

# Improvement Strategies for Parents' Silence Dilemma in Primary School Home-School Cooperation

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**Abstract:** With the continuous promotion of home school collaborative governance in recent years, more and more parents have begun to actively cooperate with schools, and the whole society has also attached increasing importance to home-school cooperation. However, after investigation, it was found that the existence of parents' passive participation in home-school cooperation, communication and agreement with teachers in a superficial manner, and refusal to communicate with teachers have affected the effectiveness of cooperation between family education and school education, hindering the progress of education in China. Based on the analysis of the reasons for parents' silence dilemma, feasible improvement strategies are proposed, such as establishing a family committee to promote efficient communication between families and schools; Enhance parents' ability for self-directed learning; Create a relaxed communication atmosphere; Improve parents' educational and counseling abilities; Improve teachers' ability to provide educational guidance; Update educational methods; Developing and utilizing innovative network resources; Improve the construction of 'parent schools'. Therefore, it is of great significance to address the phenomenon of parental silence in home-school cooperation, analyze the reasons for parental silence, and promote home-school cooperation.

**Keywords:** home-school cooperation, parents' silence dilemma, primary school,

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## Introduction

Collaborative education between families and schools is the current trend in the development of education worldwide. Since the late 1980s, China has continuously issued a series of documents related to home school cooperation, and a series of important guiding documents have raised the educational concept of home school cooperation to new heights. Although home school cooperation is highly valued in policy and theoretical research, there are still problems in its implementation. The home school cooperation proposed by scholar Mr. Chen Heqin also believes that the cooperation between early childhood education and family education plays a crucial role in children's development, demonstrating his emphasis on the cooperation between family education and early childhood education. This provides important theoretical support for future research on home school cooperation.<sup>[1]</sup> Wu Chonghan, Wang Meiwu, and others believe that good interaction and high-quality cooperation between families and schools can lead to better development. They point out that "family school cooperation is a process in which schools, families, and communities jointly undertake the responsibility of educating their children."<sup>[2]</sup> Dong Liang, Wang Yanhong found that there is an imbalance in the status of parents and teachers, insufficient depth of activity content, and parental silence in the home school cooperation activities organized by the internship school, which makes it difficult to fully utilize the true role of home school cooperation.<sup>[3]</sup> Scholars Ma Shengsong and Ning

Qianqian have proposed that some parents, constrained by their own knowledge structure and abilities, actively avoid participating in school cooperation activities.<sup>[4]</sup> Hao Ranran and Liu Ying analyzed the reasons for parents' silence and pointed out that some parents lack a correct educational concept due to their low educational level, and still have outdated educational concepts. They believe that students are solely responsible by teachers in school and do not attach enough importance to home school activities.<sup>[5]</sup> Shao Ying and Wang Xi analyzed that teachers may view parental advice as a challenge and questioning of their authority in order to maintain their professional educational authority and teacher identity, making it difficult for parents to actively express their true thoughts and feelings.<sup>[6]</sup> From this, it can be seen that the passive and silent behavior of parents during the cooperation process is an urgent pain point that needs to be addressed in current home school cooperation. Therefore, this article investigates the issue of silence among parents in the process of primary school home school cooperation, explores the real difficulties parents face in their social relationships, and enriches the research perspective on parental silence in home school cooperation. The purpose of this survey is to clarify the current situation of parental silence in home school cooperation and provide targeted suggestions to help improve parental silence. To provide useful references for teachers and education managers working on the front line in the practice of home school cooperation, in order to further strengthen effective communication and interaction between home and school, identify the important role of collaborative education between both parties, jointly promote the comprehensive development of students, and improve the overall quality of education.

## **1. Current situation of home-school cooperation**

With the continuous development of home-school cooperation, primary and secondary schools in various regions of China have put it into practice and carried out home-school cooperation activities to varying degrees, attempting to explore the most suitable path for localized home school collaborative education in China based on the reference of foreign home-school cooperation models. So far, some achievements have also been made. Although the interaction between parents and schools has never stopped, there are still shortcomings in the specific implementation process due to the immature school cooperation system in our country. Therefore, it is necessary to continue exploring the problems that arise during the process of home-school cooperation, and provide corresponding suggestions and opinions based on specific situations, in order to provide a basis for home-school cooperation.

