

Parent and teacher involvement on school management in one middle school of Tianfu new district

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Abstract

The study employed descriptive research to determine the involvement of parents and teachers in school management with 385 teachers in Tianfu New District as participants. This study analyzed the causes and put forward countermeasures and effective ways to strengthen parents' and teachers' participation in school management. Specifically, it aimed to describe the profile of the respondents in terms of sex, age, education level and teaching experience; determine parent involvement ; determine the parental involvement in terms of parents' rights, parents participation , parents' awareness, and home school cooperation; assess the teacher involvement in school management in terms of administrative work , education and teaching, and logistic support ; test the difference of responses when grouped according to profile variables; test the relationship between parental and teacher participation in school management; and propose an action plan for an improved parental and teacher involvement in school management based on the results of the study. The results showed that the surveyed teachers were mostly female, aged between 24 and 45, with a bachelor's degree and 1-5 years of teaching experience. In terms of parents' involvement in school management, parents' rights, participation, awareness and home – school cooperation are agreed to be exercised by parents. In terms of teachers' involvement in school management, education and training are highly focused function of teachers while administrative work and logistic support are not much obligated. Sex, age, and teaching experience have no significant influence on teachers' participation in school management. However, the participation is not affected by age or sex, and the content of participation of people of different sex is different. The participation of parents and teachers in school management is closely related to the development of schools, therefore, the more parents and teachers participate in school management, the more scientific the method, the better the development of the school. An action plan was proposed to improve parents' and teachers' involvement in school management. Family committee in schools may establish a sound family committee system to clarify the rights and obligations of the family committee- to build a stable bridge between schools and parents.

Keywords: teacher participation, parent participation, school management

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1. Introduction

Since the beginning of the 21st century, the global politics, economy and science and technology are developing rapidly which undoubtedly puts forward higher and updated requirements for China's education, especially the scientific research, teaching and management of which are emphasized and valued by all countries. With the continuous advancement and deepening of China's education reform, some school administrators have gradually realized that in order to make schools survive and develop better, they must change their ideas and traditional management models, and strive to improve the enthusiasm and participation of all participants in all levels of school management. Only by maintaining the multi-level and multi-directional openness with the external environment can the contemporary school improve its vitality and vitality. China's Ministry of Education in the 2003-2007 Education revitalization plan action mentioned that schools should deepen the internal management system reform, explore and establish a modern school system. Democracy and openness are the characteristics that modern school management must have. School administrators, teachers, students and parents are the main body of school management education activities. Only when democracy is implemented for them does the real democracy exist.

It was emphasized in Epstein's theory of school-parent-community partnerships that involvement of parents in their children's education is essential. This theory posits six factors. It includes parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community. This recognizes the crucial role of families and its community in the progress of student as well as the learning and development. It is in this premise that parents should regularly be updated with the information regarding their children's education. Also, they have to maintain regular communication with teachers. This can be done through attendance to meetings and receiving notice from schools about their children. As such, the mutual or two-way communication between schools and families is needed. It can help build trust and understanding between educators and families, leading to effective collaboration and support for student learning. The participation of parents and social forces in running schools has gradually broken the original closed and single management mode of schools and made them more democratic and open. Teachers are not only the main body of school education, but also the most direct implementer of school management, which determines that teachers' participation in school management has very important practical significance. In the actual process of teachers' participation in school management, there are relatively many participants, involving relevant administrative departments, front-line teachers, students and parents.

As a global trend in educational reforms, the new proactive and innovative approach to education happens when teachers have a new empowered roles in school. There were several perspectives for teacher empowerment. As such, benefits of teacher involvement, and barriers to decision making revealed that teachers who are involved in in school decision making have intended to sustain their diverse participation in school administration (Lin, 2014). In the future, school management will gradually move toward democratization and decentralization, which is the trend of management system reform. The management mode of principal responsibility system will be further improved, while the traditional centralized management mode no longer adapts to the development of The Times. The scientific management of modern schools cannot do without the participation of teachers and parents. School-based management needs to establish a democratic, scientific and efficient management mechanism, so that the school can develop in the long run and remain invincible. Therefore, the participation of teachers and parents in school management is the inevitable result of promoting the successful reform of basic education.

