

CHINESE TEACHERS' PERCEPTIONS OF SCHOOL FAMILY COLLABORATION: A STUDY OF ELEMENTARY SCHOOLS IN ZHEJIANG PROVINCE

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ABSTRACT

The purpose of this study is to investigate Chinese teachers' perceptions on school and family collaboration. This is a descriptive study with mainly a quantitative approach to solicit the perceptions of seventy-five Chinese teachers toward collaborative effort between the school and the family. The findings of this study clearly indicated that Chinese teachers understood the importance of parental involvement to student success and that they planned to work with parents to foster a positive environment in support of school and family collaboration. It is recommended that a school-initiated comprehensive school and family collaboration plan be developed to accomplish higher efficiency and effectiveness.

INTRODUCTION

Research has clearly indicated that student achievement could improve with increased collaboration between parents and school (Brough & Irvin, 2001; Fan, 2001; Fan & Chen, 2001). In this collaborative relationship, teachers are always in the frontline in contact with the parents. Therefore, it is important that teachers bear a positive attitude, initiation and willingness toward building a strong tie between families and school. In China, it has been a cultural tradition that teachers work closely with parents for the continuous growth of the children. This study will examine the Chinese teachers' perceptions toward their efficacy, willingness, administrative support, student family background, parent association, barriers to and planning for school family collaboration.

REVIEW OF RELATED LITERATURE

Families played an important role in promoting the academic success of their children (Swap, 1993). Parents saw that school sponsored community activities provided an inviting education involvement environment (Sanders, Epstein, Connors, & Tadros, 1999; Overstreet, Devine, Bevans & Efreom, 2005). Teachers must keep in mind that parents, regardless of their income levels or ethnic background, value education of their children (Lareau, 1990). Poor parental involvement could become a barrier to educating children in school (Voltz, 1998).

Epstein (1990) declared that school policies and teacher practices could determine whether parents would participate in their children's education. In response, many states in the United States have implemented policies to involve parents in early literacy education, school safety and dropout prevention programs (Zinth, 2005).

Six types of parental involvement can be identified (Epstein, 2002): (1) parenting knowledge and skills; (2) communicating between home and school; (3) volunteering at school and in the community; (4) supporting student learning at home; (5) involvement in decision making and advocacy; (6) collaborating with the community.

Communication between schools and parents is a key component of a school and family relationship. Educators have worked on effective communication to keep parents informed of school events (Ekvall & Arvonen, 1994; Hoy & Miskel, 2005; Hughes, Ginnett, & Curphy, 2002; Yukl, 2002) and have identified communication skills and channels that would facilitate communication (Lucas, 1985). Meanwhile, Moller, et al. (2005) claimed that schools needed to alternate their communication strategies with parents to accommodate different social and educational settings.

Fan (2001) and Fan and Chen (2001) declared that increased parent teacher collaboration could help improve student academic performance. Brough and Irvin (2001) also discovered similar findings. Epstein and Sheldon (2002) also found that close parent-teacher collaboration could result in improved student school attendance.

In advancing the school and family connections, Chinese educators found that direct meetings between teachers and parents proved to be very effective in tightening the school and family tie (Jiang & Chan, 1990). Kristoffersson, Gu and Zhang (2013) disclosed that a “parent spokesman” system in China with community representatives worked in making suggestions for school improvement.

Chen and Li (2003) concluded in their study that combining school education and home education could enhance children learning. In their recent study of Chinese school and family relationship, Shu, Jiang, Xu and Chan (2014) claimed that Chinese teachers and school administrators could improve school and parent relationship by involving parents in student community experiences.

PURPOSE OF THE STUDY

Schools in China are advocating the creation of school and family collaboration. It is hoped that through this collaboration, schools and families could work closely together for the overall growth development of the children. Research has indicated that teachers play an important role in this school and family collaboration. Therefore, the purpose of this study is to investigate how the Chinese teachers perceive school family collaborative efforts and what part they could play in this significant collaboration.

RESEARCH QUESTIONS

The following research questions are developed to guide the process of this study:

1. How do Chinese teachers perceive the school family collaboration efforts of their schools?
2. How do Chinese teachers perceive the adequacy of school administrative support?
3. What do Chinese teachers contribute to the school family collaboration?
4. How do Chinese teachers understand their students’ family background?
5. How do Chinese teachers perceive the parent association at school?
6. What do Chinese teachers perceive as barriers to school family collaboration?
7. What do Chinese teachers perceive as essentials in planning for school family collaboration?

