

A Study on Parents' Effective Participation in School Management—A Case Study of W Kindergarten in Changde, Hunan, China

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Abstract: The government has increased the pace of preschool education construction, while encouraging parents to really participate in the kindergarten education management. The research of parents' participation in kindergarten management is paid more and more attention by the society and families. From the perspective of kindergarten, this paper discusses how to establish a close cooperative partnership between kindergarten and parents, and especially emphasizes parents' participation in kindergarten management, gradually forming a new democratic management situation in which school and parents participate together and make joint decisions. Finally, we research the methods of parents' effective participation in school management in the paper.

Keywords: parents, kindergarten, education, school management, effective participation

1. Introduction

Mr. Chen Heqin, a famous educator in China, pointed out that "School education is a very complicated affair, which cannot be accomplished by families alone or by schools alone. Only by the cooperation of the two sides can it be fully effective." Parents, not only parents in the biological and legal sense, but also parents in the educational sense; Education is not equal to school education, but should be family education, school education, social education three organic composition of the whole. However, in the current school education and management, parents play the role of school visitors, supporters and partners, and very few are school volunteers, managers and decision makers. In fact, as school education continues to lag behind the development of society, some new problems continue to appear, such as the weak sense of parent-teacher and class-level management, lack of initiative and so on. Therefore, how to make teachers and parents become collaborators, and make parents participate in class management, is still a problem worth studying. As the concept of educational governance has been recognized for improving the benefits of school management and promoting the all-round development of students, the participation of multiple subjects in school management has also improved the quality of school education and management to a large extent. Under such a background, if the school continues to run in a closed school, or the attitude of the leader does not pay attention to the power of parents or even regards parents as passive participants in school education, then it is obviously impossible for the school to achieve the long-term development on education and management. Therefore, modern school administrators should be guided by the concept of educational governance, and put parents on an equal footing with schools when designing and implementing measures to attract parents' participation. On this basis, educational decisions should be made through dialogues and consultations, and students' educational needs should be protected to the maximum extent in sharing rights and cooperating with each other to achieve their all-round development [1].

2. Lack of cooperation between home and school

2.1 Lack of understanding of cooperation between both parties

Most parents lack the consciousness of taking the initiative to participate in school management. They believe that the power of school management lies in the school, and parents do not have this right and obligation. A few parents think that children's learning and school behavior norms, the school has methods and obligations to manage, so they only need to manage their children in parents; Some

parents only care about their children's academic performance, as long as the results meet their requirements, it does not matter whether they participate in school activities or not; Some parents have a laissez-faire attitude towards their children, thinking that their children's academic performance is not good, as long as they do not make trouble in school, school management they are not qualified and embarrassed to participate in.

2.2 The role of cooperation between the two parties is ambiguous

In a kindergarten in Changde, Hunan Province, China, most of the parents, especially the members of the Parent Teacher Association(shortened for PTA), have received higher education. Influenced by traditional education concepts, they regard the unshakable authoritative image of teachers as the first priority. Therefore, they are usually in a passive position in communication with teachers, and more obedient in home-school activities. Parents generally believe that kindergarten children cannot manage themselves and that school is about unconditional obedience to teachers. Therefore, there is a high level of parental participation in school activities, but parents and even PTA members play a passive role. As a result, the roles of the two parties in the cooperation are blurred, which ultimately makes the cooperation deviate from the idea of carrying out home-school cooperation [2].

2.3. Cooperation between home and school is insufficient

2.3.1 The communication between the two sides is low

According to face-to-face interviews with 85 parents (Table 1), most parents feel that they contact teachers 2-3 times per semester. Eight to ten parents were randomly selected in each of ten classes in W Kindergarten. Most parents do not want to contact teachers actively, because they think teachers have the authority in education, they do not know much about this aspect, and there are many obstacles in the communication with teachers. They worry that they cannot get teachers' recognition in communication, but play the opposite role, so they rarely communicate to them. Some parents, because of their work, pay little attention to and seldom supervise their children, and rarely contact with teachers. Therefore, telephone communication with teachers is the main contacting method. During the telephone communication, children's recent school performance and psychological activities are exchanged, and they end their telephone, resulting in little effect of home-school communication [3]. As is shown in Table 1.

