

Collaborative Governance of College Student Management and Home School Communication Strategies

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Keywords: Home School Communication Strategy, Collaborative Governance of Student Management, Psychological Health Issues, Family School Society

Abstract: The management of higher education institutions is the fundamental guarantee for promoting higher education to get on track and achieving educational goals. In the new era, the coordinated interaction between student management and teaching management in universities would greatly improve the overall management level of universities, thereby better adapting to the development of the times. It is of great practical significance to carry out moral education work in universities and strengthen research on students' mental health education based on new media technology. There are also various problems in higher education, and the biggest impact is on their families. The creation of a disharmonious family atmosphere among parents often leads to a series of psychological problems for their children. At the same time, children often exhibit a negative attitude when facing family problems, which means that students themselves cannot intervene and change the problem, but can only accept, digest, and transfer negative emotions. This article discusses the collaborative governance plan for student management in universities and conducts a questionnaire survey on this issue. The survey results prove that WeChat platform is a common communication method recognized by teachers and parents, and 91.2% of teachers believe it is helpful or more helpful.

1. Introduction

Education is a systematic behavior that involves three parties: family, school, and society. Because children stay at home and on campus much more. Therefore, both parents and schools play a crucial role in the entire teaching process. Poor communication and even conflicts between families and schools can reduce the effectiveness of education and even have a counterproductive effect; on the contrary, if schools and families can communicate better, form consensus, and regulate behavior, it can play a role of $1+1>2$. Therefore, it must strengthen the interaction between family and school, form a joint force, to adapt to the requirements of the new era and promote comprehensive human development. However, there are still blind spots and misunderstandings in the understanding of home school communication, which cannot be ignored.

There are many studies related to home school communication in the education industry.

Sutherland K S takes the family as the research object, uses qualitative research methods, and takes the perspective of teachers and guardians of EBD (emotional behavioral disorders) and children at risk of EBD. He discussed the concept of the CARES Architecture (Coronavirus Aid, Relief and Economic Security Act). He conducted a semi-structured visit to 6 American teachers and 11 caregivers, all of whom participated in a study exploring a secondary intervention plan. His research has found that under the CARES framework, the interaction between young children and parents is particularly important. This study points out important directions for future research and also provides useful references for researchers. It provides an effective intervention method for caregivers and teachers who are concerned about children with developmental abnormalities or are at risk of developmental abnormalities, thus laying the foundation for building a good family school collaborative relationship [1]. In Ireland's education system, HSCLs (Home School Community Liaison Coordinators) play a key role in eliminating the negative impact of systematic education by providing support to children and families. Ross C focuses on the experience of HSCLs during the 19 year Covid-2020 school closure period in Ireland. This study mainly focuses on the issues of home support and family support, and explores the overall effectiveness of schools in responding to distance education. This discovery highlights the important role that HSCLs play in supporting the welfare of children and their families. In this study, it was confirmed that meeting the basic needs of children is a prerequisite. Emphasizing the internal institutions and strategies of each school to promote the well-being of the entire campus and family education is crucial for establishing a support system. These suggestions emphasize that in order to carry out work for HSCLs, it is necessary to establish and provide appropriate communication methods with families. The most important thing is actual physical contact and the benefits brought by digital devices. This has a significant effect on school public health education that supports families in a comprehensive manner [2]. Flavell M reported a small-scale study on the relationship between parents and schools of high school students in the Pacific Ocean, centered around the Otarova region of New Zealand. He introduced some good practices and also analyzed the relationship between schools and parents in order to provide better support for children in the Pacific region. The advantage research method is based on the study of affirmative questions. Affirmative surveys can facilitate positive change through various opinions. During the interview, the interviewees discussed some experiences that they believe can help children in Pacific countries achieve better learning outcomes. There is evidence that both teachers and parents are providing assistance for students' learning [3]. The above literature only provides issues and challenges in home school communication, without providing feasible suggestions.

Effective communication between family and school is an important factor in promoting the healthy growth of students. Teachers and parents should have a common goal, with a strong sense of responsibility and broad mindedness, to work together and safeguard the healthy growth of students. Based on this purpose, this article explores the collaborative governance of university student management and home school communication strategies, comprehensively explores the necessity and strategies of home school communication, and provides feasible suggestions for solving the current phenomenon of frequent psychological problems among students.

