

A Practical Study on the Collaborative Education of Family, School, and Society in County Areas——Taking Qingdao City as an Example

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Abstract: Since the implementation of collaborative education between families, schools, and communities, some achievements have been made, but there are still some problems, especially after the implementation of the “double reduction” policy. It is further emphasized to strengthen the importance of collaborative education between families, schools, and communities. In previous studies, most of them used theoretical discussions on collaborative education between families, schools, and communities, but lacked empirical research. Therefore, in order to make up for the shortcomings of previous research, this study aims to investigate the county area of Qingdao, summarize the mature experience of family school social education in the past, identify its shortcomings, and propose feasible suggestions, in order to enrich the empirical research of family school social cooperation in education. Through research, it has been found that there are a series of problems in the current practice of family school community collaborative education in Qingdao, such as insufficient understanding of family education by parents, insufficient disposable time, and low participation in the community and society. In view of this, this study proposes corresponding suggestions and measures to promote collaborative education between families, schools, and communities.

Keywords: Family school society cooperative education; County level; Synergetic co Education

1. Question raising

1.1 Development history of family, school, and community

In China, the introduction of “family school community cooperation” can be traced back to the 1980s. During this period, China was under the wave of reform and opening up, receiving advanced education and practice from abroad. Initially, in terms of noun abbreviation, the Chinese education community often used “three combinations” to describe the scene of close cooperation between families, schools, and communities to cultivate the next generation. However, due to its concise expression and lack of deep connotations, more practical terms such as “family school community cooperation” or “tripartite cooperation” have gradually developed. In 1992, Huiwen Experimental Primary School, then located in Guilin, Guangxi, became the first demonstration school in the country to promote family school cooperation, proposing the slogan of “jointly educating families, schools, and communities”. Afterwards, the concept of “family school community cooperation” gradually popularized and became a major direction and goal of national education development, which has continued to this day.

1.2 Challenges encountered in collaborative education between families, schools, and communities under the new situation

Under the background of “double reduction”, China’s basic education sector is facing the problem of disconnection between family education, school education, and social education. Collaborative education between families, schools, and communities has encountered difficulties in trust, communication, cooperation, and organization (Qi Yanlei, Zhou Hongyu, 2022).

(1) Trust dilemma

Although the double reduction policy requires schools to reduce their workload, under the pressure of prioritizing admission rates and grades, schools and parents still overly focus on exam scores and admission issues. In order to improve the enrollment rate and grades, the school adopts a disguised assessment method, concealing exam results, which leads to some parents being unable to understand their children’s learning situation and purchasing teaching aids and training classes without authorization. This behavior exacerbates distrust between families and schools, and has a significant impact on the trust relationship between schools and families.

(2) Communication dilemma

There are communication difficulties between schools and families, manifested as negative attitudes, one-sided content, and untimely feedback. Parents believe that schools should manage their students’ learning and thinking well, and only be responsible for logistics themselves; The school believes that parents do not have the ability to receive school education. Both parties attach great importance to the academic performance of students in terms of communication content, while neglecting their comprehensive quality and physical and mental health. At the same time, the lack of timely feedback mechanisms has also exacerbated the tension in the relationship between the two parties.

(3) Cooperation dilemma

The lack of clear division of labor and responsibilities has led to difficulties in cooperation between families, schools, and communities.

The “double reduction” policy emphasizes that cooperation between families, schools, and communities should have a clear division of roles, clarify the leading, driving, and coordinating role of schools in collaborative education, strengthen, support, and supervise the role of families in collaborative education, and expand, supplement, and deepen the role of society in collaborative education. School education should become the dominant force in collaborative education, family education should become the main body of collaborative education, and social education should provide guarantees.

(4) Organizational dilemma

Under the background of the “double reduction” policy, the collaborative education of families, schools, and communities has encountered organizational difficulties. In contrast, countries such as the United States, Japan, and Singapore have already established different levels of organizations in the field of home school cooperation in primary and secondary schools, such as national/local/school level partner alliances, parent teacher associations, and auxiliary school advisory committees, to promote research and practice on home school community collaborative education. The experience of these countries has an important reference role for the construction of school community collaborative education organizations in our country.

However, through sorting, it was found that current theoretical research mainly focuses on macro level research at the theoretical level (Ma Chao, Wang Yan, Qu Meiyan, 2022; Liu Zisen et al., 2021; Dou Yuan, Qiao Dongping, 2023), while micro level research that is easy to operate is relatively lacking. There is not much research on the theory and practice of family school community cooperation in education, especially at the county level. Therefore, this study attempts to explore and practice in this field, combining theoretical research with specific operations in the new situation, summarizing the experience and achievements in the practical process, and providing practical cases for the theme of family school community cooperation in education.

2. Research Procedures

2.1 Research subjects

Select one public primary school and three public junior high schools in the county area of Qingdao, distribute 577 questionnaires to parents, and collect 531 valid questionnaires (with an effective rate of 92%); 101 questionnaires were distributed to the homeroom teacher and 99 were collected (with an effective rate of 98%).