Parental involvement refers to noticeable and increased parents' effort to support schools. These efforts are

encouraged and they are recognized to be making a positive contribution in the success of educational affairs. (Bunijevac et. al.,2017). Therefore, in order to comply with the system of integrated support for their students, it is imperative that schools build a strong partnership and harmony with parents, develop mutual responsibility and maintain trust for the welfare of the children or students. Teachers' involvement in management involves the power and obligation of relevant school personnel to participate in the school management process. As early as the 1930s, the famous American psychologist Mayo proposed the "social man" hypothesis. He believes that people's work has the characteristics of social need motivation and self-satisfaction, and people expect managers to meet their social needs and self-esteem needs. Later, managers put forward "participation in management" to these human nature assumptions, so that employees can participate in the management decisions of enterprises to different degrees. Since the beginning of the 20th century, teachers' participation in school management has attracted people's attention.

In the 1970s, the "school reconstruction movement" emerged in Europe and the United States, and the school-based management reform was carried out in full swing. John Dewey, a famous American educator, once discussed the value of teachers' participation in management. He believes that every teacher has rich teaching experience, and only when teachers impart knowledge to students to the maximum extent can students benefit from it. Therefore, to carry out education and teaching scientifically and reasonably, there is a need to change the immutable relationship between teachers and administrators, and let teachers participate in management, which will play a positive role in promoting the development of education. In short, some relevant foreign theories and investigations have theoretical value for this paper. School management emphasizes the enthusiasm of teachers, emphasizes the participation of multiple parties in school management, advocates participation and joint decision-making, and advocates democratic management and decentralization management. All these are worthy of our reference and learning. With the theme of "Teachers' participation in school management", the author searched CNKI academic journal network and VIP database to collect foreign research results on teachers' participation in school management, among which teachers' participation in school management is a topic of great concern to all countries in the world. These articles from the theoretical basis combined with practice, put forward the relevant research results, which have reference value and inspiration for this paper.

At present, there are abundant literature abroad which have made mature and perfect research on parents' participation in school education and management. Among them, the United States is the representative. The research focuses on the necessity and importance of parents' participation in school management and the factors that influence parents' participation. Due to the different systems, the United States implements a decentralization system in terms of parents' participation in education management, which can ensure that parents are given a more relaxed environment and conditions, and basically will not produce institutional obstacles. The influence of "parent involvement" on students' academic achievement is the criterion that American scholars rely on when studying parent involvement in school management. In recent years, there has been a great progress in the field of "home- school cooperation", but it does not mean that this topic has not been involved in the education circle in the past. In the field of education, people have recognized that it is necessary for society, family and school to cooperate in student education, and put forward the theory of "three combinations" or "integration" of society, family and school. For a long time, there have been concerns about the topic of parents' involvement in school management and promoting home-school cooperation, which is not a new concept.

From the review of the existing research results, it can be seen that the current research on the participation of parents and teachers in school management has been conducted by foreign scholars, and has formed a relatively mature theory and practice, while the relevant research in China is in the exploratory stage. From the perspective of research content, first of all, the current domestic research mainly focuses on the significance and function of participation, the ways and levels of participation, the effectiveness and difficulties of participation and other research fields, and has formed a certain scale of research results. However, most studies only study the necessity and significance of participation, lack of empirical research cases, and lack of research depth and breadth at a low level. Only the research still mostly stays at the level of introducing the theoretical achievements

of other countries, and has not formed a theory suitable for China's national conditions and localization. Based on the relevant theories and existing research, this paper tries to construct the theoretical analysis framework of parents' and teachers' participation in school management. From the perspective of research, the previous studies are more based on the school, and only summarize the work of parents' involvement at the school level. This study explores specific and involvement strategies for effective school management. Taking the situation of parents and teachers participating in school management in Tianyuan New District as a case study object, this study investigates the current situation of school management, analyzes problems in practice and causes, and tries to find countermeasures to improve participation in school management, hoping to generate enlightenment for the practice of similar schools. This hopes to contribute to the education in China by putting forward practical strategies that will enhance the parental and teacher involvement in schools, thus, strengthening the school operations.

Objectives of the Study - This study investigated and analyzed the current situation of teachers' and parents' participation in school management by surveying teachers to provide theoretical and practical references on the topic of teachers' and parents' participation in school management, so as to improve the level of school management and educational and teaching capabilities. Specifically, this study determine the parental involvement in terms of parents' rights, parents participation , parents' awareness and home school cooperation; assess the teacher involvement in school management in terms of administrative work , education and teaching, and logistic support ;test the relationship between parental and teacher participation in school management and teacher participation in school management ; and propose an action plan for improved parental and teacher involvement in school management based on the results of the study.

2. Methods

Research Design - This study used descriptive design, a method of collecting materials, analyzing materials, and describing the laws, characteristics, and development of objects in order to obtain final descriptive results (Chen, 2010). As a type of descriptive research, descriptive quantitative research design is suitable for measuring variables or establishing relationships between variables. Therefore, this study adopts a descriptive and quantitative research design to collect data of the survey objects and conduct data analysis.