SIGNIFICANCE OF THE STUDY

In China, Beijing Institute of Educational Administration (1981) urged for school-parent communication to enhance healthy child development. In 2001, the State Council of the People’s Republic of China specifically asked for schools to help parents create a

positive learning environment at home. In 2004, the State Council also called for schools to establish parent schools to prepare parents to work with their children at home. In recent years, the Chinese Department of Education (2012) has stressed the employment of effective strategies in developing sustainable school community relationship. Teachers in China have felt the pressure to react to the Central Government's repeated calls for better school and family relationship. This study was initiated just in time to investigate the Chinese teachers' perceptions on school and family collaboration. The findings of this study not only will add to the scarcity of literature in this field but also disclose teachers' perception tendency toward better school and family collaboration.

RESEARCH METHODOLOGY

Design

In this study, a basic quantitative approach was employed in the research design. In a descriptive survey of research participants, mainly quantitative data were solicited for use in the study. An open-ended question was also included to allow non-restrictive comments from the research participants. This methodology allowed the researchers to obtain an overall picture of educators' perceptions of school and family issues while at the same time provided opportunities to solicit additional detailed information through open-ended questions (Wiersma & Jurs, 2005).

Participants

One hundred teachers were invited to participate in this study. They were randomly selected from twenty elementary schools located at Huzhou, Zhejiang Province, China. They were informed that their participation was voluntary. Seventy-five teachers (75%) accepted the invitation and responded to the survey attesting their honesty in responding to all the survey items.

Survey Instrument

The 38-item survey instrument in this study was designed by the researcher with reference to current literature. It contains a participant's demographics section, and other sections to reflect on teacher efficacy, administrative support, teacher willingness, understanding of student family background, parent association, barriers to school family collaboration, and planning for school family collaboration. To accommodate the nature of the survey questions, for the first twenty-two items, a five-point Likert scale was used to solicit teachers' responses whereas multiple checking of a single item was allowed for the rest of the twelve items. An open-ended question was also added to allow space for teachers' additional comments. The instrument was field tested with ten teachers to confirm its appropriateness in contents, language and format for instrument improvement. The instrument was then revised to accommodate the teachers' recommendations for improvement. The revised version of the instrument was used for surveying teachers in the study.

Data Collection and Analyses

The survey instrument was delivered to randomly sampled teachers of the twenty elementary schools of Huzhou, Zhejiang Province, China. One hundred survey forms, five from each elementary school, were electronically delivered to the sampled teachers with 75 responses.

Quantitative data were analyzed by descriptive statistics to display frequencies and means as indications of the directions of the participants' preferences. Qualitative data collected in the open-ended question were tabulated and coded by themes and responses. Analysis was made by closely examining emerging themes and consistent patterns of similarities and differences.

FINDINGS

Participants' Demographics

An analysis of the teachers' demographic information indicated that all the participating teachers were certified with 85.4% of them holding a Bachelor of Arts degree in elementary education, 9.3% of them had four-year college education and 5.3% graduated from two-year junior colleges. In teaching experiences, most of them (86.6%) have been teaching from one to fifteen years with 33.3% of them in their first five years of teaching. (See Table 1 and Table 2.)

Table 1 Education Levels of Teachers

Education Level	Number of Teachers	Percentage
Junior College	4	5.3
4 Year College	7	9.3
B.A. (Elementary Education)	64	85.4
M.A.	0	0
Doctorate	0	0
Total	75	100

The report of the findings of this study will follow the order of the research questions as shown below:

1. How do Chinese teachers perceive the school and family collaboration efforts of their schools?

Ten items are included in this section of the survey to solicit the teachers' general perceptions of the school and family collaboration. The items that were rated high include: (1) *Teachers and parents work more patiently with children with school and family collaboration* (mean=4.44); (2) *Teachers and parents work in closer relationship in school and family collaboration* (mean=4.43). The relatively low rated item was *I have sufficient knowledge and skill to manage large scale school and family activities* (mean=2.96). The overall average of the teachers' responses in these ten items was 3.692 which is above average. In fact, almost all the teachers' responses in the ten items are positively above average except one. (See Table 3.)

