

# ***Analysis of the Problems and Countermeasures of Home-School Cooperation under the Background of Double Reduction Policy***

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**Abstract:** In the past 30 years, the practice of home-school cooperation has been extremely helpful in advancing the growth of education in China. However, under the influence of the “double reduction” policy background, the original problems in the process of home-school cooperation have become increasingly prominent. For example, the boundary of home-school power and responsibility is blurred, the awareness of home-school cooperation is weak, and the content and form of home-school communication are single. Therefore, it is very important to build a home-school cooperation platform and build a home-school education pattern with interaction and cooperation in all aspects. There is still more research to be done on how to encourage home-school cooperation in the context of “double reduction.” This paper addresses the current issues with home-school cooperation in the modern day and offers remedies to clarify the rights and responsibilities of home-school, raise home-school cooperation awareness, and create a thorough communication system. To encourage pupils’ overall development and to build strong home-school interaction.

**Keywords:** home-school cooperation, double reduction policy, overlapping influence threshold

## **1. Introduction**

The Opinions on Further Reducing the Burden of Homework and Off-Campus Training for Students in Compulsory Education were released by the General Office of the CPC Central Committee and the General Office of the State Council in July 2021. This policy has two goals in mind: first, it wants to lighten the load of student homework. Second, lightens the load of off-campus training [1]. The double reduction policy’s main goal is to enhance the original purpose of education and build a higher-quality educational system. The most difficult part of the effective landing of “double reduction” is the matching of family education and school education. Although school is an important place for children to receive education, the family is also indispensable for children’s educational status. In this context, home-school cooperation in China is facing new challenges. It was not until the 1980s that Chinese scholars paid attention to the content of home-school cooperation, and carried out multi-level and multi-directional analysis and research on this content. At present, Chinese scholars pay more attention to the research on the construction of home-school cooperation [2]. Wu Hanqing, Zhao Fangqi, and Cheng Zhujun believe that according

to the different participation of parents, home-school cooperation can be divided into several different forms of complementary responsibilities, school leadership, and interactive management [3]. Zhou Mengdie believes that at present when building a home-school education consortium, schools generally adopt home visits, parent meetings, parent-themed activities, and online communication [4]. Shan Zhiyan points out that schools assume the dominant role in the construction of a home-school education consortium. The higher the involvement of parents in school teaching, the higher the level of home-school cooperation [5]. Huang Feifei, Zhang Minqiang, Cui Xueping, et al believe that the educational impact of different types of home-school cooperation is very different [6]. How to better play the effect of home-school cooperation? What should schools and parents do? From the current facts, the number of theoretical research literature in China is relatively small and has not achieved good research results, resulting in the home-school cooperation not presenting a new and efficient form [7]. Therefore, this paper chooses the teachers and parents of home-school cooperation as the research object and carries out a comprehensive analysis and research on home-school cooperation. By pointing out the problems existing in the process of home-school cooperation, this article proposes problem-solving strategies. To provide a certain reference value for the school to build a good home-school cooperation mechanism and expand the educational horizon for the family.

## **2. New Background and New Challenge of Home-school Cooperation**

### **2.1. New Background of Home-school Cooperation**

In China, home-school cooperation began in the 1950s and 1960s, and then it has developed in both theory and practice [8]. However, the level of cooperation between Chinese families and schools is often quite low and urgently needs advice on particular policy principles. With the implementation of the “double reduction” strategy, the practice of cooperation between schools and families in China has entered a new period. From the school level, the policy indicates that the school should cut back on both the overall volume and length of homework. The main goal of double reduction, however, is to improve pupils’ educational quality and learning effectiveness [9]. Therefore, co-breeding and home-school cooperation are especially crucial given the double reduction’s impact on quality. At the family level, students have less homework and more discretionary time. To guarantee that children develop holistically, parents must continue to raise the standard of family education and work with the school to support the “double reduction” in quality. Therefore, in the new era, the establishment of close and friendly bilateral cooperative relations between family and school is particularly important to improve the efficiency and quality of education.

### **2.2. New Challenges of Home-school Cooperation**

Due to a lack of defined laws and regulations, China’s development of home-school cooperation during the past 30 years has been primarily empirical and spontaneous [8]. However, the double reduction policy’s implementation has drastically changed the domestic educational scene and raised the bar for the creation of high-quality education. In the face of change, there will be all kinds of problems, such as weak awareness of home-school cooperation, so home-school cooperation is also facing new and more severe challenges. According to Sukhomlinsky, families and schools should reach a consensus on the education of children, and parents should cooperate with the school to educate their children, otherwise, the effectiveness of school teaching and education will be seriously damaged [10]. This highlights the importance of family education and school education cooperation, the two complement each other. Therefore, under the context of “double reduction”, there is no doubt that new challenges have been put forward to whether family education can cooperate with school education in shaping good educational effects.

