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Exploring the Path of Parents' Schools in the Practice of Collaborative Parenting at Home, School and Society—An analytical study based on 1517 questionnaires in Province S.

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Abstract: The Law of the People's Republic of China on the Promotion of Family Education (hereinafter referred to as the Law on the Promotion of Family Education) provides legal protection for minors to have a good family education environment. This study takes the survey research method as the basic research method, and comprehensively comprehends and analyzes through specific methods such as questionnaire survey and literature analysis, collecting 1,517 valid questionnaires in total, and proposing targeted policy suggestions for the realistic problems in the development of family education in Province S, with a view to promoting the overall improvement of the effectiveness of family education guidance services in Province S in the new period.

Keywords: Parent school; Home-school-society synergy; Family education; Guidance service system

1. Introduction

On October 23, 2021, the Standing Committee of the 13th National People's Congress passed the Family Education Promotion Law at its 31st meeting, upgrading the law from a local pilot project to a national-level legislative norm, which is more authoritative and guiding power. Parents' schools are an important venue for family education guidance services, aiming to help parents establish correct educational concepts and improve their educational ability, level and quality.

This study is expected to clarify the construction and practice of parent schools in promoting family education in Province S through research, analyze the existing problems of parent schools, and propose an improvement plan for parent schools in Province S based on the national guidance requirements for family education, combined with the scientific theories of family education and the excellent experiences of local family education.

2. Literature review

2.1 Study on the problems and countermeasures of parent schools

On the whole, there are problems such as marginalisation of parents' status, amateurisation of teachers, dislocation of curriculum supply, and shortage of institutional protection in the operation of parent schools in China.^[1]

In terms of the problem of shortage of institutional safeguards, The current model of home-school co-operation does not take the interests of disadvantaged parents into account and ignores their voices and needs^[2].

In addition, the closed education system that has been formed in China for a long time also hinders schools from adopting the insights of families, which affects the good operation of home-school cooperation to a certain extent.^[3]

2.2 Study on the Practical Path of Parent Schools in Promoting Family Education

There is little fruitful home-school co-operation and the level of parental involvement remains at the level of technical support and communication. Some scholars refer to parental involvement as "scripted practice"^[4]. The theory of overlapping domains of influence posits that families, schools, and communities have interactively overlapping influences on children's development, as well as on the conditions of and relationships between the three.

The construction of parent schools is unique and must be tailored to the local school or family situation to make the curriculum and training programs of parent schools relevant, so it is necessary to conduct a study on the current situation of the construction of parent schools in a certain region.

3. Methods

3.1 Questionnaire design

This study takes parent schools as the basic survey object, aiming to understand the current situation and problems of the role played by parent schools since the promulgation of the Family Education Promotion Law. The S Province Family Education Legislation Questionnaire (Parents' Schools) contains 35 questions.

3.2 Data sources and sampling methods

This study used Spss26.0 as an analytical tool and the research team adopted random sampling and convenience sampling in S province, selected work units based on administrative districts, and included all the teachers of the selected parent schools in the survey sample, with a total of 1,517 valid questionnaires returned.

4. Research findings

The research covered all the municipalities in the province of S. The systematic distribution of questionnaires was used to obtain a comprehensive understanding of the situation.

4.1 Basic information on parent schools

The number of teachers in parent schools with advanced degrees is low; they are predominantly in elementary and junior high school; and they are predominantly in public schools; see Table 1 for specific teacher demographic information.

Table 1. Demographic characteristics of the survey sample (N=1517)