Table 2 Years of Teaching Experience of Teachers

Years of Teaching	Number of Teachers	Percentage
1 to 5 years	25	33.3
6 to 10 years	13	17.3
11 to 15 years	27	36.0
16 to 20 years	7	9.4
21 and over 21 years	3	4.0
Total	75	100

Table 3 Teachers' General Perceptions of School and Family Collaboration

Survey Items	Mean (on 1-5 Likert Scale)
* Students have higher achievement as a result of school and family collaboration.	4.24
* Teachers and parents work more patiently with children in school and family collaboration.	4.44
* Teacher and parent relationship improves in school and family collaboration.	4.43
* Parent cooperation enhances student achievement and behavior.	3.48
* Parents should be involved in planning school family activities.	3.55
* School family collaboration helps my class teaching.	3.69
* Parents share with teachers their children's learning and growing activities.	3.52
* I contact parents when their children are performing particularly good or bad.	3.21
* I have the ability to organize large scale school and family collaborative activities.	2.96
* School and family collaborative activities in my school are satisfactory.	3.40
Overall Rating	3.69

2. How do Chinese teachers perceive the adequacy of school administrative support?

Three items are included in this section of the survey to solicit the teachers' responses to the school administrative support of school and family collaboration. All three items were rated above average by the teachers. *School encourages parents to participate in school and family collaboration* was rated the highest (mean=3.63). *School initiates activities with family*

support was rated the lowest (mean=3.13). The overall teacher rating of this section was 3.364 indicating that teachers recognized the administrative support to the development of school and family collaboration. (See Table 4.)

Table 4 Teachers’ Perceptions of Administrative Support of School and Family Collaboration

Survey Items	Mean (on 1-5 Likert Scale)
* School administrators are working hard to involve parents in school activities.	3.63
* School provides teacher training opportunities to work with parents.	3.33
* School administrators organize school and family activities with parental support.	3.13
Overall Rating	3.36

3. What do Chinese teachers contribute to the school and family collaboration?

This section of the survey includes five items intending to examine the teachers’ contributions to the school family collaboration through their expression of willingness to participate in the collaborative effort. Teachers’ responses to all the five items were above average indicating the teachers’ enthusiasm in participating in the school and family collaboration. The overall average of all five items in this section was 3.795. The item with the highest rating (mean=4.15) was *to reserve sufficient time to interact with parents during school and family collaboration functions*. The comparatively lowly rated item was *to regularly update children’s growth development to parents who do not live with their children* (mean=3.41). (See Table 5.)

Table 5 Teachers’ Perceptions of Their Contributions to School and Family Collaboration

Survey Items	Mean (on 1-5 Likert Scale)
* I treat the parents as my partners in teaching.	3.81
* I will learn all the skills needed to communicate with parents.	3.81
* I will participate in school sponsored workshops to help promote school and family collaboration.	3.79
* I will regularly report children’s activities to parents who do not live with their children	3.41
* I will provide sufficient time for parent responses in PTA meetings.	4.15
Overall Rating	3.79

4. How do Chinese teachers understand their students' family background?

This section of the survey includes four items aiming at investigating how Chinese teachers understand their students' family background. The teachers rated all the four items to be above average with an overall average rating of 3.4. The highest rated item was *understanding the cultural and financial background of the students' family* (mean=3.52). The lowest rated item was *parents want to know more about the school curriculum* (mean= 3.25). In general, the teachers expressed their intention and desire to understand more of the students' family background to be able to offer appropriate assistance to the students. (See Table 6.)

Table 6 Teachers' Perceptions of Their Understanding of Student Family Background

Survey Items	Mean (on 1-5 Likert Scale)
* I understand the cultural and economic backgrounds of the students' family.	3.52
* Children's academic achievement is the parents' most concerned item.	3.48
* Parents have time to work with their children on homework assignments.	3.35
* Parents want to know more about the school curriculum.	3.25
Overall Rating	3.40

5. How do Chinese teachers perceive the parent association at school?

In their responses to parent associations in school, the teachers indicated that 94.7% of the schools had parent association established and were in operation. However, when they were asked if they took initiative to contact parents in the association, most of them (56.8%) responded that they did not take the initiative. Approximately 14.8% of the teachers indicated that they did not know how to properly contact the parents. (See Table 7.)