Table 1: Channels of communication between parents and teachers

Telephone communication	QQ or We-chat communication	School - home Journal	Communication with teachers
16.7%	30.8%	42.8%	9.7%

As can be seen from Table 1, the channels of communication between parents and teachers are diversified, but 9.7% of parents "communication with teachers", "telephone communication" account for 16.7%, "QQ and we-chat communication and home contact book" account for 30.8% and 42.8% respectively. Parents only read relevant information, and there are few opportunities for two-way communication and interaction between parents and teachers. Diversified channels do not play their due role. Therefore, the problem of the effectiveness of home-school communication needs to be solved urgently.

2.3.2 The scale of the communication between the two sides is limited

Through the interview, the author finds that the main content of communication between parents and teachers is students' grades and whether they have made trouble recently. Children's academic performance is the main standard to evaluate children's performance at school. Similarly, when teachers take the initiative to contact parents, they also communicate with parents with obvious changes in students' grades, or bad words and deeds at school [4]. Taking studying as the main communication topic, they ignore other aspects of students' development at school, such as mental health, interpersonal communication, participation in activities, etc., which will hinder students' all-round development and comprehensive ability improvement.

2.4 The way of cooperation between home and school is single

2.4.1 Low level of cooperation

With the rapid development of science and technology, home-school cooperation has been enriched

in recent years. QQ group, we-chat group and Intelligent campus platform are the main communication platforms at school. Home visits, abnormal behaviors of students or large fluctuations in grades are mainly communicated by telephone. The activities of home-school cooperation are only limited to open days of lower grades, lectures for parents, parent-child activities, etc. As for parents who can really participate in major policies of the school, the proportion of parents who make suggestions on an equal position is very low [5]. It can be seen that at present, in W Kindergarten in Changde, Hunan, China, the cooperation mode of parents' participation in school management is at a lower level, and the two sides are not in an equal position, with infrequent communication and unsatisfactory cooperation results. This form of home-school cooperation is very bad for the long-term development of the kindergarten.

2.4.2 Lack of cooperative equity

Home-school activities are often school-based, teacher-led and based on the actual needs of the school, regardless of parents' thoughts. Such as home-school activity time, place set for work hours, in order to participate in school management, in order to have a good impression on the school and teachers parents have to ask for leave from the unit for many times. Some teachers believe that parents cannot be compared with schools in the ability to educate students, so they do not give parents the right to speak in activities. Parents only come to school to learn about the recent teaching situation of the school and students' study and life in school. As a result, parents come to school activities passively and dare not put forward their own ideas, not to mention the management of the school.

2.4.3 Lack of coherence

The participation of parents and PTAs in school management can promote the management and teaching level of the school to varying degrees, which is conducive to the steady and sustainable development of the education cause[6]. However, in the home-school or community school cooperation, the school fails to realize this point. In the parents' participation in school management, their work is not included in the school's work plan. It is just to deal with the social and superior inspection work, and to let the parents know about the school, the school visits and other activities are set up with the ultimate goal of completing the task. Therefore, parents can't get the idea of educating their children in the activities, can't apply the educational idea of participating in home-school activities to family education, and have only a partial understanding of the educational management concept of the school, so it is difficult to achieve the fundamental purpose of parents' participation in school management.

2.5 Home-school cooperation is not effective

2.5.1 The corresponding safeguard system is lacking

Although the development of information technology has enriched the ways of home-school cooperation, no corresponding guarantee mechanism has been established to ensure the normal, stable and long-term operation of home-school cooperation. In addition, in the cooperation, there is no special fund support. Throughout the western education developed countries, they not only give help in policy, but also in terms of funding. Home-school cooperation is just a form or propaganda to the school, such cooperation can only ineffective, will not have substantial development. Therefore, the author believes that the home-school cooperation needs to have a corresponding security system to provide guarantee for the long-term, stable and healthy development of both sides.

