Dilemma and Countermeasures for Primary Family-School Cooperation in the Context of "Double Reduction"

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Abstract: Based on the comprehensive review of literature and field surveys of urban, suburban, rural, and remote primary schools in G city, this paper analyzes the difficulties in primary family-school collaboration under the "double reduction" policy and explores the causes and solutions. By constructing regression models, Pearson correlation analysis, and OLS, the paper empirically analyzes the relationship between family, school, and family-school collaboration, and further discusses the reasons for the difficulties in school-family education.

Keywords: "Double reduction", Family-school collaboration, Dilemma, Countermeasures.

1. Research Design and Methods

This study conducts an empirical analysis on the current situation of family-school collaboration and explores the difficulties that exist in primary school family-school collaboration under the "double reduction" policy. The reasons for the difficulties are analyzed, and corresponding countermeasures and breakthrough methods are proposed.

2. Analysis of Primary School Family-school Cooperation

To comprehensively and objectively understand the real situation of primary school family-school collaboration, this study mainly selects parents and teachers of primary school students as research subjects. In order to ensure the effectiveness of sampling, this study surveyed 21 primary schools in seven districts and counties in G city to investigate the collaborative situation between families and schools. A total of 1215 valid questionnaires from parents and 1221 valid questionnaires from teachers were collected. Table 1 is the overview of the statistical analysis of parent and teacher perceptions on family-school cooperation.

Table 1: Statistical Analysis of Parent and Teacher Perceptions on Family-School Cooperation

<table>
<thead>
<tr>
<th>Question</th>
<th>Parent (N=1215)</th>
<th>Teacher (N=1221)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have a concept of family-school collaboration?</td>
<td>100(8.23%)</td>
<td>446(36.53%)</td>
</tr>
<tr>
<td>Do you have knowledge of regulations on family-school collaboration?</td>
<td>91(7.49%)</td>
<td>454(37.18%)</td>
</tr>
<tr>
<td>How knowledgeable are you about family education?</td>
<td>47(3.87%)</td>
<td>497(40.70%)</td>
</tr>
<tr>
<td>Are you familiar with the &quot;Law of the People's Republic of China on the Promotion of Family Education&quot;?</td>
<td>59(4.86%)</td>
<td>92(7.37%)</td>
</tr>
</tbody>
</table>

According to the survey, both teachers and parents have limited understanding of the regulations and policies surrounding family-school collaboration, as well as a relatively low level of knowledge regarding the "Promotion of Family Education Law". These factors greatly affect the effectiveness of family-school collaboration.

2.1 Data Processing and Results Analysis Based on Linear Regression Model

2.1.1 Dependent Variable

This study aims to investigate the challenging factors that affect family-school collaboration under the background of "double reduction" policy. The effectiveness of family-school collaboration under "double reduction" policy is divided into five categories: cognitive effect, communication effect, trust effect, organizational effect, and collaborative effect. This study focuses on the impact of caretakers' occupation, education level, age, and the urban-rural location of the school on the effectiveness of family-school collaboration. In the operation, different levels of options are assigned values of 0, 1, 2 and 0, 1, 2, 3, 4, respectively, and the scores are weighted and summed up to obtain five types of comprehensive scores. The higher the score, the better the family-school collaboration.

2.1.2 Explanatory Variables
This study defines caretakers' age, education level, occupation, the grade level of their children, the location of the school, the teacher's education level, the grade level they teach, the subject they teach, their position, and the location of their teaching school as the explanatory variables. These variables are analyzed to identify the reasons that affect the five aspects of family-school collaboration.

### 2.2 Pearson Correlation Analysis

<table>
<thead>
<tr>
<th>Effect</th>
<th>Cognitive Effect</th>
<th>Communication Effect</th>
<th>Trust Effect</th>
<th>Organizational Effect</th>
<th>Collaborative Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age of Caretaker</td>
<td>0.523**</td>
<td>-0.075**</td>
<td>0.225**</td>
<td>-0.215**</td>
<td>0.262**</td>
</tr>
<tr>
<td>Education of Caretaker</td>
<td>-0.595**</td>
<td>-0.116**</td>
<td>-1.86**</td>
<td>0.506**</td>
<td>-0.413**</td>
</tr>
<tr>
<td>Occupation of Caretaker</td>
<td>0.613**</td>
<td>0.050</td>
<td>0.241**</td>
<td>-0.459**</td>
<td>0.411**</td>
</tr>
<tr>
<td>Grade of Children</td>
<td>-0.118**</td>
<td>0.137**</td>
<td>-0.056**</td>
<td>0.062**</td>
<td>0.005</td>
</tr>
<tr>
<td>Location of Children's School</td>
<td>0.621**</td>
<td>0.138**</td>
<td>0.207**</td>
<td>-0.512**</td>
<td>0.421**</td>
</tr>
</tbody>
</table>

Note: ** indicates a significance level of 0.01, * indicates a significance level of 0.05, both are two-tailed, and the values in parentheses represent the p-values.