Teachers perceived that parent representatives in the parent association could reflect the parents' wishes to the school (30.5%) and make suggestions for improving teacher and parent communication (37.9%). They thought of the major functions of the parent association as (1) to help parents better understand the school programs and operation (24.3%) and (2) to communicate to teachers and school administrators the demands and recommendations of the parents (29.2%). Teachers considered it a great opportunity during the parent association meetings to discuss (1) student school performance (30%); (2) parental cooperation in their children's education (38.3%); and (3) parental perspective on school improvement. (31.7%). (See Table 7)

6. What do Chinese teachers perceive as barriers to school family collaboration?

Unsupportive situations could create barriers to school and family collaboration. Teachers evaluated these barriers and summarized the main causes of these barriers to be (1) too busy in daily life (24.6%); (2) school lack of collaborative environment (34.3%); and (3) uncooperative parents (35.8%). The teacher identified problematic issues of school and family collaboration

to include (1) parents not actively involved (26.3%); (2) school not taking it seriously (21.8%); and (3) teachers and parents do not agree (18.4%). Teachers also examined the reasons of ineffective school and family collaboration as (1) lack of multiple channels of communication (48.2%); and (2) lacking ways of systematic management (35%). (See Table 8.)

7. What do Chinese teachers perceive as essentials in planning for school family collaboration?

Most of the Chinese teachers (60%) perceived the most significant goal of school and family collaboration was to provide appropriate education programs to suit the children’s needs. In planning for school and family collaboration, Chinese teachers preferred to communicate with parents by using telephone (39.6%) and by taking advantage of parents participating in school activities (27.2%). In their contact with parents, they were prepared to mainly discuss the student learning process (28.9%), student behaviors (32.4%) and student psychological development (25.4%). In the collaboration approach, teachers would like to start with teacher initiation (43.6%) followed by routinely scheduled meetings (32%). When asked how they would plan to participate in school and family collaboration activities, most teachers (40.9%) indicated that they tended to stay in touch with parents through telephone and Internet devices. [See Table 9.]

Table 7 Teachers’ Perceptions of Parent Association

Survey Items	No. of Responses	Percentage
Is there a parent association in your school?		
*Yes	71	94.7
*No	4	5.3
Do you communicate with members of the parent association?		
*Yes	21	28.4
*No	42	56.8
*Don’t know how to	11	14.8
Parent representatives should do the following (Check all that apply):		
*Deliver the parents’ voices	53	30.5
*Suggest better teacher parent communication	66	37.9
*Present successful teacher parent collaborations to other parents	39	22.4
*Participate in school development planning	16	9.2
The functions of the parent association are (Check all that apply):		
* Help all parents to have a better understanding of the school	55	25.2
* Reflect the parents’ opinions to the school	66	30.3
* Help organize school family activities	35	16.0
* Motivate parent resources to support the school	39	17.9
* Allow parents participate in school planning	23	10.6

Teachers discuss the following in the parent association meeting (Check all that apply):

* Report on students' academic achievement	54	30.0
* Request parents to work with the school	69	38.3
* Present parents' suggestions to the school	57	31.7

Other Teacher Responses

A space was made available in the survey instrument for teachers to freely express themselves beyond the limitation of the survey questions. A few teachers took advantage of the opportunity to voice their opinions as follows:

"Routinely scheduled meetings with parents have proved to be very helpful in understanding the children's behavior and performance both at school and at home."

"School open day is a good time to exchange opinions with parents about the children's activities."

Another teacher strongly recommended the use of available technology to improve parent and teacher communication. The teacher claimed that "the use of Internet devices such as school websites would be a convenient way of school and family communication." The communication issue was also brought up by another teacher who suggested "the use of multiple channels of activities in contact with parents so that not the same parents are in touch at all times".

