

Study on the Nonviolent Communication in Home-School Communication under the Context of Academic Warning

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Abstract: *This article aims to explore the application of nonviolent communication in the context of home-school communication related to academic warnings. By objectively observing, sincerely expressing feelings, accurately expressing and empathizing with needs, and making requests, the communication process can be completed. Emphasis should be placed not only on language skills but also on respecting and listening principles, which can effectively improve communication efficiency, reduce communication costs, alleviate the workload of counselors, and help them build trust and understanding with parents. Together, they can address students' academic warning issues and provide better support and development opportunities for the students.*

Keywords: *academic warning; nonviolent communication; counselor; parents*

1. Introduction

Effective communication between home and school is a crucial element in the process of handling academic warnings for struggling students in higher education. Throughout the entire academic warning procedure, students face significant psychological pressure. Good and effective communication between counselors and parents not only helps gain parental understanding and cooperation, influencing the progress of academic warning resolution, but also maintains a positive perception of the school among parents. This communication is essential for subsequent student academic support, minimizing additional psychological burdens on students, promoting their mental well-being, and providing crucial family support. It is of utmost importance for students, parents, and schools.

Regarding the communication between home and school, Rao Shuqi analyzed the reasons for conflicts between parents and schools and proposed strategies for harmonious cooperation [1]. Yu Guodong explored the teacher's instructions from the perspective of conversation analysis and studied the relationship between their knowledge status and decision-making authority [2]. Zhu Han deeply analyzed the difficulties in communication between universities and student families and explored the practical paths of new-era university-home communication from the perspectives of consciousness, institutional level, and action level. The aim was to effectively respond to emergencies involving university students, intervene in crises in a timely manner, prevent and resolve major risks, and provide a new approach to enhance the quality of university education. This research provides valuable suggestions and guidance for universities, promoting the development of university-home communication [3]. However, there is relatively little research on the application of "Nonviolent Communication" in the context of academic warning handling.

Nonviolent Communication (NVC) is a communication method created by American psychologist Marshall B. Rosenberg, mainly used to resolve disputes and conflicts worldwide [4]. In recent years, "Nonviolent Communication" has been widely applied in various fields such as journal editorial departments, hospitals, administrative departments, and reading promotion, and has achieved significant results [4-8]. This trend demonstrates the popularity of the "Nonviolent Communication" approach and its practicality in different scenarios. This article aims to explore the application of "Nonviolent Communication" in the context of academic warning handling.

2. The Foundation of School-Home Communication in the Context of Academic Warnings

In this context, in order to gain parents' understanding of the school's work and achieve the ideal effect of collaborative assistance for students, it is crucial for counselors to use appropriate methods, timing, and attitudes in their communication. Communication should follow the following basic principles:

2.1. Establishing mutual trust

Establishing mutual trust is the key to effective communication. Counselors should strive to build positive relationships with parents, earning their trust through honest, transparent, and consistent actions. By communicating timely information about students' academic situations and problems, sharing key information, and demonstrating care and support for students, a consensus can be established on the shared concern for student development.

2.2. Listening to and respecting parents' opinions

Counselors should listen to and respect parents' opinions, concerns, and suggestions. They are important supporters and resources for students, and their understanding of students may exceed that of counselors. Counselors should adopt an open attitude to listen to parents' perspectives and experiences, respect their involvement and contributions, and seriously consider their suggestions. This helps build a cooperative relationship and jointly establish measures to support students.

2.3. Sharing information and transparency

Counselors should share key information about students' academic situations, reasons for academic warnings, and academic progress with parents. Provide detailed explanations of academic warnings, including the challenges students face and possible solutions. At the same time, counselors should also respect students' privacy rights, ensure that parents receive appropriate information, and comply with the school's confidentiality policies.

2.4. Collaboration and shared responsibility

Counselors and parents should approach resolving students' academic difficulties with a cooperative and shared responsibility mindset. Both parties can jointly develop students' academic plans, goals, and strategies, and create action plans to help students improve their academic performance. Counselors can provide relevant resources and support, while parents can provide family support and encouragement, working together for the student's academic development. By closely collaborating and jointly monitoring students' learning progress, they ensure that students receive necessary support and guidance.

These principles provide a solid foundation for communication between counselors and parents, enabling them to cooperate more effectively and assist students in overcoming academic difficulties and achieving their academic goals.

3. Problems and Analysis of Parent-School Communication in the Context of Academic Warning

When communication fails to achieve the desired results, it is referred to as ineffective communication, which is often caused by various barriers influencing the communication process.

