Analysis of the Problems and Effects of Family-School Collaboration

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Abstract:

Family-school collaboration has received widespread attention, but it still has not improved in a kind of development progress. This article outlines the problems and effects of family-school collaboration. This paper argues that the biggest barrier to implementing a useful family-school collaboration would be the communication between parents and teachers. Parents' and teachers' communication ways, frequency, and influence would affect the quality of information about their children's performance that parents can get, which will also determine parents' satisfaction with this school. In this case, this article supposed that it is crucial to improve the significance of parents' participation and build a closer relationship between parents and teachers so that a kind of stimulation or motivation for children to study in a better way. So some policies try to increase parents' participation in tutoring for their children and create a new bond with teachers so that being a helper or supervisor of children.

Keywords: Family-school collaboration; family education; communication

1. Introduction

School education will teach children content knowledge, and enable children to learn more professional knowledge or skills, which may support children being successful in the future. Parents will be a sample or model for their children of coping with problems, and influence children indirectly. Research has shown that as the education process increases, parents' participation will decrease [1]. Also, these passive recipients of information, parents, mostly do not own right to talk about or claim with development of school managers or teachers adjustment. In this case, it is important that enable parents to participate in children's study process, which can effectively have a good influence on children's participation rate in classes and students will also learn more seriously than before [2]. A successful Family-School collaboration will stimulate students to have a positive attitude toward learning. What's more, parents' participation will also decrease the academic achievement difference of each student due to economic differences, especially for some students who do not have a good score in academics or have a weaker ability to study and with a relatively poor economic situation. So, both the school and parents must increase parents' participation, and enable parents to get more information about the school and their students' condition in school, whatever expression on academic or social bonds and relationships. Based on that, this research will focus on the problems and effects of family-school collabora-

tion and support some policies to improve them so as that achieve a kind of successful collaboration.

2. Definition & Effects of Family-School Collaboration

Family-school collaboration means that people who are responsible for children and people responsible for education will make a connection for children's study, which also aims to intervene in students' performance in school and enable parents to get the same cognition or sense of identity of children's study. In addition, parents and schools will in a kind of modern preferred partnership, share the responsibility of educating parents [1]. It can be explained that schools may empower parents and enable them to have the power to intervene in children's performance, which not only lets the education system undertake responsibility for children's study but also share with their parents.

Besides, If the family-school collaboration can be improved or parents can participate in this kind of program, to help the school educate children, the participant rate of class and attitude of study from children will become better and more positive [1]. Secondly, since parents will effects indirectly on teenagers' cognition and character-forming, parents' participation in education can also help teenagers to precise what kind of person or identity they want to be in the future [3]. Thirdly, parents' intervention or participation can also decrease differences in study ability, preparation process for study, or adaptation

of study in school, which may caused by economic differences between each family [4]. The family also plays an important role in the development of personal skills or talents for children, and motivation to learn, whether for future study time or for now is affected by family or parents' participate rate [2,5].

3. Barriers to Family-School Collaboration Implement

3.1 Communication Ways

Whether this program, family-school collaboration, can be successful or not, also depends on the connection between parents and teachers. Some parents do not have any contact information for teachers. Also, parents may not know how to get effective or useful information about their children from communication with teachers, so parents may not know their performance and they may not get personal evaluation or explanation about why scores decrease or increase. In this case, students may not coordinate with the school's teaching effectively because if parents know about children's performance or information in school, it could be a kind of stimulation, warning and extra guidance to students get a better attitude or performance on study [1]. Also, the situation or atmosphere of the school will affect parents' participation [6]. Attitude in communication with parents also implies an expectation of school workers to parents, which will play a significant role in determining efficient communication because the way or attitude of communication can enable parents to change their cognition of education and get to know teachers better either, and parents may also easier to build a relationship with teachers more actively. And then, different languages may cause difficulties in communication with schools and teachers. And then, language difference possibly brings an unacceptable sense of identity on a layer of cultural and different cognition by cultural diversity [7]. For example, Asian parents may pay more attention to children and they may think that teachers need to supervise seriously on children's study and scores. However, some German parents may need chances to contact their children to study at home, like some extra tutoring from parents [2].

3.2 Communication Frequency and Influence

The school also plays a significant role in improving family-school collaboration, and communication between parents and leaders in school may be something to overcome and become better. The school needs to be responsible for the supervision of influence and frequency of information and communication. In addition, the time of posting messages or notification of communication from school also

affects parents' participation. If the school proclaims the time of meeting or communication two days before the actual time, parents can get enough time to allocate their things and have a better preparation for the connection with teachers. What's more, the frequency of messages from teachers also affects the quality of the information received from the school. If parents receive notification about their children's performance or process of study only after finding a serious problem, it will not be easy to solve since problems may worsen as time increases [7]. Also, keeping relatively frequent communication between parents and teachers will help both get a place to change information about children in different situations because some children will express different talents, skills, or behaviors in school and with family. Some students with worse performance may be affected by the situation or atmosphere in the school, but when they are at home, they may change character and performance. In this case, teachers also need to know more about students' character or other things without studying to help them when they are trucked while facing different atmospheres and stress.