Table 8 Teachers' Perceptions of Barriers to School and Family Collaboration

Survey Items	Number of Responses	Percentage
The causes of barriers to school family collaboration:		
* Too busy in life	33	24.6
* School does not create the collaborative environment	46	34.3
* Uncooperative parents	48	35.8
* Parents do not know of school family Collaboration	3	2.3
*Other	4	3.0
Problematic issues in school family activities:		
* Activities are not significant	0	0
* Parents are not actively involved	47	26.3
* School does not take the collaboration seriously	39	21.8
* Collaborative format is unattractive	22	12.3
* Teachers and parents do not see eye-to-eye	33	18.4
* School does not provide appropriate participating Opportunities	26	14.5
* Lack of real communication between school and Family	3	1.7
* School taking the lead without mutual initiative	9	5.0
What prevent(s) school and family collaboration activities to be effective?		
* No frequent activities of interest	7	5.1

* Lack of multiple channels of collaboration	66	48.2
* No attention was paid to the collaboration effectiveness	15	10.9
* No system of management and evaluation	48	35.0
* Other	1	0.8

DISCUSSION

As a result of data analysis, the findings of this study have generated several significant points worthy of discussion in the following:

First, the participating teachers in this study commonly recognized that there was a definite need for school and family to work together for the betterment of children growth. This significant finding is reflecting the same ideas as expressed by Brough and Irvin (2001), Fan (2001), and Fan and Chen (2001) who claimed that close school and family relationship helped improve student performance. It also echoes Voltz (1998) who expressed that poor parental involvement resulted in barrier to student achievement.

Second, the teachers perceived that parents were not actively involved in school and family collaboration activities and that they were not cooperative in participating in school functions. On the other hand, many teachers agreed that schools did not work hard enough in building an inviting collaborative school environment for parent participation. This is contrary to the findings of Sanders, Epstein, Connors, and Tadros (1999) and Overstreet, Devine, Bevans & Efreom (2005) who indicated that parents saw school sponsored community activities to have inviting education involvement environment. At the same time, the teachers recommended that school and family collaboration should start with teacher initiation to foster an inviting environment.

Third, teachers in the study clearly indicated their intent to get to hear more from the parents and to understand more of the students' family background. However, many of them did not take the initiative to communicate with parents because they admitted that they did not have enough knowledge and skill to professionally manage large scale school and family collaboration functions. After all, over one third of the teachers in the study were young teachers with only five or less years of teaching experiences. Schools need to offer training workshops to better prepare teachers to work with parents.

Table 9 Teachers' Perception of School and Family Collaboration Planning

Survey Items	Number of Responses	Percentages
The purpose of school family collaboration is:		
* To improve student achievement	5	5.3
* To provide children with suitable education programs	57	60.0
* To better understand children development	24	25.3
* To promote love and respect for teachers and parents	9	9.4

Communication channels preferred:		
* Home visits	22	13.0
* Through parent association	26	15.4
* Parent workshops	8	4.8
* Telephone	67	39.6
* Parent participation in school functions	46	27.2
Topics for discussion with parents:		
* Student academic achievement	50	28.9
* Student behavior	56	32.4
* Student psychological mindset	44	25.4
* Student Interest	23	13.3
* Other	0	0
Teacher and parent communication should take the following approach:		
* Parents take initiative to contact teachers	17	21.8
* Teachers take initiative to contact parents	34	43.6
* Communicate as needed.	2	2.6
* Meeting on a regular schedule.	25	32.0
Teachers' preferences to participate in school family collaboration activities:		
* Meeting face-to-face with parents	35	11.3
* School open day	24	7.7
* Home visits	21	6.8
* School family networking	32	10.3
* School workshops	7	2.3
* Through Wechat or Whatsapp devices	63	20.3
* Large school functions	31	10.0
* Through telephone	64	20.6
* School website	5	1.6
* Parents come to school'	19	6.2
* Parent association	9	2.9

Fourth, in the teachers' observation, the schools were trying hard to get the parents involved in school activities. However, at the time of the study, the teachers thought that there was not enough parental participation in school activities. Schools need to reconsider the entire approach in encouraging parent involvement and come up with more effective strategies in managing school family collaboration.

Fifth, in their study of school and community relationship, Kristoffersson, Gu and Zhang (2013) found that a "parent spokesman" system with community representatives helped make school improvement recommendations. The findings of this study also pointed to the same direction that schools could work closely with members of the parent associations for enhanced school and family collaboration.

Sixth, the findings of this study indicate that school-initiated community activities were unattractive and that schools needed to consider more effective alternative approaches

in working with parents such as the employment of new technologies. The findings are in alignment with those of Lucase (1985) and Mollar, et al. (2005) who clearly stated that schools needed to consider alternate strategies to effectively communicate with parents.