Participants of the Study - Using the raosoft calculator and a simple random sampling method, 385 teachers from 4 schools in Tianfu New District were selected from the estimated total population of 30,000 teachers. The main focus of the selection was on teachers who were actively involved in the management of the school, ensuring that all teachers participating in the study were asked to do it voluntarily and without any coercion.

Instrument of the Study - The questionnaire design of this study is divided into three main parts: basic information, parent involvement in school management issues, and teacher involvement in school management issues adapted and modified from the studies of Yu (2020) and Song (2013). The first part of the questionnaire mainly collected the basic information of teachers, such as sex, age, education background, and teaching experience. The second part of the questionnaire mainly investigated the situation of parents' participation in school management. The questionnaire was divided into four dimensions, with a total of 24 questions. It mainly investigated the authority of parents to participate in school management, their awareness to participate in school management, their current degree of participation, and the situation of home-school cooperation. The third part of the questionnaire focused on the situation of teachers' participation in school management: skill engagement (Exploring students' learning skills and habits in OBE) and emotional engagement. The survey was divided into 3 dimensions with a total of 25 questions. In order to make the questions easier to be understood by Chinese teachers, the teaching environment in China was adjusted to a certain extent before the questionnaire was formally put into use. The questionnaire used in this study is dependable with all the parts and items presenting a level higher than 0.8 by the Cronbach alpha coefficient calculation. This means that the data obtained using this instrument were valid and trustworthy. All indicators were rated good to excellent.

Data Gathering Procedure - The process of questionnaire preparation follows the relevant principles of questionnaire design, and is carried out through several questionnaire preparation procedures: preparation - test - feedback - modification - final draft. After the questionnaire was compiled for the first time, 30 teachers were randomly selected for prediction. After preliminary testing and analysis of the data, and discussion with expert teachers, the questionnaire was adjusted to form a formal questionnaire, which ensured the reliability and validity of the questionnaire to a certain extent. The researcher contacted participants in advance to collect data in the form of online surveys before conducting large- scale surveys. After confirming that the respondents understood the purpose and ethics of the research, a thread or connection to the online questionnaire was sent to the respondent via instant messaging. Respondents filled-out the questionnaire via mobile phone or computer, and the questionnaire was saved in the mobile phone or computer after completion. The results of the survey were collected and forwarded to professional statistician for statistical analysis. After that, the results were used by the researcher to come up with accurate interpretations, conclusions, and proposed output.

Data Analysis - Weighted mean and ranking were used to determine the parental involvement in terms of parents' rights, parents participation, parents' awareness and home school cooperation and assessment of the teacher involvement in school management in terms of administrative work, education and teaching and logistic support. Finally, Pearson's r tested the relationship between parental and teacher involvement.

Ethical Consideration - Ethical considerations in academic research play a crucial role in ensuring the quality of research and protecting the rights of participants. First, the researcher ensured that all participants understand the purpose and process of the research and informed consent not only ensured their autonomy but also increased the transparency and trust in the research. This is key to building trust between the researcher and the participants, especially when the research involves potential risks. Secondly, respect for privacy and confidentiality of data is one of the core ethical principles and was maintained by the researcher. Participants should trust the researcher to handle their information appropriately and not allow their identity to be exposed or misused. At the same time, treating all participants fairly and ensuring that they are not discriminated on the basis of factors such as sex, age, ethnicity or socio-economic status will ensure that the research is broad and representative. In addition, transparency and honesty have been made particularly important when reporting research findings. The proposal and all matters pertaining to this research were submitted to the Ethics Review Committee of the university.

3. Results and discussion

Table 1

Summary Table on Parent Involvement in School Management

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Parents' Right	3.12	Agree	1
2. Parents' Participation	2.76	Agree	3
3. Parents' Awareness	2.51	Agree	4
4. Home School Cooperation	3.01	Agree	2
Composite Mean	2.85	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

The home-schooling cooperation score of 3.01 ranked second. Improving the level of parents' participation in home-school cooperation conforms to the trend of home-school co-education and promotes the healthy development of students. It implies that parents have more rights to participate in school management, with the development of the times, the awareness of home-school cooperation, the way of home-schooling cooperation, the way more scientific. Studies on parental involvement are increasingly representative in Taiwan and Hong Kong. Family participation is direct participation, playing the role of director, communicator, expectant, listener, manager and arranger.

