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The Practice and Strategy to Enhance Student Academic Achievement through Home-School Collaboration in China

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Abstract: With the development of educational philosophies, the collaboration between schools and families in junior high school education is gaining increasing attention. Currently, various models for this collaboration are being explored in practice, such as innovating parent-teacher meetings, jointly organizing school-family activities, and establishing online communication platforms. However, some issues have also emerged, including insufficient depth and continuity of communication, significant differences in parental educational philosophies and methods, and unclear delineation of responsibilities between home and school. This study aims to improve the current situation through strategies such as establishing deep communication mechanisms, conducting parent education and guidance, and clarifying the boundaries of rights and responsibilities between home and school. The goal is to enhance the quality of school-family collaboration in junior high schools, promote the comprehensive and healthy development of students, and provide valuable reference examples and theoretical support for the management practices of home-school collaboration in junior high schools.

Keywords: home-school collaboration; educational management; optimization strategy

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1. Introduction

In today's education sector, the junior high school stage, as a critical period for student growth, has garnered significant attention regarding its educational outcomes. Under the combined efforts of family and school, the concept of home-school collaboration has emerged, aiming to comprehensively integrate educational resources to promote students' all-around development. The family is the primary environment for a child's growth, providing emotional support and moral guidance, while schools offer systematic knowledge transmission and collective life experiences. However, during the implementation of home-school collaboration in junior high school, issues such as communication barriers and conceptual differences have hindered the full realization of educational synergy. Therefore, delving into the practical models of home-school collaboration in junior high school, analyzing existing problems, and seeking optimization strategies are of utmost importance for enhancing the quality of junior high school education and supporting students' healthy growth.

2. Literature Review

2.1. Innovation of Parent Meeting Mode

Traditional parent-teacher meetings tend to be monotonous, with teachers primarily lecturing and parents listening, making it difficult to fully engage parents' enthusiasm and participation. To change this situation, innovations can be made in various aspects. Thematic parent-teacher meetings are an effective form of innovation. For example, for issues related to teenage rebellion among junior high school students, a themed meeting titled "Decoding Youth: Strategies for Home-School Collaboration During the Rebellious Phase" could be organized. Before the meeting, teachers can gather parents' concerns and examples related to these issues. Subsequently, by integrating psychological theories with teaching practices, teachers can conduct a deep analysis of parents' confusion, helping them accurately understand and properly address their children's rebellious behavior. Parent-child interaction sessions can be set up, such as the "Family Harmony Challenge" game, which promotes communication and emotional bonding. This game fosters a relaxed and enjoyable atmosphere that helps parents and children better understand each other. It also allows parents to directly observe their children's talents in teamwork and communication, guiding future family education [1]. Students can be grouped based on their academic performance and personality traits. Within these groups, parents share educational insights and discuss personalized learning plans, while teachers provide targeted guidance among different groups. This ensures that parent-teacher meetings are not superficial but truly serve as a powerful bridge for collaborative education between home and school.

2.2. Coordinated Activities between Home and School

Cooperative activities between home and school can fully integrate resources from both sides, creating a richer and more diverse growth environment for students. Schools can invite parents with skills in calligraphy, painting, traditional handicrafts, and other cultural arts to participate in cultural workshops [2]. Parents can take on the role of demonstrators, explaining the essence of traditional culture to students. This not only allows students to deeply experience the unique charm of traditional culture within the school environment but also fosters a deep affection for and a willingness to inherit traditional culture during this process. On the other hand, the organization of practical activities involves parents and students working together in community volunteer services, such as cleaning the environment and caring for elderly people living alone (Wei Sujiao, 2022).

During these activities, parents set an example, teaching their children responsibility and a spirit of dedication. Meanwhile, schools take on the role of organizing and planning, with a focus on safety education [3]. This collaboration helps students improve their overall qualities and enhance their social awareness through practice. Parents leverage their professional advantages or life experiences to assist their children in creating small technological inventions and crafts, while schools provide venues, equipment, and professional guidance. Such collaborative activities not only foster students' innovative thinking and hands-on skills but also strengthen the close ties between home and school.