Seventh, the State Council of the People's Republic of China (2001) asked for schools to help parents create a positive learning environment at home. More specifically, the State Council (2004) also called for schools to establish parent schools to better prepare parents to work with their children at home. However, according to the perceptions of the teachers in this study, schools had not done enough in this respect to help parents to work with their children at home.

IMPLICATIONS

The findings of this study have delivered a strong message that teachers in China recognized the importance of building a strong school and family collaboration for the continuous development of the children. They need to take more initiative to work with parents to get them involved with school activities. On the other hand, schools need to consider starting to develop an overall plan for improvement of school and family relationship. The plan could include programs to prepare teachers with knowledge and skill to better work with parents efficiently and effectively. The plan could also include a component of parent workshops to prepare parents to get more involved in school and family functions. Parents can be invited to help develop the school and family collaboration plan so they can claim ownership of the plan. These constituencies in the school and family collaboration plan are all included in Epstein's types of parental involvement programs (2002).

CONCLUSION

The findings of this study, as a result of data analyses, indicated that teachers were in full support of school and family collaborative efforts. They started from understanding students' family background and showed strong willingness to work with parents in the continued development of their children. However, many of them admitted that they needed help to prepare them to become better communicators with parents. The findings of this study are in agreement with the findings of several previous studies. At the same time, this study has generated new discoveries. Teachers clearly indicated that parents also need help to better understand the direction they need to follow in working with teachers and administrators at school. Therefore, the findings of this study strongly point to the need to develop a comprehensive school and family collaboration plan in response to the call for positive school family relation by the Chinese Department of Education.

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APPENDIX

A Survey of Teacher Perceptions on School Family Collaboration

Section A: Teacher Demographic Information

1. How many years have you been a teacher?

- Less than 5 yrs. 6–10 yrs. 11–15 yrs. 16–20 years
 More than 20 yrs.

2. What is your highest level of education?

- Junior College Four Year College Bachelor Degree
 Master's degree Doctoral degree

In the following sections, for each question, choose from ONE of the following 5 ratings:

Section B: Teaching Efficacy

1. Students have higher achievement as a result of school family collaboration.

- Strongly Disagree Disagree Slightly Agree Agree Strongly Agree

2. Teachers and parents work more attentively with children in school family collaboration.

- Strongly Disagree Disagree Slightly Agree Agree Strongly Agree

3. Teacher and parent relationship improves in school family collaboration.

- Strongly Disagree Disagree Slightly Agree Agree Strongly Agree

4. Parental cooperation enhances student achievement and behavior.

- Strongly Disagree Disagree Slightly Agree Agree Strongly Agree

5. Parents should be involved in planning school family activities

- Strongly Disagree Disagree Slightly Agree Agree Strongly Agree

6. School family collaboration helps my class teaching.

- Strongly Disagree Disagree Slightly Agree Agree Strongly Agree

7. Parents share with teachers their children's learning and growing activities.

- Strongly Disagree Disagree Slightly Agree Agree Strongly Agree

8. I contact parents when their children are performing particularly good or bad.

- Strongly Disagree Disagree Slightly Agree Agree Strongly Agree

9. I have the ability to organize large scale school and family collaborative activities.

- Strongly Disagree Disagree Slightly Agree Agree Strongly Agree

10. School and family collaborative activities in my school are satisfactory.

- Strongly Disagree Disagree Slightly Agree Agree Strongly Agree

Section C: Administration Support

- 1. School administrators are working hard to involve parents in school activities.
 Strongly Disagree Disagree Slightly Agree Agree Strongly Agree
- 2. School provides teacher training opportunities to work with parents.
 Strongly Disagree Disagree Slightly Agree Agree Strongly Agree
- 3. School administrators organize school and family activities with parental support.
 Strongly Disagree Disagree Slightly Agree Agree Strongly Agree

Section D: Willingness to Contribute to School and Family Collaboration

- 1. I treat the parents as my partners in teaching.
 Strongly Disagree Disagree Slightly Agree Agree Strongly Agree
- 2. I will learn all the skills needed to communicate with parents.
 Strongly Disagree Disagree Slightly Agree Agree Strongly Agree
- 3. I will participate in school sponsored workshops to help promote school family collaboration.
 Strongly Disagree Disagree Slightly Agree Agree Strongly Agree
- 4. I will regularly report to parents their children's activities in school.
 Strongly Disagree Disagree Slightly Agree Agree Strongly Agree
- 5. I will provide sufficient time for parent responses in PTA meetings.
 Strongly Disagree Disagree Slightly Agree Agree Strongly Agree

