework |         |                      |        |
|---------------|------------------|------------------------|--------------------------------|---------|----------------------|--------|
|               |                  |                        | Rarely and very rare           | Average | Often and very often | Total  |
| Social status | Does not work    | Count                  | 8                              | 13      | 89                   | 110    |
|               |                  | % within social status | 7.3%                           | 11.8%   | 80.9%                | 100.0% |
|               |                  | % of Total             | 3.8%                           | 6.2%    | 42.4%                | 52.4%  |
|               | Works            | Count                  | 5                              | 17      | 61                   | 83     |
|               |                  | % within social status | 6.0%                           | 20.5%   | 73.5%                | 100.0% |
|               |                  | % of Total             | 2.4%                           | 8.1%    | 29.0%                | 39.5%  |
|               | Special business | Count                  | 6                              | 1       | 10                   | 17     |
|               |                  | % within social status | 35.3%                          | 5.9%    | 58.8%                | 100.0% |
|               |                  | % of Total             | 2.9%                           | .5%     | 4.8%                 | 8.1%   |
|               | Total            | Count                  | 19                             | 31      | 160                  | 210    |
|               |                  | % within social status | 9.0%                           | 14.8%   | 76.2%                | 100.0% |
|               |                  | % of Total             | 9.0%                           | 14.8%   | 76.2%                | 100.0% |

We notice that the total number of unemployed parents, 80.9% of them estimates that their children often and very often help in the house. 73.5% of parents with job and 58.8% of parents with special

business estimate in the same manner . Value of the Chi-square is 18,632 and is statistically significant at the 0.01 level. Contingency coefficient is 0.285, which indicates the existence of a low correlation of

these variables.

**Table 12.** Frequency of the obtained result of the given claim – students

| Answers    | CLAIMS                         |       |   |       |  |       |   |       |   |       |
|------------|--------------------------------|-------|---|-------|--|-------|---|-------|---|-------|
|            | I help my parents in housework |       | My parents involve me in planning free time |       | I do all physical activities with my parents |       | Parents involve you in doing things they like (hobby) |       | Your parents help you to complete practical tasks related to school. (tasks given during the class of technical education). |       |
|            | f                              | %     | f   | %     | f  | %     | f   | %     | f   | %     |
| Very rare  | 1                              | 1.0   | 7   | 6.7   | 6  | 5.7   | 14  | 13.3  | 8   | 7.6   |
| rarely     | 2                              | 1.9   | 8   | 7.6   | 7  | 6.7   | 22  | 21.0  | 6   | 5.7   |
| average    | 10                             | 9.5   | 22  | 21.0  | 27   | 25.7  | 17  | 16.2  | 31  | 29.5  |
| often      | 27                             | 25.7  | 35  | 33.3  | 30   | 28.6  | 25  | 23.8  | 26  | 24.8  |
| Very often | 65                             | 61.9  | 33  | 31.4  | 34   | 32.4  | 27  | 25.7  | 34  | 32.4  |
| Total      | 105                            | 100.0 | 105   | 100.0 | 105  | 100.0 | 105   | 100.0 | 105   | 100.0 |

**Table 13:** Statistical measures - the adoption of children's practical skills in the family – students

| Statistical measures | CLAIMS                         |   |  |   |  |
|----------------------|--------------------------------|---|--|---|--|
|                      | I help my parents in housework | My parents involve me in planning free time | I do all physical activities with my parents | Parents involve you in doing things they like (hobby) | Your parents help you to complete practical tasks related to school. (tasks given during the class of technical education) |
| Mean                 | 4.4571                         | 3.6381                                      | 3.6925                                       | 2.8952  | 3.6095   |
| Median               | 5.0000                         | 4.0000                                      | 3.0000                                       | 3.0000  | 4.0000   |
| Mode                 | 5.00                           | 5.00  | 4.00   | 4.00  | 5.00   |
| Std. Deviation       | .82075                         | 1.24131                                     | 1.24749                                      | 1.42048   | 1.24418  |

average, because the index of agreement is M-2.8952.