### **3. Problems in Home-school Cooperation**

The overlapping influence threshold theory proposed by American scholar Joyce Epstein includes the external superposition effect and internal interaction effect. From the perspective of external structure, the overlapping area represents the shared responsibility of family, school, and society [11]. If there is a lack of cooperation or uneven force among the three systems, the overlap influence threshold will be reduced because of the inconsistency of the resultant force. Internal interaction effects explain where and how family, school, and society interact and their impact on student development [11]. The “double reduction” policy puts forward ideological requirements for schools, off-campus training institutions (society), and parents, and clarifies the collaborative responsibility of home, school, and community [12]. This policy not only embodies the concept of the three-subject concept of home-school cooperation but also conforms to the overlapping influence threshold theory as the representative theory of the three-subject concept. Therefore, based on this theory, this paper studies the problem of home-school cooperation.

#### **3.1. The Boundary of Power and Responsibility Is Fuzzy**

The overlapping influence threshold theory emphasizes that school is the main institution for children to receive education, while the family is also crucial to a child’s growth and development. Therefore, schools should establish close cooperative partnerships with families, and jointly complete the training of students within their respective responsibilities.

Family education and school education have been entrusted with new responsibilities under the context of the “double reduction” policy, and it is particularly important to clarify the responsibilities of both sides in the process of educating children. However, the phenomenon of blurred power and responsibility and misplacement of roles in family education and school education frequently occurs.

The first is that teachers cross the line. Some teachers will be responsibility to parents, such as parents instead of teachers to check homework, help children complete the video clock and other tasks, parents have become a passive tool. What should be the proper responsibility of school education is putting more and more burden on parents, and leaving the professional job of teaching to parents weakens the quality of teaching. Second, parents overstep their bounds. Some Kochi parents do not trust the teaching level of teachers and put pressure on schools with individual needs. They hope to win teachers’ special attention to their children, which interferes with the normal teaching order of the school. Third, the school overstepped its bounds. Home-school cooperation has always been based on school education, and schools have one-way output requirements, while parents can only mechanically comply with them and rarely take the initiative to contact the school [8]. In this form, the work of home-school cooperation becomes a formality, and when problems arise, there is no practical effect. Therefore, whether it is school education or family education offside, it is caused by the unclear responsibility boundary of home-school for cooperative education, which seriously affects the effect of home-school cooperative education.

#### **3.2. Weak Sense of Cooperation**

The overlapping influence threshold theory emphasizes not only the superposition of influence of multiple subjects in the educational process but also the unique influence of each subject. Therefore, whether it is the unique perspective of influence or the prescription perspective of overlapping influence, the educational influence exerted by parents as one of the subjects of education needs to be combined with school education. Home-school cooperation can not be ignored, and the subjective role of parents can not be ignored in home-school cooperation.

Family education and school education must further increase awareness of cooperation to increase the efficiency of education to support the high-quality development of education against the backdrop of “double reduction.” However, at present, both the home and school still need to further enhance the awareness of cooperation.

From the perspective of parents, some parents think that education is the business of the school. These parents believe that the only responsible party and the only setting for their children’s education are teachers and schools. While thinking that they just need to worry about protecting their children’s clothing, food, housing, and health issues, they also feel that they do not grasp education and use this as a justification for sending their kids to school. Therefore, parents have the problem of a lack of subjectivity in education, and an extreme lack of cooperative consciousness of home-school cooperation [12]. From the perspective of teachers, some teachers question parents’ knowledge level and education methods. Teachers do not pay much attention to the important role that family education plays in cultivating students’ learning habits. Under the background of busy work, teachers lack communication and exchange with parents, so they lack the sense of home-school cooperation. There is some bias between parents and teachers. Therefore, home-school cooperation is relatively weak due to the lack of trust foundation and poor communication between the two sides.

### **3.3. Single Communication Content and Form**

The overlapping influence threshold theory requires students to be placed in the center of overlapping influence, and each institution body carries out overlapping influence around students with caring as the core concept. To release the overlapping influence threshold between schools, it is essential to fully mobilize the enthusiasm of school staff and parents. Therefore, there should be a sense of active cooperation between family and school. They need to build effective communication mechanisms to promote children’s development.

Under the context of “double reduction”, how to reduce students’ academic burden without reducing their academic quality is the key to establishing effective communication between family and school. In reality, there are some problems in home-school communication.

From the point of view of communication content, the content of home-school communication is single. In schools, schools and teachers evaluate performance based on student test scores. At home, parents judge the family by their children’s test scores [13]. According to the survey, only 40% of parents of primary school students and 35% of parents of middle school students often pay attention to their students’ interests outside of study [14]. Therefore, the content of home-school communication mainly focuses on students’ achievements, but rarely mentions students’ mental health, interpersonal communication, interests, and hobbies. From the form of communication, home-school cooperation in China is generally carried out using parents’ meetings, home visits, school open days, and so on. Most of the activities are organized unilaterally by the school, and parents participate in the communication and exchange of the school as the invitees. However, the communication content is largely mere form, not only does it not reflect the important role of parents in home-school cooperation, but also the communication content lacks effectiveness and comprehensiveness. Parents have low initiative and enthusiasm in this form of communication, failing to highlight their main position, and resulting in low efficiency of home-school cooperation.

