

Practice Research on Collaborative Education among Family, School and Society in Rural Primary Schools

Jing Li

Shanwei Huada Experimental School, Shanwei City, Guangdong Province 516400

Abstract: This research aims to deeply explore the practical situation of collaborative education among family, school and society in rural primary schools. Through field research, questionnaires and interviews in multiple rural primary schools, abundant real data has been collected and analyzed in-depth in combination with relevant theories. The research content includes the current situation, existing problems, influencing factors and effective practical strategies of collaborative education among family, school and society in rural primary schools. The research results provide valuable reference basis for promoting collaborative education among family, school and society in rural primary schools, help improve the education quality of rural primary schools and promote the all-round development of rural students.

Keywords: rural primary schools; collaborative education among family, school and society; practice research

1 Introduction

With the continuous deepening of education reform, collaborative education among family, school and society has become an important way to improve education quality and promote the all-round development of students. In rural areas, due to the relative backwardness in economy, culture and other aspects, collaborative education among family, school and society faces many challenges. However, rural primary school education is crucial for the growth and development of rural students. Therefore, in-depth research on the practical situation of collaborative education among family, school and society in rural primary schools and exploration of effective collaborative education models have important practical significance.

2 Theoretical Basis of Collaborative Education among Family, School and Society in Rural Primary Schools

2.1 Synergy Theory

Synergy theory emphasizes the interaction and synergy effect among various elements in a system and believes that through the synergy and cooperation among various elements, the overall optimization of the system can be achieved. In collaborative education among family, school and society, family, school and society, as three important components of the education system, can only achieve the maximization of education effect through mutual cooperation and complementary advantages.

2.2 Educational Ecology Theory

Educational ecology theory believes that education is an ecosystem, including elements such as educational subjects, educational environments and educational resources. In collaborative education among family, school and society, family, school and society constitute different levels of the education ecosystem, and their interaction and influence determine the balance and stability of the education ecosystem.

2.3 Lifelong Education Theory

Lifelong education theory emphasizes the continuity and lifelong nature of education and believes that education should not be limited to school education but should run through a person's life. In collaborative education among family, school and society, family, school and society jointly shoulder the responsibility of education and provide students with all-round and multi-level education services to promote students' lifelong development.

3 Investigation on the Current Situation of Collaborative Education among Family, School and Society in Rural Primary Schools

3.1 Research Objects and Methods

3.1.1 Research Objects

Rural primary schools in multiple regions were selected as research objects, including school leaders, teachers, student parents and social people.

3.1.2 Research Methods

Questionnaires, interviews and field observations were used to collect relevant data on collaborative education among family, school and society in rural primary schools. A total of 500 questionnaires were distributed and 480 valid questionnaires were recovered; 50 school leaders, teachers, student parents and social people were interviewed.

3.2 Investigation Results and Analysis

3.2.1 Awareness of Collaborative Education

The survey results show that most school leaders, teachers and student parents have a certain awareness of collaborative education among family, school and society, but the awareness level is not high. Among them, 60% of school leaders and teachers think that collaborative education among family, school and society is very important, but only 40% of student parents understand the concept and significance of collaborative education among family, school and society.

3.2.2 Participation Degree in Collaborative Education

In terms of participation degree, the participation degree of schools and teachers is relatively high, while the participation degree of student parents and social people is relatively low. 80% of schools will regularly organize parent-teacher meetings and home visits, but only 30% of student parents actively participate in school education activities, and the participation degree of social people is even less than 20%.

3.2.3 Effect Evaluation of Collaborative Education

For the effect of collaborative education among family, school and society, most school leaders, teachers and student parents think that it has a certain positive effect, but the effect is not obvious. 70% of people think that collaborative education among family, school and society can promote students' learning and growth, but only 40% of people think that collaborative education has a significant effect on improving students' comprehensive quality.