## **2. Analysis of parents' silence dilemma in home-school cooperation**

The silence of parents in cooperation is a bottleneck encountered in primary school home-school cooperation. Inefficient communication between parents, teachers, and schools hinders further cooperation between families and schools, resulting in parents being unable to understand their children's learning situation and performance in school well, and teachers being unable to accurately understand parents' intentions. Therefore, both families and schools cannot reach cooperation. Therefore, the study of parental silence and the analysis of the reasons for parental silence are of great significance for efficient cooperation between families and schools. Below, we will discuss three aspects: parental passive participation, superficial agreement, and refusal to express themselves. Conduct a specific analysis.

### **2.1 Negative parental involvement**

The most common way of home-school cooperation is through communication and interaction between parents and teachers, and the experience of communication and interaction between parents and teachers also affects the efficiency and effectiveness of home-school cooperation. When teachers actively communicate with parents about their students' academic performance, classroom performance, speaking situation, and other aspects of their performance, allowing them to gain further understanding of their students' behavior during school and their learning situation, most parents express great satisfaction with the communication and interaction with teachers in home-school cooperation.

### **2.2 Parents appear to agree on the surface**

Through investigation, it was found that in the process of home-school cooperation, even if some parents hold different opinions from the teacher, they will not express their own opinions, but instead unconditionally support and agree

with any views held by the teacher. Some parents still choose to use the "whatever the teacher says" approach to solve problems when they disagree with the teacher. Regardless of whether the teacher is right or wrong, whether they agree or disagree with the teacher's approach, negative and evasive communication methods such as "good, good" and "whatever the teacher says is what they want" have become their primary coping strategies. Even if they know the truth and the problem, they will not bring it up to the teacher or school, but always comply with the teacher's requirements.

### **2.3 Parents refuse to express themselves**

When it comes to communicating with teachers, some parents show resistance, and even some parents refuse to communicate with teachers. There are many manifestations of parental silence, some parents have limited expression and show silence, some parents are not accustomed to actively seeking teachers, and some parents show negativity and passivity in the process of communicating with teachers. In addition, a small number of parents refuse to express their true feelings and thoughts to teachers during the process of home-school cooperation. They would rather choose to solve problems in their own way or seek help from people around them when encountering disagreements with their teachers, rather than open up and further communicate with them.

## **3. Improvement strategies for parents' silence dilemma**

### **3.1 Strengthening cooperation awareness and coordinating home-school cooperation relationships**

#### **3.1.1 Establishing a family committee**

Choosing a good head of the family committee plays an important role in promoting good cooperation between families and schools. Family committees are generally composed of parents who are elected by their parents and have a certain level of authority. Therefore, the members of the family committee to some extent reflect the attitudes and tendencies of the parent group. A suitable head of the family committee can actively collect the problems that arise from various parents, and organize the main and secondary contradictions in a clear and organized manner. They can proactively contact teachers and explain to them the common problems and doubts that parents have recently encountered. After actively communicating and exchanging ideas with the teacher, understand the teacher's suggestions and opinions, and then provide logical feedback to parents to help them better solve the problems they encounter. Timely follow up on the situation of each parent and report any problems to the teacher in a timely manner. A united and cooperative family committee can truly create a positive atmosphere among parents in the class. It not only helps teachers handle trivial matters, but also serves as a bridge and link, reducing unnecessary troubles and misunderstandings.

#### **3.1.2 Improving self-learning ability**

The family is the first teacher of a child, and the words and actions of parents have a subtle influence on the physical and mental development of children. Therefore, parents must strengthen their awareness of self-learning. Parents with lower education levels find it difficult to calm down and carefully read and contemplate the rigid educational system, as well as to complete the educational tasks assigned by teachers. "I don't have enough understanding of the ways and functions of home-school cooperation, and my performance in home-school cooperation is not proactive enough." "I don't know how to describe the difficulties encountered to teachers, let alone how to communicate with them." In order to better educate their children, parents with lower levels of education should consciously and actively engage in learning based on their actual situation, use convenient and developed science and technology, receive scientific educational concepts online in their leisure time, learn advanced parenting methods, practice while learning, and continuously improve their educational literacy. Only by understanding more educational concepts can we have a deeper understanding and insight into home-school cooperation, and actively participate in it. If parents' educational philosophy remains stagnant, they will not have their own profound insights and opinions on education, and their education for their children will also remain stagnant and may even regress, which will have a negative impact on their children and the good cooperation between

home and school.