2.2 Research Methods

Observing the situation of family school community cooperation in education in schools, conducting questionnaires and interviews with relevant schools, families, and communities, interviewing relevant personnel of family school community cooperation in education, collecting specific information, understanding the current situation of family school community cooperation in education in counties, analyzing existing problems, identifying the limiting factors that hinder the development of family school community cooperation in education, and proposing corresponding solutions based on actual situations.

3. Research results

Table 1 Results of repeated measures ANOVA for responsible parties

grouping	Score (Likert 5-point rating)	F-test		Multiple mean comparison
Parents are the primary responsible persons for their children, and they should play the most important role in their children’s education	4.67 ± 0.619	F	P	16>17>18
Schools and teachers should play the most important role in educating children	4.12 ± 1.128	one hundred and twenty-four point six zero six	zero	
Children must enter society in the future, and the government and society should play the most important role in educating them	3.92 ± 1.197			

In terms of understanding of family education, most parents believe that parents play the most important role in family education, followed by schools and teachers, and finally the government and society.

Table 2 Results of repeated measures ANOVA for responsible parties

grouping	Score (Likert 5-point rating)	F-test		Multiple mean comparison
Parents are the primary responsible persons for their children, and they should play the most important role in their children’s education	4.89 ± 0.316	F	P	17>19>18
Schools and teachers should play the most important role in educating children	3.66 ± 1.506	fifty-two point zero five	zero	
Children must enter society in the future, and the government and society should play the most important role in educating them	3.86 ± 1.286			

When it comes to taking responsibility for children’s education, both teachers and parents agree that parents are the primary responsible

persons for educating their children. However, the difference is that teachers believe that the responsibility of the government and society is greater than that of schools and teachers.

4. Discussion

4.1 Communication between families, schools, and communities under the implementation of the dual reduction policy and the problems existing in family committees

Since the implementation of the dual reduction policy, the communication difficulties between families, schools, and communities have been alleviated. According to the survey conducted in Qingdao, communication between schools and parents meets the requirements of the double reduction policy in terms of frequency and content. Firstly, in terms of communication frequency, there is generally communication between schools and parents every semester, and even 18.3% of parents have weekly communication with teachers. In terms of communication content, communication between schools and teachers is not limited to academic performance, children's physical and mental health, parent-child communication, children's household chores and self-care abilities, etc., all become communication content between parents and teachers. This indicates that the promotion and implementation of the double reduction policy have been fully implemented, and have received strong support from parents and teachers. Parents and teachers fully understand the importance of the double reduction policy in education and have consistently implemented it, fully implementing the concept and connotation in daily communication and exchange.

Parents and teachers also have different opinions on the factors that hinder the healthy development of family school community collaborative education. Most parents and teachers believe that the lack of time for parents to communicate with their children and the inadequate understanding of family, school, and community hinder the development of collaborative education between families, schools, and communities. This indicates that parents still need to make more efforts to promote the development of family, school, and community. The difference is that 36.2% of parents believe that a lack of platforms for communication and cooperation is also an important factor. At present, in the process of collaborative education between families, schools, and communities, parents participate in the cooperation with schools and society through family committees. However, the increase in the number of family committees has not made it convenient for parents to use them to exercise corresponding functions. This also indicates that family committees have not played their due role in the network of collaborative education between families, schools, and communities, nor can they play a role.

Analysis of the Cracking Path for Collaborative Education between Family, School, and Society in 4.2

Family school community collaborative education is an educational model that involves the participation of families, schools, and communities, which can promote the comprehensive development of children. However, due to various factors and issues, there are still some difficulties and challenges in achieving collaborative education between families, schools, and communities in reality. Here are some possible useful crack path analyses:

4.2.1 Family level

(1) Time management is crucial for effective communication and interaction between parents and children. Parents should try various methods to ensure that they have enough time and energy to communicate and interact with their children, in order to better support their growth and development.

(2) Parents should continuously update and enhance their educational knowledge and skills, read more books and magazines related to family education, participate in relevant training, lectures, and community activities, in order to improve their educational literacy and abilities.

(3) Parents should develop reasonable and scientific education plans, clarify their children's learning goals and priorities, develop corresponding educational methods and measures, and strengthen the management and organization of family education. In addition, parents should attach importance to the continuity and stability of family education to avoid excessive educational pressure.

4.2.2 School level

(1) Establish a regular communication system: Schools can establish regular parent meetings, home visit plans, and other communication channels to communicate with parents and the community in a timely manner, understand the child's situation in a timely manner, discuss problems with parents and the community, and jointly develop solutions to problems.

(2) Increase information transparency: The school can try to open the campus culture construction, teaching staff, students' exam results, activity arrangements and other information to parents and communities through the establishment of school websites, class groups, WeChat official account and other platforms to promote the interaction and participation of families, schools and communities.

(3) Adhere to cultural integration: Schools should infuse cultural elements from families and communities, and carry out cultural activities through cooperation, such as picking activities during the picking season, spring outings, etc., so that parents, communities, and teachers can actively participate and increase opportunities for joint problem-solving.

(4) Establishing a home school interaction platform: Schools can establish a home school interaction platform to establish broader and more convenient links with parents and the community, jointly planning and sharing children's educational achievements and development processes. Meanwhile, parents and the community can also monitor their children's learning and behavior in a timely manner through the platform.

References

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