2. Home School Communication Strategies and Home School Relationships

2.1 Home School Communication

University teachers should pay more attention to the assistance and impact of the internet on students' growth, in order to improve the quality of the entire student management work. In the process of student management, teachers should make full use of the basic role of network technology to participate in the school's internal affairs management system by means of Tiktok

short video APP, WeChat, Weibo or the school's personal website. The openness and timeliness of this streaming media platform are very high, which not only allows teachers to timely understand the situation of students, but also allows teachers to know the overall ideas, plans, and practices of student management in the school [4]. In addition, on the school's online platform, teachers and students can have effective interaction, allowing teachers to know their true thoughts and help them solve the learning and life difficulties they face in school. This can enable teachers to play the greatest role in their learning and life. At the same time, university teachers should also provide scientific guidance for students to establish correct learning and moral concepts [5-6]. For example, teachers can organize a practical activity on "how to use the internet correctly" to help students understand the advantages and disadvantages of the internet, thereby reducing the negative impact of the internet on students, enabling them to better use network technology, and promoting their own learning on this basis [7].

A homeroom teacher should recognize their role in home school communication. Generally, when discussing the relationship between home and school, people tend to broadly view the corresponding side of "home" as "school" [8]. In fact, if precise role division is to be carried out, the party corresponding to the parents should be accurately positioned as the homeroom teacher [9]. The homeroom teacher is the bond between parents and the school. They have the most contact and understanding with students, and are the most accurate and authoritative channel for parents to obtain student information. Unlike ordinary subject teachers, the homeroom teacher and students are together every day, so they have a comprehensive understanding of the problems that arise in the psychological and moral development of each student. Compared to other education experts and ordinary teachers, they can provide parents with more targeted problem intervention strategies [10].

2.2 Home School Communication Strategy

Most of the problems faced by parents can be defined, including economic, emotional, and health issues. In this way, negative emotions can be consumed while solving the problem [11]. On the contrary, due to a lack of initiative in solving family problems, students may choose to passively adapt to personality and thinking styles such as self-suppression and self-closure, leading to psychological problems [12]. So, to solve this problem, firstly, schools should attach importance to it, handle it in a timely manner, and enrich the content of mental health education. In addition, in order to solve these problems, it is necessary to communicate well between home and school, so that parents' groups realize the important role of family atmosphere in children's development, gradually change parents' attitudes, and create a healthy family environment [13].

(1) Avoid reprimanding students in front of parents

Parents often believe that their children are the best, and when teachers criticize them in front of them, their parents' psychology becomes imbalanced, making communication more effective [14]. To improve the efficiency of communication between teachers and students, teachers must calmly explain their children's current situation to their parents. Teachers can use this to let parents know their students' performance in school and communicate closely with them to better assist in the moral education work of the school. For example, students are unwilling to face setbacks and fear failure [15]. In this regard, teachers should communicate privately with their parents, inform them of the process, and encourage them to educate their children at home with the concept of "fearless of setbacks and daring to move forward". At the same time, teachers can showcase inspirational movies for children, allowing them to learn the spirit of fearlessness and dedication while watching movies, thereby forming correct values [16].

(2) Pay attention to a sincere communication attitude

A sincere attitude is crucial for teachers to communicate with their parents. It can demonstrate

their respect for their parents and also make them feel democratic, which is very helpful for future communication work. Teachers should stand from the perspective of their parents, be prepared for their children's learning and life problems, and provide effective guidance to them. Especially, it can fully demonstrate the teacher's respect for parents, while also making parents feel the teacher's democracy, which is also conducive to future communication and work. Teachers should stand from the perspective of their parents, be prepared for their children's learning and life problems, and provide effective guidance to them.

(3) Empathy thinking

It can empathize and communicate emotionally with parents in a timely manner. The prerequisite for communication and exchange between people is empathy, which is also the most important condition, and between teachers and parents is no exception. When communicating with parents, teachers should pay attention to understanding their family education philosophy to avoid unnecessary conflicts [17].