2.3. Building an Online Communication Platform

In the Internet era, building an efficient and convenient online communication platform is crucial for home-school collaboration in junior high schools. Develop a multifunctional home-school collaboration APP [4]. It should include a class bulletin board where schools and teachers can post various notifications, activity plans, and homework assignments in real time, ensuring that parents can access and review them promptly and in detail. Set up a student growth archive area, covering multiple perspectives such as academic performance changes, reward and punishment records, and classroom presentations. Parents can gain a comprehensive insight into their children's school life through

mobile devices and interact with teachers via messages. Educational experts and psychologists regularly hold live online lectures on topics such as study skills and mental health to support students and parents. Schools invite parents and students to participate in learning activities together. The implementation of online parent-teacher meetings has broken the traditional constraints of time and location, allowing parents to easily engage in interactions. At the same time, teachers can present students' academic progress and the overall class atmosphere more comprehensively, thereby deepening communication and connections between home and school [5]. A dedicated social platform for the class, such as WeChat or QQ groups, plays an indispensable role. In these communication groups, teachers can share educational literature and learning materials, while parents can also exchange parenting insights and raise questions on this platform, thus building an excellent home-school interaction platform that effectively enhances the unity and practical outcomes of collaborative education.

3. Analysis of the Problems Existing in Home-School Co-education in Junior Middle Schools

3.1. Lack of Depth and Continuity in Communication

The current communication between junior high schools and families is inadequate. Most home-school interactions remain at the surface level, focusing on report cards and basic behavioral feedback. Teachers rarely delve into how students' family environments affect their psychology, personality, and study habits. Parents also fail to fully understand the deeper aspects of their children's social interactions and interest development at school. Faced with students whose academic performance fluctuates, teachers often convey score information unilaterally without collaborating with parents to analyze potential family changes and the complexities of school relationships, which may significantly impact students' academic performance. Parent-teacher meetings are limited to the beginning and end of the semester, with communication between home and school only initiated when major issues arise. Daily exchanges are almost non-existent [6]. Due to intermittent communication, both parties' coherent understanding of students' growth trajectories is hindered, making it difficult to identify and address the subtle yet critical challenges that students face at different stages. Without a regular framework for communication, it is challenging to build lasting trust and cooperation between schools and families. This is highly detrimental to the collaborative advancement of educational processes, thereby negatively impacting students' holistic development and healthy growth during their middle school years.

3.2. Parents' Educational Concepts and Methods Are Very Different

In the co-education between home and school in junior high school, the differences in parents' educational philosophies and methods have become a significant issue. Some parents view academic performance as the sole criterion for their children's growth, over-emphasizing scores and arranging extensive after-school tutoring, while neglecting the cultivation of comprehensive qualities and personal potential. Other parents place more emphasis on their children's interests and free development, setting more relaxed academic requirements, which leads to a lack of motivation and planning in their children's studies. Some parents tend to follow traditional, strict disciplinary strategies, often resorting to criticism, blame, or even physical punishment when their children make mistakes, which often triggers rebellious behavior in children [7]. Conversely, some parents overly indulge their children, unconditionally meeting any of their demands, resulting in a lack of self-care abilities and rule awareness in their children. This significant difference in educational philosophy and methods can easily lead to conflicts and contradictions in the process of home-school collaboration. In social practice projects organized by schools, some parents, due to their excessive focus on academic performance, may view these activities as a waste of time. Other overindulgent parents, fearing that their children will

suffer hardships, may obstruct such activities. Such actions not only undermine the integrity and continuity of school educational programs but also hinder the development of correct values and behavioral norms in children [8].

3.3. The Definition of Home-School Responsibility Is Vague

In the co-education between home and school in junior high schools, the issue of unclear responsibility is particularly prominent. In terms of learning education, the division of labor between school and family is often ambiguous. Schools tend to view parents as key figures for after-school tutoring and academic supervision, while parents generally see teaching and learning as primarily the school's responsibility, believing they only need to provide necessary material support without engaging deeply in the learning process. This leads to mutual buck-passing when students encounter academic issues; for example, if homework completion rates are low, schools may blame parents for inadequate supervision, while parents might complain about the school's poor teaching quality. The boundaries in moral and behavioral habit cultivation are also relatively vague in school education; both families and schools share the responsibility of shaping students' character and values. However, in practice, there is often a lack of a clear definition. When implementing moral education courses and activities, schools may not fully consider the role of the family environment. Conversely, families may overlook the connection with the school's moral education system in daily life education [9]. This results in a lack of coherent and effective guidance for students in the process of forming their character and behavioral habits. It leads to gaps or repetitions in the educational process, severely disrupting the establishment and consolidation of good character and behavior habits, thereby hindering students' overall development.