	form	frequency	per cent
Your academic qualifications	Junior high school and below	566	37.30%
	High school, secondary school, kindergarten or vocational high school	240	15.80%
	three-year college	252	16.60%
	undergraduate (adjective)	448	29.50 %
	Master's degree student	9	0.60%
	Doctoral students and above	2	0.10%
segments	secondary schools	686	45.20 %
	junior high school	300	19.80 %
	congrats! (on passing an exam)	168	11.10%
	nine-year system	184	12.10%
	Complete secondary school	23	1.50%
	12-year consistent programme	156	10.30%
Nature of the school	state-run	1261	83.10%
	privately operated	94	6.20 %
	the rest	162	10.70%
Your administrative position	headmaster	121	8.00 %
	vice-principal	51	3.40 %
	Middle-level cadres of the unit, such as the director of teaching, the director of political education, and the head of the teaching and research team	1345	88.70 %
Your professional and technical title	Professor, researcher and other full titles	45	3.00 %
	Associate titles such as Associate Professor, Associate Researcher, Senior Secondary School Officer, etc.	58	3.80 %
	Lecturer, assistant researcher, secondary school level, primary school level and other intermediate titles	184	12.10%
	Junior titles such as Teaching Assistant, Research Intern, Secondary II, Primary I, etc.	279	18.40 %
	Other full-time titles	425	28.00%
	No professional or technical title	526	34.70%

4.2 The reality of in-house development of family education guidance services in parents' schools

4.2.1 Various forms of family education guidance services are provided by parent schools

A frequency analysis of the forms of family education guidance services provided by parents' schools shows that, as shown in Table 2, the forms of family education guidance services provided by parents' schools are diversified and characterized by a variety of highlights.

Table 2. Forms taken by the Family Education Guidance Service in Parents' Schools

entry (in a dictionary)	options (as in computer software settings)	word frequency	percent
Forms of family education guidance services provided by parent schools	face to face	481	18.32%
	Telephone counseling	472	17.98 %
	a course of lectures	431	16.42%
	Use of modern information technology tools such as the Internet	373	14.21 %
	Presentation, recommendation and provision of written, audio and video materials	367	13.98%
	the rest	501	19.09 %

4.2.2 Family education guidance services provided by parent schools are rich in content

A frequency analysis of the content of family education guidance services provided by parent schools shows that, in general, parent schools provide teachers with a rich and diverse range of family education guidance services, as shown in Table 3.

Table 3. Content of Family Education Guidance Services Provided by Parent Schools

entry (in a dictionary)	options (as in computer software settings)	word frequency	percent
Content of family education guidance services provided by parent schools	Systematic knowledge and methods related to family education	627	21.71 %
	Problems that tend to occur at a child's age and how to deal with them	699	24.20 %
	Special problems of the child and solutions	566	19.60 %
	How to develop effective home-school collaboration	518	17.94 %
	the rest	478	16.55 %

4.3 External supportive environment for family education guidance services provided by parent schools

4.3.1 Intellectual support

With regard to the sources of reference materials for family education guidance services used by parent schools, Table 4 shows that in general there are various sources of reference materials for family education guidance services.

Table 4. References to Family Education Guidance Services Used by Parent Schools

sports event	options (as in computer software settings)	frequency	percent
Reference sources	Provision of self-developed uniform teaching materials by the unit	291	19.18 %
	Units prescribe and provide exotic teaching materials	67	4.42 %
	Topics on which the unit specifies the content of the instruction and recommends reference materials	235	15.49 %
	Topics for which the unit provides only guidance	96	6.33%
	The unit only recommends reference materials	179	11.80 %
	Instructor's choice	649	42.78 %

4.3.2 Personnel support

Regarding the proportion of full-time staff in the family education guidance service team in parent schools, Table 5 shows that the proportion of full-time staff in the family education guidance service team still needs to be further improved.

Table 5. Percentage of personnel in the family education guidance service team of parent schools

proportions	Frequency of full-time	Percentage of full-time	Frequency of part-time work	Percentage of part-time work
hasn't	509	33.55%	571	37.64 %
Few, not more than 20%	428	28.21 %	381	25.12%
Less, 20-40 %	202	13.32 %	174	11.47 %
About half 40-60%	174	11.47 %	183	12.06 %
Higher, 60-80%	83	5.47%	67	4.42%
A lot, more than 80 %	44	2.90%	48	3.16 %
All of them.	77	5.08%	93	6.13%

4.4 Evaluation of the family education guidance service in parent schools

4.4.1 Participation of parents' schools in the evaluation of family education guidance services

Frequency analyses of the subjects involved in the evaluation of family education guidance services in parent schools are shown in Tables 6, which show that in general, the subjects involved in the evaluation of family education guidance services in parent schools are diversified.