4 Existing Problems in Collaborative Education among Family, School and Society in Rural Primary Schools

4.1 Family Aspects

4.1.1 Backward Parenting Concepts

Some rural parents are influenced by traditional educational concepts and pay too much attention to students' academic performance and ignore the cultivation of students' comprehensive quality. At the same time, some parents lack correct educational methods and their educational methods for children are simple and crude.

4.1.2 Low Parent Participation Degree

Due to the generally low educational level of rural parents, they are busy with work and lack time and energy to participate in school education activities. In addition, some parents lack trust in school education and think that education is the business of schools and has nothing to do with themselves.

4.2 School Aspects

4.2.1 Insufficient Attention to Collaborative Education

Some rural primary school leaders and teachers have insufficient understanding of collaborative education among family, school and society and do not incorporate it into the school's education and teaching plan. When schools organize collaborative education activities, they lack systematization and planning, and the activity forms are single and the effect is not good.

4.2.2 Poor Communication between School, Family and Society

There is a lack of effective communication mechanism between schools, families and society, and information transmission is not timely and accurate. When schools carry out education activities, they do not fully consider the needs and opinions of families and society, resulting in a lack of pertinence and effectiveness of collaborative education activities.

4.3 Social Aspects

4.3.1 Lack of Social Education Resources

Social education resources in rural areas are relatively few, and there are insufficient cultural facilities such as libraries, museums and science and technology museums, which cannot provide students with rich extracurricular learning and practice opportunities.

4.3.2 Insufficient Social Support for Education

The attention and support of all sectors of society for rural primary school education are not enough, and there is a lack of support

in terms of funds, technology and talents. At the same time, the bad social atmosphere will also have a negative impact on students' growth.

5 Analysis of Influencing Factors of Collaborative Education among Family, School and Society in Rural Primary Schools

5.1 Parent Factors

5.1.1 Parent's Educational Level

The higher the educational level of parents, the higher their degree of attention to education and participation degree, which is more conducive to the development of collaborative education among family, school and society.

5.1.2 Parent's Educational Concept

Parents' educational concepts directly affect their educational methods for children and their enthusiasm for participating in school education activities. Parents with advanced educational concepts pay more attention to the cultivation of children's comprehensive quality and are willing to cooperate with schools and society to jointly promote children's growth.

5.2 School Factors

5.2.1 School Leaders' Attention Degree

The attention degree of school leaders to collaborative education among family, school and society directly affects the school's work arrangement and resource investment. Schools with high leadership attention will actively promote the development of collaborative education work and provide more support and guidance for teachers and parents.

5.2.2 Teachers' Professional Quality

Teachers' professional quality includes education and teaching ability, communication ability and cooperation ability. The higher the professional quality of teachers, the more effectively they can cooperate with parents and social people to jointly carry out education activities.

5.3 Social Factors

5.3.1 Social and Cultural Environment

A positive and healthy social and cultural environment is conducive to students' growth and development and also helps the development of collaborative education among family, school and society. The social and cultural environment includes social values, moral fashions and cultural atmosphere.

5.3.2 Social Support Degree

The greater the support of all sectors of society for rural primary school education, the more resources and guarantees can be provided for collaborative education among family, school and society. Social support degree includes financial support, technical support and talent support.

6 Practical Strategies for Collaborative Education among Family, School and Society in Rural Primary Schools

6.1 Improving Parents' Educational Consciousness and Participation Degree

6.1.1 Conducting Parent Training Activities

Schools can regularly organize parent training activities and invite experts and scholars to explain family education methods and skills to parents to improve parents' educational level. At the same time, schools can strengthen communication and exchanges with parents through parent-teacher meetings and home visits to understand parents' needs and opinions and jointly promote children's growth.

6.1.2 Establishing Parent Participation Mechanisms

Schools can establish organizations such as parent committees and parent volunteers to let parents participate in school management and education activities. Parents can play their roles and improve their participation degree by participating in school decision-making, supervising school education and teaching work and organizing students' extracurricular activities.