### **3.1.3 Creating a relaxed communication atmosphere**

Edmondson's research suggests that if managers create a psychologically safe organizational atmosphere within the organization, it is beneficial for eliminating organizational silence.<sup>[7]</sup> Effective communication between parents and schools can greatly improve parental silence. Teachers should strive to create a relatively relaxed communication atmosphere, so that parents will not feel tense or uncomfortable in this atmosphere, but will be in a relaxed position and freely express their opinions and suggestions. In such a state, parents can concentrate on expressing their opinions and views, put aside the influence of personal relationships and face, avoid group pressure, promote student development, and improve home-school cooperation.<sup>[8]</sup>

## **3.2 Improving cooperation ability and enriching the content of home-school cooperation**

### **3.2.1 Improving parents' educational and counseling abilities**

The silence of parents is related to their lack of confidence in education. Therefore, by increasing parents' confidence in education, they can actively participate in home-school cooperation. On the one hand, schools can strengthen their professional guidance for parents' education. Schools can hire industry experts and education specialists to regularly hold educational lectures for parents, popularize educational knowledge, and answer questions. Provide guidance to parents of different grades based on their physical and mental characteristics.<sup>[9]</sup> In first and second grade, students, due to their initial entry into school, are not accustomed to or adapted to the rules of the school both psychologically and physically. For example, some students are accompanied by their parents every day at home and are separated from the familiar family environment, making it difficult for them to face unfamiliar people alone. In such a situation, education experts need to teach parents how to guide their children to face unfamiliar environments and groups, so that students can gradually adapt to the new class group through daily interactions. Specialized guidance refers to the inevitable problems that parents encounter when educating their children in individual families. At this time, schools need to provide professional explanations for these problems, so that parents' own educational abilities can be improved. On the other hand, schools can strengthen their educational and promotional efforts, demonstrating to parents their enthusiasm and passion for actively communicating with them. Parents, influenced by teachers and schools, will also want to actively engage in their children's education. In addition, schools should make parents fully aware that due to their different careers and life experiences, each parent's rich experience and lessons are unique, and the life wealth they can provide to students is also different. Therefore, every parent should correctly see their own shining points and confidently participate in home-school cooperation.

### **3.2.2 Enhancing teachers' ability to provide educational guidance**

In educational practice, the inability of teachers and parents to understand or respect each other has led to poor cooperation between home and school. Therefore, in the interaction between teachers and parents, it is important to learn to respect parents. Just because you are a professional teacher, you cannot always educate parents with a preaching tone, put on an unchallenged attitude, ignore any opinions of parents, and act arbitrarily. The second is to learn to understand parents. In fact, both teachers and parents are moving towards the same goal: for the development of students. Therefore, even if teachers encounter some problems in communicating with parents, they should not show impatient expressions. Be patient, learn to think from the perspective of parents, and use emotions and reasoning to explain the truth to parents, so that they understand the good intentions of teachers. Only when both can understand each other and consider each other from the right perspective, can unnecessary conflicts be avoided, better communication and cooperation be achieved, and the task of educating children be accomplished together.

Skilled in communication and efficient communication. With the development of the times, teachers should also keep up with the times and learn to improve the effectiveness of communication in advanced, scientific, convenient and effective ways.<sup>[10]</sup> Teachers can use the home school communication platform to provide weekly feedback on students' recent performance at school, including which students have performed well and which students have performed poorly,

and which aspects parents need to pay attention to for their students today; Through the class's QQ group, publish the homework for the day and provide timely feedback to students on the quality of homework completion through online grading; When students have been experiencing poor academic performance and symptoms such as mental fatigue recently, teachers can also communicate with parents in a timely manner through phone calls to learn more about the students' situation; Through personal visits, teachers can gain a deeper understanding of students' family situations, as well as their parents' personality traits and behavioral patterns; There is also a parent teacher conference every semester, which allows parents to exchange experiences and share their own educational experiences. It is also a popular and effective way of communication among parents.

