

Promote the Quality of Parent-Teacher Relationships through Home-School Partnerships

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Abstract. Home-school cooperation is one of the most important research topics today. Researchers have found that home-school cooperation has a significant impact on home-teacher relationship. However, there is still no unified explanation on how to promote the quality of home-teacher relationship through home-school cooperation. Home-school cooperation is an important part of the modern school system, and it is also an important way to realize class construction and students' all-round and healthy growth. This paper summarizes the research on how home-school cooperation promotes the quality of home-teacher relationship through the influence of home-teacher relationship from the following seven aspects: (1)The definition and importance of home-school cooperation are developed from the concept, basic attributes and significance of home-school cooperation; (2)Definition and research status of family-teacher relationship; (3)The positive influence of home-school cooperation on home-teacher relationship; (4)The regulating effect of family-teacher relationship; (5)The mediating role of home-school cooperation and home-teacher relationship; (6)Strategies and measures for home-school cooperation; (7)The implications of existing research for practice and future research directions.

Keywords: Home-school cooperation; home-teacher relationship; Education.

1. Introduction

Family and school are the two most important environments in a child's growth, and the cooperation and interaction with each other are critical to a child's overall development. Home-school cooperation is not only a simple communication, but also an educational concept that both sides work together and make progress together. Through home-school cooperation, parents and teachers can work together to improve the quality of the parent-teacher relationship and provide a better learning environment and growth conditions for children.

Through home-school cooperation, parents and teachers can work together to build a harmonious and welcoming learning environment for their children. When the cooperation between the family and the school reaches a certain degree, the child will feel the support and care from different aspects, so as to better adapt to the school life. At the same time, home-school cooperation also helps to strengthen the communication between parents and teachers, enhance mutual understanding and trust, and build a bridge of common concern for children's development. Home-school cooperation is crucial to promoting the quality of parent-teacher relationships. Only when the family and the school truly achieve the goal of cooperation, mutual trust and common development, the child's growth can be fully supported and guided. Therefore, people should work together to actively promote home-school cooperation and create a better learning environment for children.

2. Definition and Importance of Home-School Cooperation

2.1. Concept and Definition of Home-School Cooperation

The term "home-school cooperation" literally means that families and schools work together to educate children. At present, there is no precise and widely accepted definition of home-school cooperation. In English, the most common terms are "home-school cooperation" and "education intervention", "parent-teacher cooperation" and "parent involvement". It is generally believed that

home-school co-operation refers to an interactive educational activity in which the two forces of home and school cooperate, support and co-ordinate with each other for the purpose of students' development. According to Professor Ma Zhonghu, home-school co-operation in education refers to the educational process in which the two social institutions that have the greatest influence on students, the family and the school, form a synergy and work together to educate students [1]. This concept is characterised by intuition and clarity, but the scope it covers is limited to the two areas of school and family.

Epstein of Hopkins University in the United States proposed a broader scope of home-school co-operation, extending it to the community. Co-operation between schools, families and the community. From the perspective of educational ecology, home-school co-operative education is a process in which families, schools and the community (especially the community), as equal subjects, co-operate, support and promote each other in order to achieve common educational goals [2].

2.2. Significance of Home-School Co-operation

2.2.1. Significance for Students' Development

(1) Promoting students' academic development: home-school co-operation can help parents and schools to understand the problems of students' learning attitudes and habits, so that they can be targeted to solve them, cultivate good learning attitudes and habits, and promote students' academic development.

(2) Preventing students' undesirable problems: Home-school co-operation can identify students' academic and moral problems in time and take appropriate measures to prevent further deterioration of the problems. Home-school co-operation can also provide students with help and support during critical periods, reduce students' wrong choices and promote healthy growth [3].

A study by Steven B. Sheldon, J. Epstein et al. reports on the results of family and community engagement activities undertaken by school administrators to reduce disciplinary behaviour and ensure a learning-centred school climate. Using longitudinal data from elementary and secondary schools, as shown in Table 1, the analyses showed that the more family and community engagement activities were conducted, the fewer students were sent to the headmaster's office or placed on probation or suspension, regardless of the school's previous discipline rate. Parenting and volunteering were the two types of engagement activities most likely to reduce the percentage of students who were disciplined. In addition, those schools that improved the quality of their co-op programmes also reduced the number of students subject to disciplinary action. Findings suggest that building more connections and increasing collaboration between schools, families, and communities may be one way for schools to improve student behaviour and school discipline [4].

Table1. Partial Correlations of Family and Community Involvement and School Disciplinary Actions, Controlling for Prior Discipline Rates.