3.1. Negative Emotional Barriers

In the context of academic difficulties, parents may become emotionally agitated due to anxiety and worry, making communication challenging. They may exhibit anger, blame, or complaints, thus hindering effective communication.

3.2. Information Asymmetry

Parents may have a limited understanding of the school's academic warning policies and measures,

leading to unclear awareness of the consequences and solutions for students. Counselors need to explain in detail the purpose and criteria of academic warnings, clarify the challenges that students may face, as well as the support and resources provided by the school.

3.3. Role Conflicts

Parents may have their own expectations and demands regarding their child's academic performance, which may differ from the school's academic warning. This can lead to skepticism towards the school's decisions and support measures, making it difficult for parents to accept them.

3.4. Uncertainty about Solutions

Parents may express doubts about the specific plans and measures to address their child's academic issues, as well as question the effectiveness and implementation of the support measures provided by the school.

3.5. Use of Violent Language

Violent communication refers to using aggressive, threatening, blaming, or insulting language during communication. It often involves malicious words, belittling, exerting pressure, and attempting to control the other party, aiming to undermine their self-esteem, provoke emotional reactions, or create hostility. If one party adopts such a communication style, the recipient may respond defensively, resulting in resistance and making it difficult to engage in open dialogue. This can lead to relationship breakdown and loss of trust, increasing the cost of communication. For example, counselors may use judgmental statements such as "He is not attentive in class," "Frequently stays up late," "Always skips classes," "Seems more negative," "Struggles with studies," which can hurt parents' emotions and dignity, making them feel attacked or blamed.

These challenges can lead to failures or obstacles in parent-school communication regarding academically struggling students. Therefore, it is essential to find an appropriate communication approach to overcome these challenges.

4. Introduction to Nonviolent Communication and Its Application

4.1. Introduction to Nonviolent Communication

Dr. Marshall referred to "Nonviolent Communication" as the "language of love". It emphasizes respectful, attentive, and understanding communication methods that aim to establish good interpersonal relationships and resolve conflicts. It uses the four basic elements of observation, feeling, needs, and requests to help people express their desires and understand others' perspectives and feelings. The core concept of nonviolent communication is based on love and respect, cultivating mutual understanding and support through empathy and sincere communication. It encourages people to think from others' perspectives, respect their uniqueness, develop empathy skills, and advocate for interpersonal communication based on love and understanding. Nonviolent communication is a practical and powerful tool that can help us establish more positive, harmonious, and meaningful relationships in various situations.

4.2. Application of "Nonviolent Communication" in the Context of Academic Warning

In the context of academic warning, the use of "Nonviolent Communication" between counselors and parents aims to eliminate verbal violence and resolve conflicts caused by insufficient communication. By employing respect and empathy, effective communication can be achieved.

This communication approach goes beyond work requirements and seeks spiritual well-being for both parties involved. Empathy plays a crucial role in enhancing interpersonal skills, and when counselors employ empathy during communication with parents, it can help achieve positive communication outcomes and promote healthy, harmonious relationships. Through the practice of nonviolent communication, counselors and parents can jointly address academic warning issues, understand, support, and cooperate with each other to provide better assistance and opportunities for the student's growth and progress. Such a communication approach can also improve the relationship

between students and parents, and work collaboratively towards the student's development and improvement

4.2.1. Objective statement of observed content

Observation refers to objectively and accurately describing facts, rather than subjective judgments or evaluations. Observation provides an objective basis for subsequent communication and understanding. Avoid using subjective and judgmental words such as "always," "often," "every time," or other labeling words. These absolute comments and labels often carry subjective colors, which can easily cause the communication target to feel defensive and lead to preventive behavior. Such words should be eliminated from our vocabulary.

If parents hear counselors saying things like "Your child has poor academic performance, lack of acceptance ability, and poor adaptability," "This student is always late for class," or "This student has an irregular lifestyle and lacks a daily schedule; they are lazy," language that carries evaluative tones towards their child, even if parents may politely respond due to the counselor's authority, they will likely feel dissatisfied internally and have subconscious defenses and rebuttals. No parent likes to hear negative evaluations of their child.