Table 6. Participation of Parent Schools in the Evaluation of Family Education Guidance Services Work Subjects

entry (in a dictionary)	options (as in computer software settings)	word frequency	percent
Participation of Parent Schools as Subjects in the Evaluation of Family Education Guidance Services	Relevant government personnel	263	17.34%
	School Leaders and Heads of Parent Learning Schools	674	44.43 %
	coaching provider	322	21.23 %
	head of a household	612	40.34 %
	the rest	459	30.26%

4.4.2 Obstacles to progress in the implementation of current family education guidance in parent schools

Frequency analysis of the difficulties encountered in the process of carrying out family education guidance services in parent schools is shown in Table 7, which shows that the difficulties encountered in the process of family education guidance services provided by parents' schools are varied and need to be paid attention to.

Table 7. Difficulties Encountered in the Process of Implementing Family Education Guidance Services in Parent Schools

entry (in a dictionary)	options (as in computer software settings)	word frequency	percent
Difficulties encountered in the implementation of family education guidance services by parent schools	Sources of funding	669	44.10%
	workplace	316	20.83%
	Teachers	517	34.08%
	Institutional mechanisms	340	22.41%
	Facilities	325	21.42%

5. Conclusions and discussion

5.1 High level of recognition of the work of parent schools in providing family education guidance services

Considering the priorities of school education and teaching and the reality of teachers' limited energy, a very small number of teachers are relatively passive on this issue, and it is necessary to take care of both attitudes and systems in the subsequent work of the school, not only to strengthen teachers' guidance on the development of guidance services for family education, to deepen teachers' understanding of and attention to the status and role of family education, but also to coordinate the relationship between teachers' teaching and communication with the home and the school.

5.2 The quality of the practice of family education guidance services in parent schools needs to be improved

In terms of the implementation of specific family education guidance services, some schools have already carried out fruitful actions, with a high frequency, and have innovated in terms of the form and content of their programs, which are not limited to traditional forms such as parent-teacher conferences. However, some schools still have problems with the low supply of educational service opportunities, limited methods and approaches, and single content in the implementation of parent-school practices, and need to improve the quality of their services.

5.3 Family education guidance services for special groups to be implemented

Special groups include special families and special children, and attention to family education for special groups is also a key element of the work of parent schools. Whether from the point of view of the proportion of special groups or from the perspective of educational equity, the development of targeted family education for special groups is an issue that should be taken into account in all types of family education guidance services.

6. Recommendations

In the face of the many problems found in the research, we need to use the law as a guideline to ensure that the state and society guide, promote, safeguard and coordinate the work related to family education in accordance with the law.

6.1 Improvement of family education guidance services with a specialized support system

As can be seen from the requirements of the Law on the Promotion of Family Education, the implementation of family education requires parents to have professional knowledge of family education and to replace the "empirical mode of education" with "specialized educational capacity", which requires the strengthening of professional leadership and support services for family education guidance. This calls for strengthening the professional guidance and support services of family education guidance.

6.2 Building a solid network for the provision of family education guidance services through a mechanism of joint education between families, schools and communities

Firstly, consolidating the leading role of schools (gardens) and continuously promoting regular family education guidance work; sec-

only, the synergistic role of communities (villages) has been strengthened, and the normative work of family education guidance services has been pushed forward. In addition, through legally registered public welfare family education guidance service agencies, they conduct family education publicity, family education guidance services, and practical activities, and strengthen their focus on targets that are more difficult to cover and provide guidance services for.

6.3 Promoting the effectiveness of family education guidance services through a scientific guarantee system

Family education is a systematic project, and strengthening organizational safeguards is the institutional basis for comprehensively strengthening and improving family education guidance in the new era. The Law on the Promotion of Family Education also mentions the responsibilities of the Government and relevant departments with regard to the use of funds, supervision, publicity, and the supervision of family education guidance service agencies in carrying out the work of family education guidance, but the provisions are brief and general, and specific implementation programs are needed to assist in their implementation.

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