Most students have a high opinion of their help to parents in housework. 61.9%, of them do it very often versus 2.9% of those who do so rarely and very rare. The index of agreement in this case is M-4.4571. And at the second and fifth claim their assessment is quite high. Students think that parents often involve them in planning free time M- 3.6381 and to help them in doing practical schoolwork M-3.6095. The third argument is also being evaluated as often M-3.6925 while the fourth assertion as

**Table 14:**  $\chi^2$  - crossed independent variables of students and claims related to the indicators of the adoption of practical skills in the family

| Independent variables of students | CLAIMS                         |   |  |   |   |
|-----------------------------------|--------------------------------|---|--|---|---|
|                                   | I help my parents in housework | My parents involve me in planning free time | I do all physical activities with my parents | Parents involve you in doing things they like (hobby) | Your parents help you to complete practical tasks related to school. (tasks given during the class of technical education). |
| Gender                            | 22.062<br>df = 2               | 2.175<br>df = 4                             | 11.078<br>df = 4                             | 3.699<br>df = 4                                       | 5.115<br>df = 4   |
| Age                               | 4.694<br>df = 4                | 12.704<br>df = 4                            | 4.929<br>df = 4                              | 3.779<br>df = 4                                       | 3.048<br>df = 4   |
| School                            | 3.840<br>df = 4                | 5.581<br>df = 4                             | 1.884<br>df = 4                              | 7.489<br>df = 4                                       | 7.326<br>df = 4   |
| school achievement                | 1.402<br>df = 4                | 3.155<br>df = 4                             | 1.449<br>df = 4                              | 4.544<br>df = 4                                       | 1.210<br>df = 4   |

The gender of students, as expected, is very important to indicate the degree of agreement with the statement that refers to helping parents in housework. 80.4% of female students often help their parents at home, and it makes 40.8% of the students. Chi-square is 22.062 and is significant at the 0.01 level. Contingency coefficient 0.417 indicates the existence of a moderate correlation of these variables.

**Table 15:** Gender and assistance to parents in the house

|        |        |                 | I help my parents in housework |        |         |       |            | Total  |
|--------|--------|-----------------|--------------------------------|--------|---------|-------|------------|--------|
|        |        |                 | Very rare                      | Rarely | Average | Often | Very often |        |
| Gender | male   | Count           | 1                              | 1      | 10      | 17    | 20         | 49     |
|        |        | % within gender | 2.0%                           | 2.0%   | 20.4%   | 34.7% | 40.8%      | 100.0% |
|        |        | % of Total      | 1.0%                           | 1.0%   | 9.5%    | 16.2% | 19.0%      | 46.7%  |
|        | female | Count           | 0                              | 1      | 0       | 10    | 45         | 56     |
|        |        | % within gender | .0%                            | 1.8%   | .0%     | 17.9% | 80.4%      | 100.0% |
|        |        | % of Total      | .0%                            | 1.0%   | .0%     | 9.5%  | 42.9%      | 53.3%  |
|        | Total  | Count           | 1                              | 2      | 10      | 27    | 65         | 105    |
|        |        | % within gender | 1.0%                           | 1.9%   | 9.5%    | 25.7% | 61.9%      | 100.0% |
|        |        | % of Total      | 1.0%                           | 1.9%   | 9.5%    | 25.7% | 61.9%      | 100.0% |

If the previous contingency tables showed the expected, this is not the case with crossing the gender and claims " I do all the physical activities with my parents."

**Table 16:** Crossing the gender with the claims „I do all physical activities with my parents“.

|        |        |              | „I do all physical activities with my parents“. |        |         |       |            |        |
|--------|--------|--------------|---|--------|---------|-------|------------|--------|
|        |        |              | Very rare                                       | Rarely | Average | Often | Very often | Total  |
| Gender | Male   | Count        | 7   | 10     | 17      | 8     | 7          | 49     |
|        |        | % within pol | 14.3%   | 20.4%  | 34.7%   | 16.3% | 14.3%      | 100.0% |
|        |        | % of Total   | 6.7%  | 9.5%   | 16.2%   | 7.6%  | 6.7%       | 46.7%  |
|        | Female | Count        | 4   | 7      | 10      | 22    | 13         | 56     |
|        |        | % within pol | 7.1%  | 12.5%  | 17.9%   | 39.3% | 23.2%      | 100.0% |
|        |        | % of Total   | 3.8%  | 6.7%   | 9.5%    | 21.0% | 12.4%      | 53.3%  |
|        | Total  | Count        | 11  | 17     | 27      | 30    | 20         | 105    |
|        |        | % within pol | 10.5%   | 16.2%  | 25.7%   | 28.6% | 19.0%      | 100.0% |
|        |        | % of Total   | 10.5%   | 16.2%  | 25.7%   | 28.6% | 19.0%      | 100.0% |

Namely, the table shows that girls do more physical labor than boys. Of the total number of girls, 62.5% of them very often do physical activities with their parents, while it also makes 30.6% of boys. Chi-square is significant at the 0.05 level and has a value of 11,078. Contingency coefficient is 0.309, which means that the correlation between variables is low.