Involvement Practices	Percentage of Students			
	Sent to Principal (pr)	Received Detention (pr)	Received In-School Suspension(pr)	Suspended From School (pr)
Number of Involvement Activities by Type				
Parenting practices	-.56a*	-.76a**	-.15	.19
Communication practices	-.16	-.06	-.62a*	.01
Parent and community volunteering	-.76a***	-.68a**	-.31	.26
Decision-making practices	-.25	-.52a	-.25	.29
Total number				
Activities implemented for six types of involvement	-.60a**	-.64a*	-.45a	.23
Quality				
Quality of partnership program (1999)	-.05	-.63a*	-.32	.39
Change in program quality(1998-1999)	-.60a**	-.82a***	-.47a	-.31
N	13	10	9	14

a. Partial coefficients (pr) are greater than .4 and considered meaningful. *p<.10.**p<.05.***p<.01.

2.2.2. Significance to Parents' Development

Updating educational concepts: Through participation in home-school co-operation, parents can learn about advanced educational concepts, change the traditional educational concept that academic performance is the most important, realise the importance of students' all-round development, and make adjustments to their educational styles and methods. (2) Promoting parent-child communication: As students spend more time at school, parents can better understand their children's situation at school and have in-depth communication with their children through participation in home-school co-operation. This helps to improve parent-child relationship and enhance communication and understanding between parents and children [3].

3. Definition and Research Status of the Relationship Between Three Teachers

3.1. The Definition of the Family Teacher Relationship

Family teacher relationship is a traditional model of teacher-student relationship in Chinese culture, in which "family" refers to the family and even the country and society, while "teacher" refers to the teacher who teaches knowledge and morality. With the change of society, the form and connotation of the relationship between family and teacher have also changed, but the value concept of attaching importance to education and teacher-student relationship has always played an important role [5]. As for the connotation of teacher-parent relationship, some researchers believe that it is a group relationship at the institutional level, that is, the structural function relationship [6]. Other researchers have found in their studies that parents and teachers are neither partners nor adversaries, and have provided evidence that involved parents are satisfied with their roles and do not necessarily want a closer, more equal relationship with teachers [7]. The findings suggest that the relationship between parents and teachers is collaborative, but not necessarily close, while both parents and teachers are willing to play different roles to ensure that students receive the best educational outcomes.

In addition to "parent-teacher relationship", "parent-teacher relationship" and "parent involvement" are also high-frequency terms to describe the relationship between family and teacher, which are often mixed because of their similar connotations. In order to clarify parent-teacher relationship, some scholars have and studied and analyzed several related concepts of parent-teacher interaction, parent-teacher communication, parent-teacher conflict and parent-teacher cooperation, it is believed that parent-teacher relationship is a kind of interpersonal relationship established by social interaction between parents and teachers with children as a bond [8]. Compared with the relationship between family and teacher, the connotation of "parent participation" is more abundant, this includes both educational activities and partnerships, which refer to the active involvement of parents in activities and behaviours that promote children's learning and development [9, 10].

3.2. The Development and Current Situation of the Relationship Between Family and Teacher

The development of the parent-teacher relationship usually begins with family members or relatives, who play the role of educating and guiding the child. With the development of the education system and the expansion of the social circle, individuals also meet other potential home teachers, mentors, coaches or other professionals. In modern society, the development of the relationship between family and teacher is more influenced by the education system [11, 12]. Schools and educational institutions offer many opportunities for students to build close relationships with teachers. This relationship may be developed and strengthened through educational activities, tutoring, mentoring or participation in extra-curricular activities [7].

The status quo of the relationship between family and teacher varies in different societies and environments. In some societies, the family teacher relationship is highly valued and seen as part of tradition and culture. These societies encourage respect and worship of teachers as symbols of wisdom and knowledge. However, in other societies, the relationship between family and teacher is not sufficiently valued and supported. Sometimes problems in the education system, inadequate

resources or family problems pose obstacles to the development of the family teacher relationship [13, 14]. This results in students not receiving adequate guidance and support, affecting their learning and growth [15].

With the development of technology and the popularity of social media, the relationship between family and teacher has also undergone some changes. Communication between students and teachers is no longer limited to face-to-face communication, but takes place through email, online discussion and instant chat, which provides more opportunities for students and teachers to communicate [16].