### **3.2.3 Updating educational methods**

Schools can regularly hold parent salons on parenting styles, inviting not only students' parents but also their grandparents, uncles, and even aunts and uncles to participate in such activities. Elders of different ages can express their experiences and insights in educating students. The educational philosophy of grandparents' generation is definitely different from that of modern education. Each generation's educational philosophy has its own strengths and weaknesses. It is recommended to involve parents in joint communication and discussion. Take its essence, discard its dross, absorb the good points of previous education, and reflect on the shortcomings of modern education. Only in this way can everyone's education level be improved. Teachers can actively communicate with parents on various platforms such as WeChat groups and QQ groups. If they come across high-quality educational articles, they can forward them to the education group for parents to learn from their experiences and lessons, correct incorrect educational methods, and update their educational concepts. For example, some parents do not value their children's study habits and only believe that the more time their children spend, the better their grades will be. Teachers should share some research reports on study habits with these parents, so that they understand the importance of study habits and begin to pay attention to students' study habits. The right education method can achieve twice the result with half the effort in educating children. Only when parents have the correct educational philosophy can they communicate better with teachers and educate students more effectively.

## **3.3 Innovating cooperation methods and enhancing the level of home-school cooperation**

### **3.3.1 Developing and utilizing innovative network resources**

Home-school cooperation is not only about schools contacting parents, but also about interaction and communication between both parties. In the past, we often communicated with teachers face-to-face through parent teacher conferences. However, with the development of the times, we can communicate with teachers through online platforms such as WeChat and QQ. For parents who are busy with work and do not have time to communicate with teachers offline, online communication allows them to stay in touch with teachers anytime and anywhere. The school's WeChat official account can publish the latest activities, ideas of education experts, etc. Teachers can publish online assignments and grade them online through software such as DingTalk. In addition, some parents believe that issues that are difficult to express in person can also be addressed anonymously online.

The questioning method will bring out the doubts that have been buried in the heart for a long time and receive effective responses from the teacher. In addition to communication between parents and teachers, effective communication between parents can also be achieved through various online communication channels, such as communicating with another parent through WeChat when faced with questions about homework published by the teacher. Parents can also share parenting experience stickers with each other to promote communication and exchange among parents.

### **3.3.2 Improving the construction of "parent schools"**

If parents and schools are the two tires on a bicycle, then parent school is the "lubricant" that undertakes both parties. Building a good parent school can make the bicycle run faster, and the cooperation between home and school is better. The good construction of parent schools not only enables parents to become familiar with the school, but also enables the school to become familiar with parents. Firstly, parents and schools should develop a teaching plan in advance. Parents of

students from different age groups have different characteristics, so the teaching plan should be targeted. In addition, the teaching schedule should be arranged reasonably, not too fast or too slow. Secondly, in terms of teaching content, parent schools should set it more specifically. Due to the different professional backgrounds, life experiences, and educational levels of each parent, arranging learning for all parents in a unified manner will not achieve good results. Therefore, it is necessary to divide parents into batches for learning, and parents with similar interests and hobbies should be grouped together for different types of specialized teaching. For parents of newly enrolled students, they should first understand that the most important thing they should pay attention to is their child's physical and mental health. Therefore, it is necessary to cultivate their attention to the physical and mental health of children and the cultivation of study habits, in addition to understanding the common sense of education. For parents of children who are already in fifth or sixth grade, they should be trained to pay attention to their children's adolescent health issues. Finally, heuristic teaching methods should be adopted with the aim of cultivating parents' own views and opinions on education. They should be encouraged to share their parenting experiences and exchange insights and experiences with each other.

### **Conflicts of interest**

The author declares no conflicts of interest regarding the publication of this paper.

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