When it comes to the age of the students, those of

class VII and VIII do not differ significantly in the estimates of these statements, except in the case of claim, "My parents involve me in planning their free time."

**Contingency Table 17:** The age of students and „parents involve me in the planning of their free time“

|       |       |                | Parents involve me in planning their free time |        |         |       |            |        |
|-------|-------|----------------|--|--------|---------|-------|------------|--------|
|       |       |                | Very rare                                      | Rarely | Average | Often | Very often | Total  |
| Class | 1     | Count          | 1  | 5      | 17      | 15    | 13         | 51     |
|       |       | % within class | 2.0%   | 9.8%   | 33.3%   | 29.4% | 25.5%      | 100.0% |
|       |       | % of Total     | 1.0%   | 4.8%   | 16.2%   | 14.3% | 12.4%      | 48.6%  |
|       | 2     | Count          | 6  | 9      | 5       | 14    | 20         | 54     |
|       |       | % within class | 11.1%  | 16.7%  | 9.3%    | 25.9% | 37.0%      | 100.0% |
|       |       | % of Total     | 5.7%   | 8.6%   | 4.8%    | 13.3% | 19.0%      | 51.4%  |
|       | Total | Count          | 7  | 14     | 22      | 29    | 33         | 105    |
|       |       | % within class | 6.7%   | 13.3%  | 21.0%   | 27.6% | 31.4%      | 100.0% |
|       |       | % of Total     | 6.7%   | 13.3%  | 21.0%   | 27.6% | 31.4%      | 100.0% |

Looking at the table we determine that 11.8% students of class 1 are involved rarely and very rare in planning their free time by their parents, while the students of class 2 the case is 27.8% of cases. The acquired Chi-square, 12,704, is significant at the 0.05 level.

The students of these two schools do not statistically significant differ in the assessment of

the given claims. Also, students, with different school achievement, do not show different statistically significant levels of agreement with the above mentioned statements. In this case, we have summarized the categories due to the low number of frequencies.

**Table 18.** Frequency of the obtained result to the given claims - parents

| Answers    | CLAIMS   |       |   |       |   |       |  |       |   |       |
|------------|--|-------|---|-------|---|-------|--|-------|---|-------|
|            | 1. You help parents in organizing their children in household chores |       | 2. You help parents to include their children in planning their free time |       | 3. You help parents to organize all physical activities with the children |       | 4. Parents involve you in doing things they like (hobby) |       | 5. Your parents help you to complete practical tasks related to school. (tasks given during the class of technical education) |       |
|            | f  | %     | f   | %     | f   | %     | f  | %     | f   | %     |
| Very rare  | 0  | 0.0   | 2   | 9.1   | 1   | 4.5   | 2  | 9.1   | 2   | 9.1   |
| rarely     | 3  | 13.6  | 2   | 9.1   | 2   | 9.1   | 6  | 27.3  | 3   | 13.6  |
| Average    | 3  | 13.6  | 3   | 13.6  | 2   | 9.1   | 5  | 22.7  | 2   | 9.1   |
| Often      | 9  | 40.9  | 11  | 50.0  | 11  | 50.0  | 3  | 13.6  | 8   | 36.4  |
| Very often | 7  | 31.8  | 4   | 18.2  | 6   | 27.3  | 6  | 27.3  | 7   | 31.8  |
| Total      | 22   | 100.0 | 22  | 100.0 | 22  | 100.0 | 22   | 100.0 | 22  | 100.0 |

**Table 19:** Statistical measures - the adoption of children's practical skills in the family - teachers

| Statistical measures | TVRDNJE  |   |   |  |  |
|----------------------|--|---|---|--|--|
|                      | 1. You help parents in organizing their children in household chores | 2. You help parents to include their children in planning their free time | 3. You help parents to organize all physical activities with the children | 4. Parents involve you in doing things they like (hobby) | 5. Your parents help you to complete practical tasks related to school (tasks given during the class of technical education) |
| Mean                 | 4.4182   | 3.6727  | 3.9545  | 2.9091   | 3.6364   |
| Median               | 3.0000   | 4.0000  | 3.0000  | 2.0000   | 2.5000   |
| Mode                 | 4.00   | 4.00  | 2.00  | 2.00   | 4.00   |
| Std. Deviation       | 1.13961  | 1.24142   | 1.13294   | .85407   | 1.29267  |

As already announced, due to the small sample of teachers, it is not correct to do some serious statistical measures. Therefore, we will keep on descriptive statistics and measures the standards. Average index of agreement of parents with the aforementioned claims are approximate for all claims and are around 3.50. So, it could be viewed as a good cooperation between parents and teachers in extracurricular activities. The highest average

estimate is in the claim that teachers help parents to involve children in planning their free time (M-4.4182), and the lowest is in the claim that parents involve teachers in their hobby (M-2.9091). Using Kruskal Wallis test, we examined whether there are differences in the assessments of statements concerning the indicators of the adoption of children's practical skills the family.