Wang Li, Hu Fang, Peng Yihao et al. investigated and analyzed 389 parents and 86 teachers in a questionnaire survey on home-school relationship from the perspective of home-school cooperation. The research proves that teachers and parents have a high degree of satisfaction with home-school relationship and recognize the impact of family education on students' studies, but there is also a single home-school contact way in home-school relationship. There are many problems such as the low degree of teachers' recognition of parents' participation in the construction of home-school relationship and the imperfect school related system.

In general, the development and current status of the family teacher relationship is an increasingly important and constantly changing area. It has a profound impact on education and personal development and requires ongoing attention and support to ensure that everyone is able to build positive and rewarding family teacher relationships [17-19].

4. The Positive Influence of Home-School Cooperation on Home-Teacher Relationship

4.1. Main Ideas and Research Evidence

As for the positive impact of home-school cooperation on home-teacher relationship, it is mainly through investigation and analysis of establishing effective communication and cooperation mechanism between teachers and parents [16,20]; it is found that the development of home-school cooperation is obviously affected by the lack of teachers' questioning of parents' ability of family education, the single communication channel between home and school, the imperfect school related system, and the busy parents' time to take care of their children. In their research on parent-teacher interaction, Hao Ruoping and Hao Yijun show that through parent-teacher interaction training, parents can clearly realize that active, timely and effective communication with teachers is the best way to help children grow healthily. In this process, parents and teachers can communicate with each other about various ideas and viewpoints on children's education, which has positive significance for personal socialization and re-socialization [21]. Not only that, under the influence of mutual communication, the law of the change of psychological activities of each parent, the mutual influence and psychological effect of each other have a positive impact on students' learning attitude, and the change of attitude leads to obvious positive changes in the behavior of parents and teachers. Finally, home-school cooperation has changed the microcycle of pedagogy and has a positive effect on the immediate environment in which students grow up [21].

Wang H. C. & Sheikh Khalil provides a theoretical framework to understand and promote the positive interaction between family and school to promote the teacher-family relationship. In addition, reported in its meta-analysis on the influence of family participation on students' academic achievement, it found that parents' participation in education was positively correlated with students' academic achievement through a comparative analysis of parents' participation at different stages [22]. Epstein J.L(1995), guided by six types of frameworks, strengthens the relationship between home and school in terms of their role in solving student problems and improving student learning outcomes.

5. The Regulating Effect of Family - Teacher Relationship

Family and school are two important environments in children's growth. As a link between family and school, the relationship between family and teacher plays a very important role in children's

growth. The regulating role refers to the role of family-teacher relationship in promoting effective communication and cooperation between family and school and assisting children's overall and healthy development. The regulating role of family-teacher relationship helps to enhance communication and cooperation between family and school [4]. As an important bridge connecting families and schools, teachers can carry out effective interaction and communication with parents, and timely understand the performance of children in school and the aspects that need improvement.

Teachers can provide parents with appropriate guidance and advice to help them better participate in their child's learning and growth, and form a close partnership with the school. By strengthening the communication and cooperation between the family and school, teachers can better understand the characteristics, interests and needs of children in the family environment, so as to make more targeted teaching plans and education programs, and provide personalized education services. School and family partnerships and interactions create effective connections that help students improve academic achievement, self-concept, and motivation.

Through close cooperation with teachers, parents understand the educational philosophy and requirements of the school, better cooperate with the work of the school, and jointly pay attention to and promote the all-round development of their children. Family and school are the two main environments for children's growth, and physical and mental health is the basis for children's learning and growth. Teachers can cooperate closely with parents, pay attention to children's physical and mental health, and timely find and solve children's troubles in study and life.

Parents can also communicate with teachers to understand their children's performance and problems in school, and jointly create a positive and healthy learning environment for their children. The regulating effect of family teacher relationship also helps to cultivate children's good study habits and moral character. Through cooperation with parents, teachers can form consistent educational goals and values between families and schools, and jointly guide children to develop good learning habits and moral qualities. Parents can also understand their children's learning performance and behavior in school through interaction with teachers, timely correction and guidance, and jointly cultivate their children's learning consciousness and moral awareness.

The regulating effect of family teacher relationship plays an important role in enhancing the communication and cooperation between family and school, promoting children's all-round development, establishing a good learning environment, and cultivating good learning habits and moral qualities. Through strengthening communication and cooperation, families and schools work together to provide better support and care for the growth of children, and jointly promote the comprehensive and healthy development of children. The moderating effect of the tutor relationship is shown in Figure 1.