If counselors only state objective facts that are observed, the situation would be much better. Instead of saying "poor academic performance, lack of acceptance ability, and poor adaptability," counselors could say "failed several courses in the 2022-2023 academic year" or "currently ranked in what position in the major." Instead of saying "always late," counselors could say "I noticed the student was late for class a few times or skipped class a few times in the past few months." Instead of saying "lazy," counselors could say "I observed that the student has an irregular schedule, including sleep patterns, eating habits, and daily activity arrangements." Just as Dr. Marshall quotes a poem in his book "Nonviolent Communication," "I have never seen a lazy person, I have seen a person who takes an afternoon nap and doesn't go out on rainy days."

4.2.2. Authentic Expression of Feelings

In such non-positive situations, especially during the communication process with parents, various negative emotions such as pain, tension, frustration, and anger often arise, making it difficult for them to truly understand and express their feelings. At the same time, they may easily blame the counselor or attribute any mistakes on the school's part to the counselor, thus hindering the smooth progress of effective communication.

Using "I" statements to express one's own feelings instead of blaming or attributing others is essential. For example, expressing one's feelings by saying, "I am very concerned about your child's academic performance, and I feel confused about how to help him/her," rather than using accusatory language like "Your child worries me." This approach allows for more accurate expression of one's emotions and avoids creating a sense of defensiveness or blame in the other person. Using specific emotional words to describe one's feelings, such as "I feel disappointed," "I feel confused," "I feel worried," etc., helps parents gain a clearer understanding of your inner emotions, increasing the accuracy and resonance of communication.

Furthermore, it is important to differentiate between thoughts and feelings. Thoughts often involve judgments about others, and no one likes to be judged. Thoughts focus on the other person, whereas feelings are different as they focus on oneself, on one's body and emotions. For example, instead of saying, "You are not aware of the severity of his situation," the correct expression would be, "With so many failed courses and the risk of being expelled, I feel really worried." If parents complain during this process, saying things like, "My child was doing fine when he entered this school, but now he has to face academic warning. In your school, he has become a poor student. You must not have taught him properly. You should be held responsible for him," the counselor can authentically express, "Hearing these words, I feel hurt. We greatly respect every student." By expressing feelings correctly, the counselor not only takes care of the parents' feelings but also expresses their own feelings properly, which in turn encourages cooperation from the other party in our work.

4.2.3. Accurate Expression and Empathy for Needs

The third element of nonviolent communication is needs. Both counselors and parents need to accurately express and empathetically understand each other's needs. In such situations, parents often express their needs through alternative means, such as sighs, complaints, or even anger. Therefore, when faced with negative emotions from parents, counselors should remain calm, accurately identify the other party's needs, and provide timely feedback.

Generally, parents may say, "Why is our child so irresponsible? Their performance in the college entrance examination was good, and we didn't expect this outcome." From this statement, we can perceive the parents' needs for a sense of security and protection, to be understood and valued, to collaborate and participate, as well as emotional support.

Counselors can try the following feedback: "I sense that you are feeling helpless and worried about your child's academic warning. This is an important issue for you, and as a school, we are dedicated to supporting the academic development of all students. We will spare no effort to provide assistance and hope to collaborate with you to formulate an action plan to support your child's academic progress. Your involvement and understanding will positively influence your child's advancement. As a parent, your concerns and emotions are completely understandable, and together we will strive to support your child in overcoming challenges and achieving success. Family support plays a crucial role in a child's academic success."

4.2.4. Clear Expression of Requests

After objectively observing and accurately expressing feelings and needs, it is important for counselors and parents to clearly articulate their requests. When expressing requests, it is essential to use a gentle and polite tone to reduce any sense of command and ensure that the other party understands their right to choose. Using encouraging and positive language can help the other party become more willing to cooperate, while providing explanations and reasons can aid in better understanding of your needs. Furthermore, it is crucial for both parties in the communication to be specific when expressing their requests, avoiding expressions like "don't do this" or "as soon as possible," and instead using specific and definitive expressions such as "how to proceed" or "by next Thursday."

5. Conclusion

Effective communication between counselors and parents is crucial in the context of academic warnings. Nonviolent communication is an effective communication approach that can eliminate verbal violence, address communication gaps, and promote truly effective dialogue. By employing the elements of observation, feelings, needs, and requests, counselors can better collaborate with parents to address students' academic challenges. Counselors should observe and express themselves accurately, sincerely acknowledge their own and parents' feelings, understand the parents' perspectives, articulate their needs clearly, and make specific requests. Through the practice of nonviolent communication, counselors and parents can build trust and understanding, jointly tackle academic warning issues, and provide better support and opportunities for the child's growth and development. Nonviolent communication is not just a method of communication but also a way to establish deeper connections with others, creating a conducive environment for the child's growth and development.

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