3.3 Different Ways of Education

Schools and parents need to try unifying ways or cognition of education so that differences in parents' educating ways can decrease the effect on advance of family-school collaboration implement. How parents think about their role in their children's education can determine the efficiency of family-school cooperation [8]. If parents do not think that they should take responsibility for their children's studies, then teachers and schools may find it hard to start this cooperation or hard to get successful communication. Also teachers also difficult to get help from parents to teach or educate children. For example, some parents may not think parents' extra tutoring, an assignment for parents from teachers, is useful or necessary. Useful or effective homework can be a good way to help or support children reviewing and help students understand what they have learned today more easily. What's more, the attitude of parents to teachers or cognition of teachers' work will affect the depth or content of the connection between teachers and parents, which may also affect children's attitudes toward teachers. In this case, teachers may find it too hard to administer to these students, and they also find it tough to change or input new cognition to these students. Besides, parents are mostly the first ones that children want to ask for help, and children's life values also depend on their parents. In this case, if parents think education is unimportant and contempt knowledge, students may not follow the school's process of study or the principal of the school. Also, they will not respect teachers and schools since they do not agree on the importance of education or

study, and the attitude toward learning will be negative either, which may become a kind of barrier that cannot be ignored being a successful family-school collaboration.

4. Policy & Suggestions

To overcome these barriers to achieving a successful family-school collaboration, there are some suggestions or policies. Aiming to solve different ways of education, it is necessary to improve or change modern parent meetings since traditional meeting surrounds teachers, parents are more passive, and children will not be in it, which is stressful and unfair [9]. In this case, operating the voice of parents can also help collaboration progress [1]. Parents will also be invited to share their experience of educating their children and teachers can learn from that either. In addition, school needs to try to make parents have a cognition of communicating and be responsible for providing information positively. It can widen more kinds of ways of communication, such as letting children tell parents their performance or having small talk about children's performance as waiting for children, which can not only increase the connection between parents and school but also decrease the possibility of lack information that caused by inactive asking for information [8]. As talked about parents can support teachers' work, and it will also help increase motivation to learn or increase supervision on the assignment of teachers to their children. During this process, parents can also timely contact teachers or hire a second teacher at home to help children finish their homework, which may also be a way that parents can increase contact with teachers and get more information about their children [1]. In addition, operating more personal connections will bring more satisfaction to parents and more willingness to build cooperation [10]. If teachers want to improve communication ways with parents, increasing tutoring of parents to children may help them get more valid information on students' academic performance because they can check it directly.

some teachers may not see family-school collaboration as a part of their work, so they may not be responsible for creating or making connections with parents. They may prefer to spend time preparing the core curriculum, which may also cause parents to feel anxiety about the unknowing performance of their children [8]. So in China, it is better to apply technology or social media, which may become more convenient and popular. For example, teachers can use technology to limit time to enable students to upload their assignments on a particular app and send feedback to their parents directly from social media or online. Increasing contact with parents by using social media will be more convenient, and teachers can also use technology

to make graphs or dynamic diagrams to express students' performance more easily, teachers can also analyze in the long term, which may be more valid. Parents can get or summarize higher-quality information more easily and directly. What's more, creating a group that all parents and teachers there can also overcome the problem that parents may not have a connection ways of teachers. If parents want to know the performance or information of their children, they just add teachers' social media and text with teachers.

5. Conclusion

Family-school collaboration will focus on creating a better relationship between parents and teachers, who will share educating responsibility together. While creating connections will need to overcome some barriers from ways of communication, frequency and quality of communication, and ways of education. These barriers will increase the difficulties for teachers and parents to get a better quality communication routine, and also to decrease the implementation of family-school collaboration. For example, parents may not know how to get higher quality information from a long time of communication with teachers. In this case, teachers can use social media and text parents in words so that parents can summarize and remember in a better way. Also, making graphs or digital diagrams of students' performance recently can provide information more directly to parents. So these policies with positive influence may decrease the difficulties of overcoming these barriers, and help parents and teachers build a kind of hard bond or partnership. However, if these policies are implemented in China, there are some limitations since the situation of education in China may not fit some of the policies such as increasing more personal connection between parents and teachers. It may be hard to achieve because the population in China is so large that teachers feel not easy to create personal deep interaction with each or most of the parents while they also need to prepare their teaching assignments. This policy may not fit China's education system. In this case, increasing family-school collaboration still needs to be improved whether for normal situations or some particular conditions, and people also need to pay more attention to this if they want to have a kind of long way success in the influence of education. Also, people are looking forward to increasing not only the rate of being educated but also the quality rate or level of being educated.

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