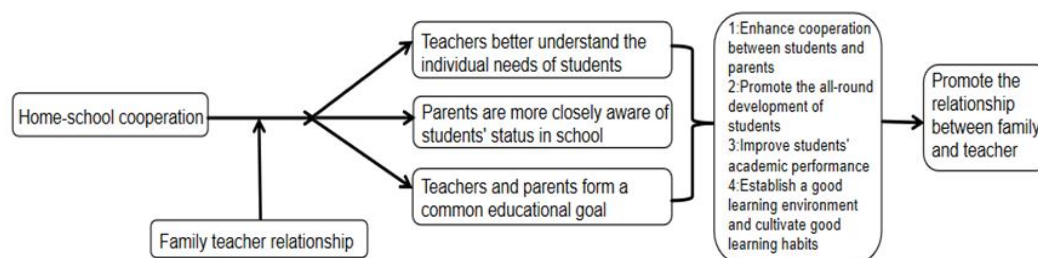


Fig 1. The moderating effect of the tutor relationship.

6. The Mediating Role of Home-School Cooperation and Home-Teacher Relationship

In home-school cooperation and home-teacher relationship, there are some intermediary Bridges to help promote communication and cooperation between the two sides. School's Student Affairs Department: The school's student affairs department can act as an intermediary, coordinating

communication between home and school, helping to resolve problems, and providing relevant information and feedback to students. Parent Council: The Parent Council is an organization of parent representatives established by the school to act as a bridge for home-school cooperation and communicate and negotiate with the school on behalf of parents. Parent Teacher Association: The Parent Teacher Association is an association of parents and teachers that aims to strengthen home-school cooperation and promote educational exchanges. Association meetings and events can be a platform for parents and teachers to get to know each other and network. Family visit Program: Schools can plan family visit activities for students, so that teachers have the opportunity to understand the situation of students' families, face-to-face communication and cooperation with parents. School communication platform: Schools can provide online or offline communication platforms for parents and teachers to exchange information, feedback and discussion. These platforms can be websites, apps, or school events. Home school cooperation projects: Schools can organize projects that involve parents and teachers, such as volunteer activities and family reading plans, to promote cooperation and deepen mutual understanding and trust. The existence of these intermediary roles can help promote family school cooperation and family teacher relationships, improve education quality and student academic performance. The mediating role of home-school cooperation and home-teacher relationship is shown in Figure 2.

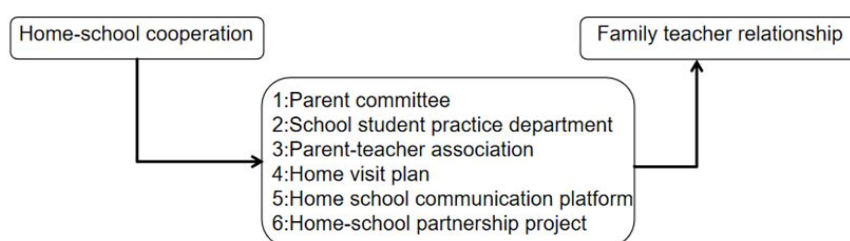


Fig 2. The mediating role of home-school cooperation and home-teacher relationship.

7. Strategies and Measures for Home-School Co-operation

7.1. Changing Concepts and Raising Awareness of Interaction

Schools can communicate to parents their responsibilities and importance in their children's education through various means such as publicity, learning and training. Schools can promote the development of parenting education programmes to help parents understand how to better participate in their children's education. At the same time, schools can also provide training in education skills to equip parents with scientific education methods to effectively counsel their children. Through these measures, parents can have a clear understanding of their roles in their children's education and increase their enthusiasm for co-operation between families and schools. At the same time, schools also need to change their concepts and regard parents as partners in educating students, communicate and coordinate with them in a timely manner, and jointly focus on students' educational activities [23].

7.2. Home-School Co-operation in a Changing Environment: Using an Ecological Approach

In Pang I-Wah's research article, the author explores the development and status of home-school co-operation in Hong Kong over the past 15 years by adopting Bronfenbrenner's ecosystem theory in his analyses as shown in Figure 3. The study focuses on the interactions between home-school co-operation and various environmental factors in the micro-system, exosystem and macro-system, and examines the changes in social capital in the process.

It is argued in the article that the development of home-school co-operation is greatly influenced by interrelated contextual factors and the forces experienced by different types of co-operation. It is found that government plays a key role in the development of home-school co-operation. However,

the focus of government reforms has been primarily on meeting the demands of school accountability systems rather than developing partnerships that promote student learning [24].