## **4. Optimize the Countermeasures of Home-school Cooperation**

### **4.1. Clarify the Rights and Responsibilities of Both Parties**

Under the “double reduction” policy, it is not only clear that the school is the main position of its education, but also the main responsibility of parents to implement family education for minors.

Both family education and school education need to clarify their responsibility boundaries to achieve efficient cooperation between the two sides.

From the perspective of the role of teachers, first of all, teachers should clarify their tasks in teaching, and not add parents' pressure to homework in any form after class. Secondly, schools should coordinate the parents committee, home visit day, and other channels to publicize the importance of family education and help parents establish a sense of home-school cooperation. To reduce the homework burden at the same time ensure the quality of study, and improve children's learning efficiency. Finally, as the organizer of home-school cooperation, teachers should establish a close cooperative relationship with parents and improve parents' active participation.

From the point of view of the role of parents, first of all, parents can not leave all parenting responsibilities to the school, but to conduct all-round guidance on the moral character and physical quality of children. Secondly, parents should be the helpers of school education, and help the school to carry out a series of improvement measures by participating in school education and school work supervision. To further understand the children's learning at school and the teaching situation of the school. Finally, parents must take the initiative to study new educational theories and practices as part of the "double reduction" strategy to support the high-quality growth of education. At the same time, parents can combine excellent family education cases with their family conditions to create their unique family education forms, to enhance the level of family education and the awareness of home-school cooperation.

#### **4.2. Enhance the Awareness of Home-school Cooperation**

Schools should implement the "double reduction" policy and increase the awareness of teachers and parents in collaborative education. First of all, schools can set up special lectures for parents and teachers to enhance the awareness of home-school cooperation. Guide both sides to exchange and communicate on students' work and learning habits, promote the unification of home-school education methods, and ensure the coordination of education.

Secondly, schools can also innovate class management mechanisms to create multi-level and multi-faceted management opportunities for parents. For example, parents in the family committee are regularly invited to participate in the management of class matters to further understand the children's ideological dynamics and school conditions. In this way, parents break through the traditional role of bystanders in the learning process of students, make them participate in school management, and strengthen cooperation and communication with the class teacher.

Finally, relevant education departments can establish professional family education guidance teams. Accelerate the specialization and network construction of family education work, form the characteristics of parent-school work combining goal orientation and problem-solving, and build family education curriculum resources. To guide parents to enhance the idea of home-school cooperation education, master the scientific home-school education method. At the same time, create an online and offline, multi-party coordination of family education guidance work model to promote home-school cooperation.

#### **4.3. Build a Comprehensive Communication Mechanism**

Good communication is the basis of effective cooperation. Efficient communication enables families and teachers to form a common educational goal, form a good beginning of education, and make joint efforts for the healthy growth and all-round development of students.

In the process of building an effective communication mechanism, firstly, the comprehensiveness of the communication content is very important. In home-school cooperation, families and schools should change their educational concepts and get rid of the theory of only

scores. They must consider the different demands of students to avoid the utilitarian and formalized cooperation misunderstandings of exam-oriented education.

Secondly, the effectiveness of communication should be enhanced. Building a cooperative mechanism of equitable conversation and consultation between the home school, teachers, and students is required in the practice of home-school cooperation. In the cooperation, a closed-loop communication mechanism of “notification-feedback” is formed to ensure the effectiveness of communication [15]. In such a dialogue and consultation mechanism, on the one hand, schools and teachers feedback on student information to parents, which helps parents understand students’ learning status and school performance. At the same time, it also helps parents to understand the work content, tasks, and status of the school and teachers, to enhance parents’ understanding and trust in teachers. On the other hand, parents give feedback to teachers and schools on the performance of students study and life at home, as well as the parent-child relationship and family education. This helps teachers to have a more comprehensive understanding of students and parents, thereby enhancing understanding and trust, and effectively enhancing the awareness of cooperation.

## 5. Conclusion

Under the context of “double reduction”, family and school co-education is more urgent, but also faces more severe challenges. This study found that there are still large cognitive deficits in parents and schools in strengthening cooperation. In the process of cooperation between teachers and parents, roles are easily mismatched, and the boundary between rights and responsibilities is blurred. In addition, there is a lack of trust and communication in the cooperation process, resulting in parents not receiving timely feedback from the school and being unable to advise the school. What’s more, parents and schools pay too much attention to students’ achievements, which hinders students’ all-round development. Therefore, to realize home-school cooperation, both schools and families must be student-centered and give full play to each other’s strengths. Only in this way can the high-quality development of education and the all-round development of students be realized. Finally, the geographical variations in the application of the double reduction policy are not taken into account in this work, and future studies can expand on this level.

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