(4) Highlight the interactivity of home school communication platforms

In the construction and management of a new network platform, class teachers should not only focus on improving the efficiency of home school communication through the internet, ensuring that parents timely obtain necessary information and guidance in family education, but also develop interactive functions for forums and groups through innovative network platform management. This can enable parents to form a community of learning and communication on the platform, share family education experiences, express different educational opinions, express opinions on problems in the class, and make the online platform a virtual home that parents like [18].

(5) Demonstrating the subjectivity of parents on home school communication platforms

It can abandon the previous management model of home school communication platforms that mainly focused on information and notification release. Class teachers can try to delegate some sections of the platform to parents for management, and set up themed discussion groups related to class management and student education. Parents serve as the administrators of the group and have active participants in these virtual spaces stand at the front desk of the event during regular parent meetings, fully playing a leading role [19].

(6) Realize the integration of the three educational elements of "parents, homeroom teachers, and students".

In the past, home school communication platforms often served as communication carriers for both homeroom teachers and parents, with limited opportunities for students to participate and even completely excluded from the home school communication system. As students age, they become increasingly important in promoting home school communication, conveying correct information to parents, and influencing and changing parents' attitudes. Therefore, a new type of home school communication platform should fully leverage the role of students as a bridge in communication between homeroom teachers and parents. In addition, the activities of the parent committee can also be integrated through online platforms to solve the problem of insufficient opportunities for parents to participate in class management activities and inability to communicate in depth.

3. Questionnaire Survey on Home School Communication on WeChat Platform

This article adopts a questionnaire survey to conduct a sampling survey on the current situation of home school communication in local universities based on WeChat platform, and the following conclusions are drawn.

(1) Acceptance of WeChat platform by both family and school

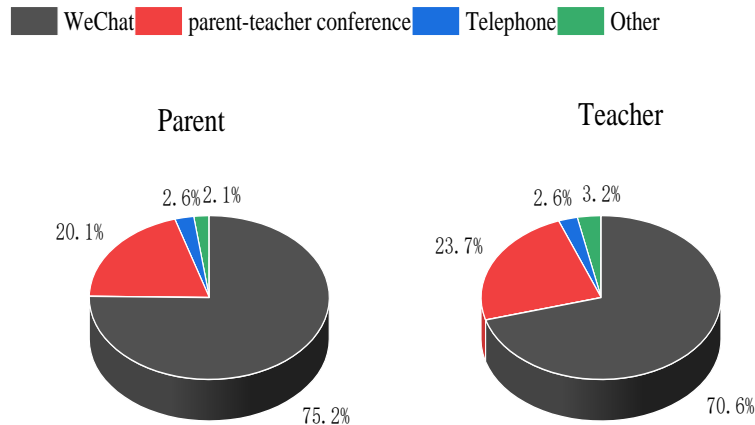


Figure 1: Recognition of communication methods between family and school

As shown in Figure 1, 75.2% of parents believe that the best way of communication is through WeChat. 20.1% of parents agree with the method of holding parent meetings to communicate with the school about students' situation. Only a very small proportion of parents believe that making a phone call can communicate. 70.6% of teachers believe that WeChat can be the best way to communicate with parents. 23.7% of teachers believe that holding parent meetings is the best way to communicate with parents. From the above data, it can be seen that WeChat is a communication method that both parents and teachers agree on. This indicates that WeChat has been widely used between families and schools, becoming an important tool for communication between parents and students. WeChat, as the main carrier of home school communication, plays an important role in home school collaborative learning.