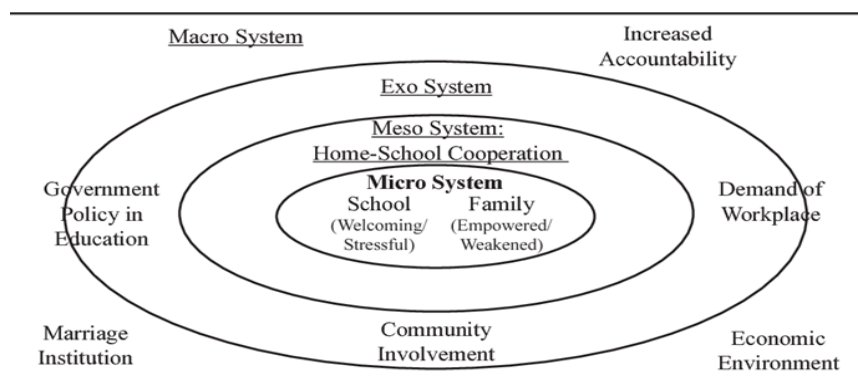


Fig 3. The contextual factors and home-school cooperation in Hong Kong.

8. Practice Implications and Future Research Perspectives

8.1. Practice Implications

On the part of parents, parental involvement and support play an important role in promoting students' academic performance and motivation. By participating in the educational decisions and activities of the school, parents are able to better understand the school's educational philosophy, approach and objectives, and are better able to support and co-operate with the school's educational work. Parents' active participation in school management and decision-making not only provides schools with valuable feedback and suggestions, but also enables schools to better meet the needs of parents and students.

On the school side, schools see parents as important partners in educating students and are able to better respect and understand their roles and expectations. Schools encourage parents to participate in school management and decision-making through the development of diversified platforms, and increase the opportunities for interaction with parents to build up a good home-teacher relationship. Positive collaboration and interaction between schools and parents not only provide more specific and targeted educational support to students, but also provide effective feedback and impetus to the educational work of schools.

8.2. Outlook of Future Research

As seen in the results available so far, research in China is gradually expanding and deepening. Both the theoretical and practical aspects of the research have surpassed the level of a decade ago. However, as many researchers have said, there is still a long way to go before a standardised theoretical system can be formed to provide scientific guidance for frontline teachers' work and to implement theoretical understanding into practice. As later researchers, we should continue to add new results to enrich this system to enrich this theoretical system [25].

Firstly, the level of student participation needs to be adjusted in home-school co-operation. The purpose of home-school co-operation is to better utilise the role of teachers, improve the quality of education and teaching, cultivate good physical and mental qualities in students, and involve parents in their children's school education. However, the existing research findings have rarely explored the position and role of students in the specific co-operation process. Some researchers believe that students should be actively involved in the co-operative process, but the extent to which they should be involved is still in need of further research.

Secondly, the differences in roles and status in the co-operation between teachers and parents need to be further reconciled. Home-school co-operation is built on a partnership between teachers and parents under two roles. In order to co-operate effectively, both parties need to understand the specific roles that the other party is in, and they also need to understand each other as social beings in general.

However, from an educational point of view, teachers need to know at least two parents for each student. Therefore, teachers need to endeavour to know their partners. However, this is one of the reasons why teachers need more co-operation and support from parents in home-school co-operation rather than guidance and orders. Therefore, further research is needed on how teachers can best meet parents' concerns about their children's schooling situation.

In addition, the position and role of schools in the co-operation need to be strengthened. The current home-school co-operation is essentially a co-operation between teachers and parents. Although teachers speak on behalf of the school, they are constrained by their authority and functions to represent the school thoroughly. In home-school co-operation, apart from providing a platform for co-operation, the administrative and managerial levels of schools lack opportunities for direct involvement with parents, and have not made clear the school's expectations of family education or its commitment to providing appropriate services for family education and social education. Therefore, there is a need to explore in depth how schools can enhance their own power of action and leadership.

9. Conclusion

The theme of this study aims to discuss the effectiveness of family school cooperation in alleviating the quality of relationships between families and teachers. This study reviews literature, collects and analyzes data on cooperation between families and schools, and obtains multiple perspectives and experiences from students, parents, and teachers. By re summarizing and defining the concept of family teacher, as well as analyzing factors that affect cooperation patterns, participation levels, and communication methods between families and schools, it identifies the impact of relevant factors on the quality of family teacher relationships. Research has found that family teacher relationships play a moderating role in family school cooperation and positive family teacher relationships. This research conclusion will help to deeply understand the importance of cooperation between family and school for the quality of family teacher relationships, and provide practical and feasible suggestions and strategies for improving family teacher relationships Neurobiological abnormalities.

Authors Contribution

All the authors contributed equally and their names were listed in alphabetical order.

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