**Table 20:** Kruskal Wallis test

|             | The help of children in housework | Involving the children in planning free time | The group work of children and parents concerning physical activities | Involving children in the hobbies of their parents | Parents help you to complete practical tasks related to school |
|-------------|-----------------------------------|--|---|--|--|
| Chi-Square  | 40.276                            | 2.791  | 2.930   | 13.756   | 10.655   |
| df          | 2                                 | 2  | 2   | 2  | 2  |
| Asymp. Sig. | .000                              | .248   | .231  | .001   | .005   |

- a. Kruskal Wallis Test
- b. Grouping Variable: Groups of examinee

While analyzing the results, we notice that there are no significant differences between parents, students and teachers in the degree of agreement with the first, fourth and fifth statement, while no are no significant difference in the assessment of the third and fourth arguments.

**Table 21:** Comparative statistical measures - all groups (parents, students, teachers)

| statistical measures | CLAIMS                            |        |         |  |         |         |   |         |         |  |         |        |  |         |         |
|----------------------|-----------------------------------|--------|---------|--|---------|---------|---|---------|---------|--|---------|--------|--|---------|---------|
|                      | The help of children in housework |        |         | Involving the children in planning free time |         |         | The group work of children and parents concerning physical activities |         |         | Involving children in the hobbies of their parents |         |        | Parents help you to complete practical tasks related to school |         |         |
|                      | R                                 | U      | N       | R  | U       | N       | R   | U       | N       | R  | U       | N      | R  | U       | N       |
| Mean                 | 4.0524                            | 4.4571 | 4.4182  | 3.4714                                       | 3.6381  | 3.6727  | 3.7524  | 3.6952  | 3.9545  | 3.2905   | 2.8952  | 2.9091 | 3.6143   | 3.6095  | 3.6364  |
| Median               | 4.0000                            | 5.0000 | 3.0000  | 4.0000                                       | 4.0000  | 4.0000  | 3.0000  | 3.0000  | 3.0000  | 3.0000   | 3.0000  | 2.0000 | 4.0000   | 4.0000  | 2.5000  |
| Mode                 | 5.00                              | 5.00   | 4.00    | 4.00   | 5.00    | 4.00    | 3.00  | 4.00    | 2.00    | 4.00   | 4.00    | 2.00   | 4.00   | 5.00    | 4.00    |
| Std. Deviation       | 1.05908                           | .82075 | 1.13961 | 1.12885                                      | 1.24131 | 1.24142 | 1.30956   | 1.24749 | 1.13294 | 1.20064  | 1.42048 | .85407 | 1.14866  | 1.24418 | 1.29267 |

We notice that there are no significant differences showed. between parents, students and teachers in the indices of agreement with these statements. The most prominent are in the first, fourth and fifth claims, such as the previous test (Kruskal Wallis)

**Table 22:** The Average indices of agreement

|                                     | The groups of examinee |          |          | The total index of agreement<br>(All claims – all groups of examinee) |
|-------------------------------------|------------------------|----------|----------|---|
|                                     | Parents                | Students | Teachers |   |
| <b>Average indices of agreement</b> | 3.6362                 | 3.6585   | 3.7182   | 3.6710  |

Students estimate that these events happen often, but also parents and teachers also estimate that this events are often present. The average index of agreement is 3.6710, which means that all groups feel that the events are present often. After these analyzes, we can safely accept the hypothesis that the family is one of the key factors that contributes to the acceptance of the facts of objective reality through practical.

Finally, we can say that General hipteza is given thanks to the total of the obtained results in the context of all five set tasks of research: Family is one of the most important factors in education, but in this field it is about working, through research, on raising the family as an educational environment on a higher level of cognition and also giving contribution for the improvement of family pedagogy in general.

### CONCLUSION

Our research task was the investigation of attitudes of parents of primary school students about the extent to which children in the family develop practical skills, and has also been prepared and tested in the context of the scale assessment and set statements, which aimed to confirm or reject the given hypothesis. Based on the results we got, we concluded that there are no significant differences between parents, students and teachers in the indices of agreement with the established claims. Students have estimated that these events happen often, but also parents and teachers estimate that this phenomenon is often present. In accordance with the obtained results, we confirmed the fifth hypothesis, which says that family is one of the key factors that contributes to the acceptance of the facts of objective reality through practical.

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