2.5.2 Lack of cooperative evaluation mechanism

At present, the lack of home-school cooperation is the corresponding and matching evaluation system, unable to evaluate the effect of bilateral cooperation. Some teachers believe that home-school cooperation is a parent-child activity, which allows parents to visit the school and take their children home after the activity. Such a perception is shallow. Some teachers think that home-school cooperation is not related to their own salary evaluation, does not affect their own evaluation, and has nothing to do with themselves, so they passively participate in the activities[7]. Correspondingly, in home-school cooperation, there is no corresponding evaluation on the participation of PTA members or ordinary parents in the activities. As a result, some parents refuse to participate in the activities because of jobs which ultimately leads to the failure of home-school cooperation, and not to achieve the expected goal.

3. Methods

The research object is the parents of W Kindergarten in Changde, Hunan, China. Due to the limitations of the author's personal ability and energy, this study selects the parents of a representative kindergarten for investigation and research. W kindergarten has 10 classes, with 292 children. In this study, 168 parents were randomly selected to issue questionnaires on the Questionnaire Star as follows, and 167 questionnaires were collected. From the collected questionnaires, methods of effective parental participation in kindergarten management were analyzed. As is shown in Table 2.

$$(\text{Parents Size}) n = \frac{N}{1 + N (.05)^2} = \frac{292}{1 + 292(.05)^2} = 168$$

Table 2: The way of parents' effective participation in school management

Items	WM	VI	Rank
1.To advise on school work plans and decisions;	2.95	Effective	2
2.To supervise the education (including teachers and teaching management) of the school;	3.00	Effective	1
3.Use their own advantages to support school education and teaching activities;	2.70	Effective	5
4. Promote the management and teaching philosophy of the school;	2.72	Effective	4
5.The organization of class parent volunteer activities;	2.43	Effective	10
6.Collect and feedback the opinions of class parents;	2.50	Effective	9
7.Participate in various teaching activities, such as parents Open Day, parent-child activities, children's graduation ceremony, etc;	2.68	Effective	6
8.Take the initiative to understand the rules and regulations of the kindergarten and the concept of running the kindergarten, and promote parents to effectively participate in the daily management of the kindergarten;	2.88	Effective	3
9.Provide financial and moral support to schools by raising funds for repairs to school facilities, etc;	2.59	Effective	8
10.Parents are encouraged to cooperate with kindergartens and teachers to promote mutual understanding.	2.62	Effective	7
Composite Mean	2.70	Effective	
Legend: 3.50 – 4.00 –Highly Effective; 2.50 – 3.49 – Effective; 1.50 – 2.49 –Less Effective; 1.00 – 1.49 – Snot Effective.			

As can be seen from Table 2, the first priority is the supervision of school education (including teachers and teaching management); Rank2 to 5: Advising schools on work plans and decision-making; Take the initiative to understand the rules and regulations of the kindergarten and the concept of running the kindergarten, and promote parents to effectively participate in the daily management of the kindergarten; To publicize the management and teaching philosophy of the school; Use their own advantages to support school education and teaching activities. In order to ensure the effectiveness of the way for parents to effectively participate in school management, the author conducted a Reliability Test, Cronbach's Alpha is 0.84. Through the above effective participation of parents in school management, we can more effectively promote home-school cooperation, and provide a strong guarantee for the healthy growth of children in kindergarten.

4. Discussion

Foreign researches on strategies to effectively improve parents' participation in education are mainly reflected in the extent to research results can promote policy adjustment, through policy adjustment can be used as a strategy to improve parents' participation in education: Epstein, J. L. (1995) [8], in answering the question of how to improve parents' participation in education in practice, argued that "schools and communities need to provide guidance to parents in the following aspects: parenting, communicating with each other, volunteering, learning at home, decision making, and community collaborating with community)." In the above strategies for improving parental involvement in education, the percentages of the 85 parents who consider the above important are as follows.

We know that parents give appropriate suggestions on school work plans and decisions, become good parents, and prepare their children for school; Supervise the school's education (including

teachers and teaching management), and use my own advantages to support the school's education and teaching activities, participate in school activities on time, such as parents' Open Day, parent-child activities, etc. Strengthen communication with teachers about children's learning in school, psychological condition, interpersonal communication and other aspects.