(2) Parents' Needs for WeChat Group Communication Content

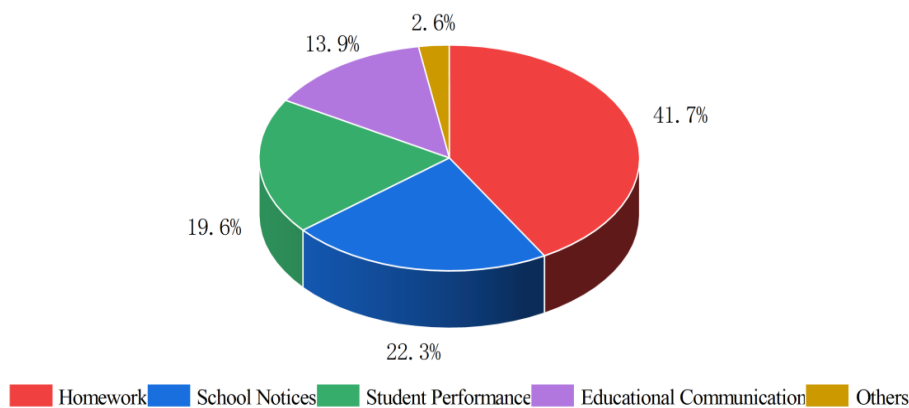


Figure 2: Parents' needs for WeChat group communication content

From Figure 2, it can be seen that 41.7% of parents in the WeChat group chose "homework", 22.3% chose "school notice", 19.6% chose "student performance", 13.9% chose "educational communication", and 2.6% chose "others" for the content they want to communicate with. From this, it can be seen that the main role of WeChat groups is to assign homework and issue notices, but this also indicates that parents have more needs to meet.

(3) Parents' demand for the content of WeChat official account

Table 1: What parents want to see in WeChat official account

Content	Number of people	Proportion (%)	Percentage of actual content (%)
School activities news	415	41.46	10.78
Teacher training	157	15.68	45.89
Student talent show	79	7.89	43.33
Others	350	34.97	0

As can be seen from Table 1, the questionnaire makes statistics on "what parents want to see in the WeChat official account", and the results show that 41.46% of students' parents want to see school activity news, so as to understand students' dynamics. Another 34.97% of the parents want to know what is not in the actual official account (this category is classified as "other"). It can be seen from the table that the content of the official account expected by parents is quite different from the actual content of the official account. The teacher training with the highest proportion of actual content, accounting for 45.89%. The proportion of 'other' related content is 0. It can be seen from the results that the existing official account content cannot meet the reading needs of parents, and colleges and universities need to make more innovative attempts on the official account content to improve the enthusiasm of parents to watch.

(4) Satisfaction of parents and teachers with home school communication based on WeChat platform

Through observation and interviews, it was found that some parents and teachers nowadays enjoy using WeChat platforms for timely communication, and many parents experience the phenomenon of keeping their phones in place. WeChat platforms have played an important role in home school communication, providing great help to parents and teachers.

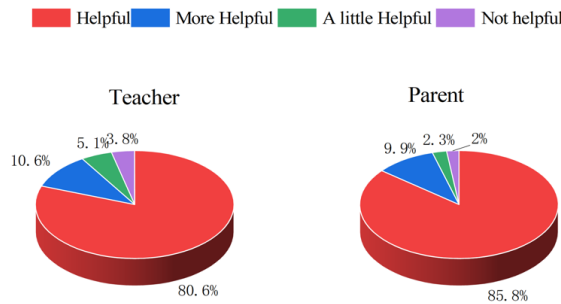


Figure 3: The helpfulness of WeChat platform in home school communication for parents and teachers

From Figure 3, it can be seen that 91.2% of teachers believe that WeChat can play a role in home school communication. Only 8.9% of teachers believe that the WeChat platform has little or no help. 95.7% of parents also believe that the WeChat platform plays a role in communicating with schools. Only 4.3% of parents believe that WeChat platforms are of little or no help for home school communication. The above data is sufficient to demonstrate that WeChat platform is a good way to communicate between home and school. From the above survey data, it can be seen that using WeChat platform for home school communication is very helpful for teachers and parents, and a majority of parents and teachers are satisfied with the WeChat platform based home school communication method, which is also increasingly recognized.

4. Conclusions

Home school communication refers to an attitude of mutual understanding between parents and schools, using language and other forms of communication to achieve common teaching objectives. Communication between family and school is an important component of school mental health work. In recent years, college students have experienced some serious psychological problems, which have brought more expectations and needs to people. This article explores how schools can effectively communicate with parents. The experiment verified through a questionnaire survey that WeChat is a communication method that both parents and teachers agree on.

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