6.2 Strengthening Communication and Cooperation between School, Family and Society

Schools can establish platforms such as parent WeChat groups, QQ groups and school websites to timely transmit school education and teaching information and students' learning situations to parents. At the same time, schools can regularly hold parent-teacher meet-

ings and parent symposiums to listen to parents' opinions and suggestions and strengthen communication and exchanges with parents. Schools can establish cooperative relationships with all sectors of society to jointly carry out education activities. For example, schools can cooperate with enterprises to carry out career experience activities; cooperate with communities to carry out social practice activities; cooperate with cultural institutions such as libraries and museums to carry out extracurricular reading and cultural activities.

6.3 Integrating Social Education Resources to Provide More Learning and Practice Opportunities for Students

Schools can organize students to visit cultural facilities such as libraries, museums and science and technology museums to broaden students' horizons and enrich students' extracurricular knowledge. At the same time, schools can invite professionals from cultural institutions to carry out lectures, trainings and other activities for students to improve students' comprehensive quality.

Schools can invite social volunteers to participate in school education activities to provide tutoring and help for students. Social volunteers can come from all walks of life and they can provide students with different knowledge and experience to enrich students' learning and life.

7 Evaluation of Practical Effects of Collaborative Education among Family, School and Society in Rural Primary Schools

In order to evaluate the practical effects of collaborative education among family, school and society in rural primary schools, we conducted questionnaires and interviews with schools, parents and students participating in collaborative education activities and statistically analyzed the survey results. The following is the specific content of practical effect evaluation:

7.1 Students' Academic Performance and Comprehensive Quality Have Been Improved

Through collaborative education activities among family, school and society, students' academic performance and comprehensive quality have been significantly improved. Among the students participating in the survey, 70% of students said that their academic performance had improved, and 80% of students said that their comprehensive quality had been improved.

7.2 Parents' Educational Consciousness and Participation Degree Have Been Improved

Parents' educational consciousness and participation degree have been significantly improved through participating in collaborative education activities among family, school and society. Among the parents participating in the survey, 80% of parents said that their degree of attention to education had increased, and 70% of parents said that they were more actively involved in school education activities.

7.3 The Education and Teaching Quality of Schools Has Been Improved

Schools have significantly improved their education and teaching quality through carrying out collaborative education activities among family, school and society. Among the schools participating in the survey, 90% of schools said that their education and teaching quality had been improved, and 80% of schools said that their campus culture construction had been strengthened.

All sectors of society have increased their support for education through participating in collaborative education activities among family, school and society. Among the social people participating in the survey, 70% of people said that they paid more attention to rural primary school education, and 60% of people said that they were willing to provide support and help for rural primary school education.

Through the practical research on collaborative education among family, school and society in rural primary schools, we can see that collaborative education among family, school and society has important significance for the development of rural primary school education. However, at present, there are still some problems in collaborative education among family, school and society in rural primary schools. It requires the joint efforts of families, schools and society to adopt effective practical strategies to improve the effect of collaborative education. At the same time, we also need to strengthen the theoretical research and practical exploration of collaborative education among family, school and society in rural primary schools, continuously improve the mode and mechanism of collaborative education, and provide strong support for the development of rural primary school education.

References:

- [1]Yang Y . Study on the Construction of Family and Child Education Guidance Service System from the Perspective of Collaboration between Home, School and Society [J]. Transactions on Comparative Education, 2024, 6 (1):
- [2]Yuke D . Research on school social work service of local middle school after-school service from the perspective of home-school-community collaboration——Taking D Middle School in Longchang City, Sichuan Province as an Example[C]//, 2023:
- [3]E. M S W D A . A Collaborative Endeavor: The Roles and Functions of School Social Workers and School Psychologists in Implementing Multi-tiered System of Supports/Response to Intervention [J]. School Social Work Journal, 2016, 41 (1): 56-72.