4. The Optimization Strategy of Home-School Co-cultivation in Junior Middle School

4.1. Establish a Deep Communication Mechanism

Teachers regularly visit students' homes each month to understand family backgrounds and parent-child interactions. In face-to-face conversations, they discuss students' academic performance, daily life, and psychological well-being at school. This not only conveys information about students' school experiences but also allows teachers to understand parents' expectations and concerns about education. Based on this, personalized educational plans are developed. The school has established a Parent Reception Day to facilitate ongoing communication between parents and teachers, enabling swift responses to emergencies. In addition to traditional face-to-face meetings, modern information technology is widely utilized; teachers rely on class WeChat groups or QQ groups to create specific deep communication zones, regularly pushing educational articles and student growth cases. The aim is to guide parents in interactive discussions, exchanging educational insights and viewpoints. For specific educational issues, online video parent meetings are held, bringing together experts, parents, and teachers for in-depth discussions and interactive Q&A sessions. This initiative provides a new platform for exploring educational themes such as adolescent education and college guidance. After communicating with parents, teachers need to meticulously document the details of their conversations, carefully organize them, and then develop targeted educational plans. They should also timely inform parents about the progress and effectiveness of these plans. Parents should also provide feedback on the school's educational measures, offering opinions and suggestions to help both parties continuously adjust and optimize educational strategies, forming a positive, deep communication cycle, and effectively enhancing the synergy between home and school education [10].

4.2. Carry Out Parent Education and Training and Guidance

The school regularly invites educational experts, scholars, or experienced educators to give lectures. The foundational theories of educational psychology aim to help parents

understand the psychological characteristics and needs of children at different age stages, assisting families in providing precise psychological guidance; within a scientific framework of family education, they explore how to effectively foster children's independent learning and communication skills between parents and children, to enhance parental educational effectiveness. Parent experience sharing sessions are held regularly by class or grade level, aiming to promote communication between home and school. Parents who have successfully cultivated their children's interest in reading and the proper use of electronic devices should generously share their unique methods, challenges encountered, and solutions with their peers. This allows parents to exchange insights, draw on practical examples from their surroundings, and distill educational philosophies that fit their own needs. Within schools, specific teachers or external educational consultants can be assigned to provide personalized educational consulting services to parents. In education, when parents face tough issues such as extreme rebellion or a sudden drop in academic performance, these professionals can offer expert analysis and strategies, helping parents tailor educational approaches. This ensures that every family receives precise educational support and guidance, thereby enhancing the overall educational capabilities of parents and elevating the quality of home-school collaboration to new heights.

4.3. Clarifying the Boundary of Rights and Responsibilities between Home and School

The core task of the school is to provide systematic knowledge education, including formulating scientific and reasonable teaching plans, arranging professional teachers to teach, organizing various examinations and academic evaluation, etc., aiming at comprehensively improving students' academic level. At the same time, schools must take on the responsibility of comprehensive quality cultivation in areas such as moral education, health education, and arts education. This requires a rich variety of campus activities, relevant courses, and a positive and uplifting campus cultural environment to achieve the goal of all-around education. Schools should inform parents in real-time about their children's overall performance at school and provide educational guidance suggestions to help parents participate more effectively in and support school affairs. Parents, who serve as mentors for their children, bear the important task of shaping their daily habits and moral values, including cultivating qualities like honesty, kindness, and diligence, and creating a warm and harmonious family environment. In school education, active participation from parents working together with the school is a key factor in ensuring that children complete their homework and develop good study habits, involving scientific planning of study time and creating a suitable learning atmosphere through effective cooperation between parents and teachers. On the path of a child's growth, parents need to pay attention to their mental health and emotional needs, engage in deep communication with their children promptly, and collaborate closely with educational institutions to jointly address various challenges that arise during the growth process. By establishing home-school co-education committees and other organizations, holding regular meetings, discussing the division of rights and responsibilities in home-school cooperation, and timely resolving conflicts and disputes caused by unclear rights and responsibilities, we can ensure that both home and school cooperate within their respective defined rights and responsibilities, to create favorable conditions for students healthy growth.

5. Conclusion

The collaboration between home and school in junior high schools holds an extremely critical position in modern education. Through exploring practical models such as innovative parent-teacher meetings, collaborative activities between home and school, and the establishment of online platforms, some achievements have been made. However, issues like communication gaps, differences in philosophy, and the definition of responsibilities have also emerged. By establishing deep communication mechanisms, conduct-

ing parent training, and clarifying boundaries of authority and responsibility, these optimization strategies can effectively integrate resources from both home and school, forming a united educational force supported by both families and schools. This not only helps enhance students' overall qualities and promote their comprehensive healthy growth but also provides theoretical and practical support for the continuous development of home-school collaboration in junior high schools, driving educational quality to new heights.

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