The framework of "parent participation" model proposed by her has widely influenced its implementation policy, and has been used as the standard of parent participation for teachers', and teachers in turn implement parents' participation on this basis. According to Heather Weiss (H.B.) (2016) [9], "Schools and communities should give parents adequate guidance so that parents can ensure that children learn at anytime and anywhere." His work provides a new framework for "parent involvement", the complementary learning advocated in American education. Domestic strategies to improve parents' participation in education are as follows: First, establish a list of responsibilities and rights, and clarify the scope of work. Wang Bin and Wang Jiajia (2018) [10] believe that "the establishment of a detailed list of rights and responsibilities needs to be summarized, revised and improved by both home and school through repeated communication and work practice. In addition, the school should 'delegate power' to PTA and give full play to its role of participation, support and supervision of school management." Sun Xuelian and Li Gang (2018) advocate that "PTA's system and parents' meeting system should be established, the power of PTA should be clearly defined, and PTA should participate in school management in the form of three PTAs at class, grade and school level. Liu Cuilan (2006) believes that to improve the level of home-school cooperation, parents' right to participate in school education and management should be effectively guaranteed, the cooperation organization should be improved, home-school cooperation should be included in the school evaluation system, and the respective responsibilities of schools, parents and students should be clarified. Second, establish operation and support mechanisms. Pu Rui and Li Ziyang (2017) [11] proposed that "schools should form a school decision-making mechanism conducive to parents' participation, build an equal dialogue, consultation and trust mechanism between parents and schools, and establish an incentive mechanism for parents' participation in school governance." Liang Tao (2017) [12] believes that "the operation of parent schools should be guaranteed by raising funds through multiple channels, implementing the teacher development model of" training + introduction "and establishing a complete school-based teaching material system."

5. Conclusions

5.1 Strengthen cooperation consensus and the cooperative relationship between home and school

As the top leader, the principal is the key to conduct school work smoothly and effectively. The development is closely related to the effective and scientific management of the school principal. Mr. Tao Xingzhi, a famous Chinese educator, once said, "The principal is the soul of a school." It can be seen that an excellent headmaster will play a vital role in the development of the school. Combined with the principal management experience of W kindergarten in Changde, China, the principal recognizes parents' participation in school management, which truly delegates power and enables parents to influence school management.

With the society moving upwards, the parents' education level is constantly improved, and more and more parents have correct education concepts and education capabilities for their children. However, due to various external and internal factors, it is not excluded that some parents have a low level of education, insufficient attention to their children, and lack of educational ability. In order to improve the quality of parents' education, schools should set up training courses to improve their education quality, invite education professionals to give special lectures and so on.

5.2 Strengthen the sense of equal democratic participation and Change the passive cooperative status

Parents should change their passive cooperative status and strengthen their sense of equal democratic participation. Parents should not only play the main role in educating their children in the family, but also become important partners in home-school cooperation [13]. With the continuous progress and improvement of education reform, parents' awareness of participating in school management has been continuously enhanced. Some parents have realized that school management is not school-led, but parents' participation and even supervision can promote school management more just, stable and long-term development. To build up confidence, parents boldly put forward their true ideas in school activities such as PTA and Open Day, and put forward their own reasonable and

valuable suggestions on schools' management status, so as to enhance the interaction and fairness of bilateral cooperation.

5.3 Improve the guarantee and incentive mechanisms

The establishment of a specialized system to attract parents to participate in education is an effective means to involve parents in school education and management. Therefore, it is necessary to establish and improve the system of attracting parents to participate, bring parents into the school management system, and divide the responsibilities and obligations of parents and schools through a series of institutional norms and incentives, so as to standardize the process of attracting parents to participate and improve the efficiency of implementation. Schools should make full use of various channels to publicize and explain the relevant system to parents and teachers, so that the system will be deeply rooted in the people's heart.

To sum up, with the continuous development of comprehensive reform in the field of education, the implementation of education governance is of great significance for the improvement of school management efficiency and the all-round development of students. Schools should focus on improving the management quality of principals and promoting the cooperation between home and school. Improve the educational governance of school administrators; it emphasizes that schools should attract parents' participation, advocates their participation in the formulation of school rules, and improves the guarantee and incentive mechanism to attract their participation. At the same time, schools should improve the information disclosure system, standardize the information disclosure process, guide parents in all aspects to improve the quality of education, enhance parents' awareness of equal democratic participation, and change the passive cooperation status. In this way, parents can effectively participate in school management.

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