In contrast, parental awareness scored 2.51, ranking fourth, and parents' participation score of 2.76, ranking third, were the lowest scores. While the means and methods of parental involvement in school administration are

continually evolving, there is still a lack of understanding regarding the role that parents play, and parents consistently identify as the guardians of their children's education. Minister Chen Baosheng stated in his speech during China's national education work conference in January 2019 that "one can jointly promote cooperation between families, schools, society, and the government through various forms such as family committee and purchase of services". This is consistent with the direction of national home-school cooperation and parents' participation in school management. In the near future, parents' participation in school management through the family Committee and other forms will not only obtain institutional protection, but will probably also obtain financial support. In September 2019, in response to the Recommendation No. 2790 of the Second Session of the 13th National People's Congress, the Ministry of Education said that it had included "family-school collaboration in educating people" in 18 "Forging pen" key plans, improving the quality of family education through school guidance and other ways, and giving full play to the good role of home-school collaboration in parenting.

Table 2*Summary Table on Teacher Involvement in School Management*

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Administrative Work	2.29	Disagree	2
2. Education and Teaching	2.73	Agree	1
3. Logistic Support	1.90	Disagree	3
Composite Mean	2.31	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 is a summary of teachers' participation in school management with three different participation projects: administrative work, educational teaching work, and logistics work earning a composite mean of 2.31.

The topmost is on education and teaching, agreed by the respondents, with a weighted mean score of 2.73. It means that the teachers are truly focused on their functions as educators in the school. The school has done a good job of making the teachers committed at their work. Teachers are the seen to be key players encouraging involvement of parents in education since they have a usual close contact with them in academic matters. The Transformational Leadership for Parental Involvement Questionnaire (TLPIQ) was developed to assess teachers' perceptions of support from school leaders in inviting parents to be involved in their children's education. Results showed that that the way how teachers perceive transformational leadership in schools was closely linked with the positive attitude of parents. As such, it points to the supporting role school leaders can play in the context of parental involvement (Yulianti et. al.,2019). Meanwhile, administrative work is disagreed by the respondents to be their function in the school management; it earned a composite mean of 2.29. This is because there are really administrative staff assigned to do those works and the teachers are relieved from this task. Their focus will be on instruction only which is a positive thing about the management. When it comes to issues that have little to do with teachers' personal interests, such as the preparation of bidding plans for school infrastructure construction, the use of school budget funds and the purchase of school uniforms, teachers say that they do not want to participate too much.

Participation in logistics had the lowest score of the three items, at 1.90. In fact, this was disagreed to be part of the job of teachers. This may mean that teachers are less involved in the content of school management, or that teachers think they can be involved in less logistics. It is clear from these data that teachers have the highest involvement in education teaching, followed by participation in administrative work. The overall view is positive, as all scores are within the "agree" range. However, as none of the scores fell within the "strongly agree" range, there is room for improvement. Dewey argued that "teachers should have the right to discuss and decide on the methods of discipline and instruction, as well as on the textbooks of the curriculum."

As can be seen from table 3, both R-values show strong correlation and P-values show obvious correlation. This suggests that parent Involvement and teacher Involvement in School Management Issues are not related and they can be taken or tackled independently. This is though not consistent in the context of China wherein parents' participation in school management and teachers' participation in school management are mutually

complementary and mutually promoting. Through the establishment of a good home-school cooperative relationship, it can promote the all-round development of students, improve the quality of education and management efficiency.

Table 3

Relationship Between Parent Involvement in School Management and Teacher Involvement in School Management Issues

Parents' Right	r-value	p-value	Interpretation
Administrative Work	0.012	0.817	Not Significant
Education and Teaching	0.037	0.466	Not Significant
Logistic Support	0.066	0.194	Not Significant
Parents' Participation			
Administrative Work	-0.032	0.537	Not Significant
Education and Teaching	-0.032	0.525	Not Significant
Logistic Support	0.078	0.129	Not Significant
Parents' Awareness			
Administrative Work	-0.048	0.343	Not Significant
Education and Teaching	-0.068	0.182	Not Significant
Logistic Support	-0.025	0.624	Not Significant
Home School Cooperation			
Administrative Work	-0.009	0.860	Not Significant
Education and Teaching	-0.046	0.365	Not Significant
Logistic Support	-0.050	0.332	Not Significant

Legend: Significant at p-value < 0.05

At the same time, the two sides should also work together to overcome the challenges faced in the process of cooperation and constantly improve the effectiveness of cooperation management. In general, the development of schools cannot be separated from the active participation of parents. Establishing a positive communication and collaboration relationship with the school to jointly promote the all-round development of students. The involvement of parents is related to the development of the school and the progress of the child. From the legal point of view, parents have the right and responsibility to participate in school education; From the perspective of management function, parents can share part of school work, which has guiding significance for school development. Parents can share the meaning and experience of educating their children (students) with the school. As a resource, parents can provide both human and material help to schools, and parental involvement can encourage schools and teachers to put in the work. From the function of education, parent participation is a necessary part of student education, parent participation is an important learning opportunity, is a kind of parent education, parent participation can promote the professional development of teachers, is a kind of learning opportunity for teachers.