### 2.3 Multiple Linear Regression

Firstly, the impact of caretaker age, education, occupation, student grade, and school location on the five dimensions of family-school collaboration (cognitive effect, communication effect, trust effect, organizational effect, and collaborative effect) was investigated through five models using multiple linear regression. The results indicate that all models are significant.

### Table 2: Pearson Correlation Analysis of Family-School Cooperation Effects

### Table 3: Pearson Correlation Analysis of Family-School Cooperation Effects

### Table 4: Regression Results of the Impact of Families on Family-School Cooperation

Secondly, the analysis examines the impact of teachers' education level, grade level and subject taught, position held at school, and location of the school where they teach on the five dimensions of family-school collaboration (cognitive, communication effect, trust effect, organizational effect, and collaborative effect). The results show that all models are significant.
Due to the unequal number of parental surveys and teacher surveys, the explanatory variables of the two models were not analyzed in the same table. The survey results show that the explanatory variables have a certain impact on the five dimensions of family-school collaboration (cognitive effect, communication effect, trust effect, organizational effect, and collaborative effect). This provides a reference for further analyzing the cognitive, communication, trust, organizational, and deep integration dilemmas that affect family-school collaboration.

3. Dilemma of Family-School Collaboration Under Double Reduction Policy

3.1 Cognitive Dilemma

According to the survey, 45.51% of parents are not very familiar with the concept of family-school collaboration, 15.72% have never heard of it, and only 8.23% of parents express a very good understanding. This indicates that parents have a cognitive dilemma regarding family-school collaboration.

3.2 Communication Dilemma

Currently, both parents and teachers have a one-sided understanding of the purpose of family-school collaboration, believing that communicating with teachers or parents is only necessary when a child has problems. According to the survey, the topics that parents and teachers care about are relatively limited. 77.1% of parents and 61.8% of teachers expressed concern about their children's academic performance, while 29.1% of parents and 52.0% of teachers expressed concern about their children's hobbies. In addition, 50% of parents stated that they communicate with teachers 1-3 times per semester, while 53.9% of teachers indicated that they initiate communication with parents 1-3 times per semester. Only 31.8% of parents and 21.6% of teachers said that they communicate 4-6 times. Therefore, there is a communication dilemma between families and schools in terms of limited topics and infrequent communication.

3.3 Trust Dilemma

The survey shows that 80.8% of teachers indicated that they invited teachers to participate in after-school activities, 48.5% invited retired teachers, 32.4% invited external training institutions, and 29.4% invited parent representatives recommended by the Parent-Teacher Association. This indicates that the proportion of schools actively inviting parents to participate in after-school activities is relatively low, which hinders the practical communication and coordination between families and schools. This also further illustrates the
trust dilemma between families and schools.

3.4 Organizational Mechanism Dilemma

According to the survey, the main members of the parent committee in the class are public servants, state-owned enterprise employees, and staff from public institutions (83.6% of teachers), business owners (62.8% of teachers), private enterprise employees (33.7% of parents), factory workers (10.3% of teachers), and self-employed individuals (9.4% of teachers). This indicates that the election of the parent committee is somewhat unreasonable and cannot truly and comprehensively reflect the voice of the class.

Figure 3: Occupations of parent committee members in the class

3.5 Dilemma of Deep Integration in Family-School Collaboration

In summary, there are five major dilemmas among family-school collaboration: cognitive dilemma, communication dilemma, trust dilemma, organizational mechanism dilemma, and deep integration.

4. Reasons for the Challenges of Primary School Family-School Cooperation under the Background of "Double Reduction"

4.1 Collaboration under the Background of "Double Reduction"

According to the survey, the understanding of the purpose of family-school collaboration reflects the parents’ understanding of the importance of family-school collaboration and the expected effects. The relationship between the socio-economic status of families, the mismatch of parenting roles, the bias of family-school positioning, the lack of educational knowledge among parents, and the existence of family-school collaboration is closely related.

4.2 Biased Role Orientation of Family and School

Teachers and parents have a positive attitude toward family-school collaboration, but in a specific implementation, they tend to push responsibility on each other. The consistency of rights and responsibilities of all parties involved in family-school collaboration is crucial for the effective division of labor and collaboration, improving management efficiency, and benefiting all parties in exercising their rights, fulfilling obligations, and enjoy benefits. On the contrary, if the rights and responsibilities are unclear or mismatched, it can easily lead to confusion among the participating parties, mutual shirking of responsibilities, and ultimately affect the effectiveness of family-school collaboration.