Section E: Understanding of Student Family

- 1. I understand the cultural and economic backgrounds of the students' family.
 Strongly Disagree Disagree Slightly Agree Agree Strongly Agree
- 2. Children's academic achievement is the parents' most concerned item.
 Strongly Disagree Disagree Slightly Agree Agree Strongly Agree
- 3. Parents have time to work with their children on homework assignments.
 Strongly Disagree Disagree Slightly Agree Agree Strongly Agree
- 4. Parents want to know more about the school curriculum.
 Strongly Disagree Disagree Slightly Agree Agree Strongly Agree

Choose your most appropriate answer(s) in the following sections:

Section F: Parent Association

- 1. Is there a parent association in your school?
 Yes No

2. Do you communicate with members of the parent association?

Yes

No

Don't know
how

3. Parent representatives should do the following (Check all that apply):

Deliver the parents' voices

Suggest better teacher and parent communication

Present successful teacher parent collaborations to other parents

Participate in school development Planning

4. Currently, the functions of the parent association are (Check all that apply):

Help all parents to have a better understanding of the school.

Reflect the parents' opinions to the school.

Help organize school family activities.

Motivate parents to support the school with resources

Allow parents participate in school planning

5. I always do the following during the parent association meeting (Check all that apply):

Report on students' academic achievement

Request parents to work with the school

Solicit parents' suggestions and recommendations of the school

Section G: Barriers to Collaboration (Check all that apply)

1. The causes of barriers to school family collaboration are:

Too busy in life

School does not create the collaborative environment

Uncooperative parents

Parents do not know of school family collaboration

Other

2. The problematic issues in school family activities are:

Activities are not significant

Parents are not actively involved

School does not take the collaboration seriously

The collaborative format is unattractive

Teachers and parents do not see eye-to-eye

School does not provide appropriate participating opportunities

Lack of real communication between school and family

School taking the lead without mutual initiative

3. What prevent(s) school and family collaboration activities to be effective?

<input type="checkbox"/> No frequent activities of interest	<input type="checkbox"/> Lack of multiple channels of collaboration	<input type="checkbox"/> No attention was paid to the collaboration effectiveness	<input type="checkbox"/> No system of management and evaluation	<input type="checkbox"/> Other
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Section H: Planning for School Family Collaboration

1. The purpose of school family collaboration is

<input type="checkbox"/> Improve student achievement	<input type="checkbox"/> To provide children with suitable education programs	<input type="checkbox"/> To better understand children development	<input type="checkbox"/> To promote love and respect for teachers and students	<input type="checkbox"/>
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2. I contact parents through the following channels:

<input type="checkbox"/> Home visits	<input type="checkbox"/> Parent association	<input type="checkbox"/> Parental workshop	<input type="checkbox"/> Telephone	<input type="checkbox"/> Parent participation in school functions
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3. I usually discuss with parents in the following aspects of their children:

<input type="checkbox"/> Student academic achievement	<input type="checkbox"/> Student behavior	<input type="checkbox"/> Student psychological mindset	<input type="checkbox"/> Student Interest	<input type="checkbox"/> Other
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4. Teacher and parent communication should take place in the following format:

<input type="checkbox"/> Parents take initiative to contact teachers	<input type="checkbox"/> Teachers take initiative to contact parents	<input type="checkbox"/> Communicate as needed.	<input type="checkbox"/> Meeting on a regular schedule.	<input type="checkbox"/>
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5. I participate in the school family collaboration effort in the following ways:

<input type="checkbox"/> Parent association	<input type="checkbox"/> School open day	<input type="checkbox"/> Home visits	<input type="checkbox"/> School family networking	<input type="checkbox"/> School activities
<input type="checkbox"/> Phone contact	<input type="checkbox"/> School website	<input type="checkbox"/> Parents visits to school	<input type="checkbox"/>	<input type="checkbox"/>

6. Do you have any recommendations for better schoolfamily collaboration?

END OF SURVEY

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