Table 4

Proposed Action Plan for Improved Teacher and Parent involvement in School management

Key Result Areas	Objectives	Enhancement Activities	Success indicator	Persons involved
Parent Involvement Parent's Awareness	To raise awareness of parents' participation in school management	Carry out "Five ones" activities among parents. Each parent attends the school once a term, and The class teacher exchanges once, participates in a school activity, does a good thing for the school, and gives the school a rationalization suggestion	90% of parents are involved in school management, from never participating in school management, not knowing how to participate in school management, to actively participating in school management	School patriarch Teacher in charge of a class
	To improve the ability of parents to participate in school management, so that more parents can participate in school	Have dedicated "parent schools" will be set up by the government, the education department and accredited universities. Hierarchical, piecewise area of the formal line of classes. And equipped with full-time teachers. Ensure that parents' school is regular and long-term.	85% of parents learn more strategies and methods to participate in school management through the "parent school", better cooperate with the school and teachers to manage the school, and improve and help children grow up.	Patriarch school

	management To ensure that parents can better participate in school management in addition to home-school cooperation organized by the school	Select parent representatives but should not be unilaterally appointed by the school, but should be elected by the parents, and the election process should fully follow the principles of equality, voluntary- democracy. In addition, schools should make full use of the parents' association to absorb the participation of parents, and Each time the PTA works out a detailed solution to the problem that arises, it then implements the solution and brings the results to the next "parent meeting".constantly improve the "parents' association" system.	97% of the problems that arise in the home school are resolved by the Family Committee.	Patriarch Parent committee
2. Teacher Involvement Logistic Support	To let school administrators begin to change conventional wisdom To promote the legalization of teachers' participation in school management To Create a good system environment for teachers to participate in school management	School administrators understand the basic situation of front-line education and teaching, master the development law of teachers, ensure effective communication with teachers, enhance understanding, mutual benefit; School administrators correctly guide teachers to participate in school management, and actively encourage teachers to participate in school management, so as to enhance teachers' sense of honor, mission, belonging and identity. According to the relevant laws of the state or the Ministry of Education, the school shall formulate relevant rules and regulations, stipulating what content can allow teachers to participate in management and even participate in decision-making, stipulating that teachers at different levels can participate in school management at different levels, and formulating practical and effective participation management standards, which can not only mobilize the enthusiasm of teachers, but also play a practical role and balance the power of management. Schools should establish relatively independent democratic management and supervision institutions. This structure can be the faculty representative assembly, followed by the faculty representative assembly to hold meetings as scheduled, and to give direct feedback on reasonable or unreasonable opinions and suggestions	The principal encourages teachers to participate in school management, 85% of teachers participate in school management, so that schools, principals, teachers and administrators can better combine. 100% of teachers are aware of the system of participation in school management, There are relevant systems to ensure teachers' reasonable participation in school management, so that teachers' participation in school management is guaranteed. 100% teachers participate in the election of the Faculty Congress	Rector Teacher Teacher Management Teacher School Management

4. Conclusions and recommendations

Majority of the parent-respondents agreed to exercise their involvement in school management, rights, participation, awareness, and home – school cooperation. Majority of the teacher-respondents were involved in school management and focused highly on education and training, however, not so much obligated on administrative work and logistic support. Parent involvement and teacher involvement in school management is closely related to the improvement of schools, therefore, the more they participate in school management, the better the development of the school. An action plan to improve parents' and teachers' involvement in school management was proposed. To create a solid connection between parents and schools, the family committee may create a good family committee structure that outlines the committee's responsibilities and rights. To achieve the main goal of parents' participation in school management, schools may create a long-term mechanism for teachers' participation, increase principals' awareness of democratic management, improve the quality of principals' management, strengthen teachers' awareness of participation, expand channels to ensure parents' participation in school management, and place a high value on training parents' capacity and degree of participation in school management. By participating in school management, teachers may get more involved in the school, show a willingness to help the school, and integrate into the management team. This creates a "win-win situation" for the school and the teachers. The proposed action plan may be studied, implemented and evaluated. Future researchers may conduct similar studies to explore other variables that may influence or affect parental and teacher involvement in school management such as school image, organizational effectiveness and working conditions.

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