4.3 Lack of Professional Knowledge of Family-School Cooperation among Teachers

Teachers lack professional knowledge of family-school collaboration and rely solely on personal experience and feelings, which leads to a relatively small targeted communication. The communication between teachers and parents still remains in the traditional single form, and emerging family-school collaboration models only touch on the surface of cooperation, which may result in a mere formality. Without systematic and scientific methods, it is difficult for teachers to actively understand students' growth environment, parents' expectations for students, and other family education factors. Parents are not involved in school education planning and management implementation.

4.4 The Shallow-level Contents are Accessible to the Parents’ Committee, while the deep-Level Ones are Difficult to Involve.

Most parents support the activities carried out by family-school collaboration, believing that it can improve students’ academic performance, promote their physical and mental development, and have positive effects on teachers and
families to varying degrees. However, most parents still only participate in superficial activities and are even less familiar with the deeper aspects of school management. They only have a clear understanding of the basic situation and rules and regulations of the school through public activities. Although some parents participate in higher-level activities, it is far from thorough, leading to unsatisfactory results of the family-school collaboration.

5. Breakthrough the Dilemma of Elementary School Family-School Cooperation under the Background of "Double Reduction"

The problems and related constraints in the process of family-school collaboration have hindered the in-depth and effective development of family and school education, thereby impeding the comprehensive and healthy development of children, hindering the improvement of the school system, and adding many unstable factors to society. The dilemma of family-school collaboration still needs to be addressed in the following ways.

5.1 Clarifying the Responsibilities of School-Family Collaboration

Family education and school education are two different forms of education, each with its own educational methods, responsibilities, and impact values, and therefore have different educational functions in the personal growth of students. To facilitate effective cooperation between families and schools, it is essential to clarify the respective roles of families and schools in the personal growth of students. Schools can disseminate advanced educational concepts to parents through various family-school activities, helping parents understand the necessity and unique value of family education, and clarifying the responsibilities of both parties. By convening meetings and workshops and other means, schools can gather consensus among their faculty, jointly design implementation plans, establish incentive mechanisms, and alleviate the pressure brought about by after-school delayed services. When parents clarify their responsibility boundaries, they can clearly identify their own primary responsibilities and develop competency in family education.

5.2 Enhancing Family-School Collaboration Awareness

Schools need to strengthen the construction of the teacher team, conduct specialized training, develop corresponding courses, promote the development of teachers' educational abilities, and continuously improve the level of collaboration between schools and families. Furthermore, parents and other relevant personnel in family education guidance should be trained in a phased and classified manner. This will create a new collaborative education model where schools guide parents, parents guide parents, parents supervise education, and parents provide suggestions for development. Democratic mechanisms can be used to guide parents' attention toward the collective affairs of the class and the school, as well as the healthy development of the school. Both schools and parents have a shared responsibility to cultivate children, and they should establish an "alliance" relationship based on equality, mutual respect, and trust.

5.3 Strengthening Parental Education Guidance

The school and parents should establish a unified understanding of education and focus on the fundamental task of moral education and cultivating well-rounded students with moral, intellectual, physical, artistic, and practical capabilities, who are socialist builders and successors. To achieve this goal, the school can develop a series of courses for parents, focusing on key abilities that students need to develop at different stages of growth, in order to enhance parents' guidance and support for their children's growth. The course content may include moral cultivation and ideal aspirations, good habits and life skills, academic planning and learning abilities, personality traits and mental health, career planning and development, etc. Additionally, regular communication activities should be held to allow various committees to participate in discussions on major school development decisions, and to promptly reflect on any difficulties or confusions experienced by students or parents. This will enable them to become supporters of school development, leaders of family education, and coordinators of family schools.

5.4 Promoting Information Technology to Facilitate Family-school Cooperation

The use of information technology is a means to improve access to educational resources and expand the reach of quality education between parents and schools. This not only benefits disadvantaged families and weaker schools but also provides ample learning opportunities for all families and schools. By analyzing massive amounts of data, algorithms can be used to precisely match educational resources to the needs of schools and families, providing real-time and personalized resources while also considering common needs. Therefore, the integration of information technology in family-school collaboration can facilitate the deepening of such cooperation.

References


Author Profile

Jingyi Tan is studying Education Management as a postgraduate student at Jiangxi Normal University in 2020 to 2023. She is working as a teacher at Jiangmen Zhishan Middle School in Guangdong Province.