

Exploration and Practice of the Path of Home School Co-Education from the Perspective of Ethnic Education

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Abstract: As an important way to improve the quality of education and promote the all-round development of students, home-school co-education has special significance and challenges in ethnic minority areas. Due to the prominent cultural diversity, significant language differences, and deep-rooted traditional education concepts in ethnic minority areas, the implementation of home-school co-education faces many unique problems. Taking the ethnic minority areas of Tai-an City, Shandong Province as the main research area, this paper explores the current situation, problems and influencing factors of home-school co-education in ethnic minority areas through questionnaire survey and field research. This study systematically analyzes the current practice mode, existing obstacles and potential hidden dangers of home-school co-education from four aspects: parents, teachers, schools and society. The survey found that the main problems of home-school co-education in ethnic minority areas include: the lag of parents' education concept, the poor communication channels between home and school, the insufficient integration of ethnic culture and school education, and the weak social support system. In view of these problems, this paper further explores the feasible ways to optimize home-school co-education, such as strengthening the guidance of management department system, strengthening parent education, building multiple communication platforms, and improving social coordination mechanisms, aiming to provide theoretical reference and practical guidance for the sustainable development of home-school co-education in ethnic minority areas.

Keywords: Home-School Collaboration; Ethnic Education; Ethnic Minority Regions; Synergistic Education

1. Introduction

Education is a whole that cannot be separated from

the collaborative cooperation between schools and families. Soviet educator Lev Vygotsky once said, "School education without family education and family education without school education cannot accomplish the extremely delicate task of 'cultivating people'. The effectiveness of education depends on the consistency of the educational influence of schools and families"^[1]. This passage tells us that education requires the joint efforts and cultivation of schools and families, and relying solely on one cannot guarantee the all-round development of students. If families and schools can work together to cultivate, the impact on students will inevitably be twice the result with half the effort, both in their academic development and in their social and psychological growth. In addition, home school collaborative education can set an example for teachers and parents, improve students' attitudes, and conform to their growth trends. So home school co education can promote students' physical and mental growth. At the same time, the low level of modernization of education in ethnic regions is the biggest shortcoming in the process of China's education modernization construction. Due to the insufficient development of education in ethnic regions, there are hidden dangers in maintaining ethnic unity, social stability, and national security. Therefore, it is urgent and very important to reflect on the issue of family school co education in ethnic regions.

In recent years, home school co-education has become a hot topic in global education reform. Many countries and schools believe that home school co education is an important component of educational research and reform, and scholars at home and abroad have carried out their own explorations and practices. American scholar Joyce Epstein proposed the theory of overlapping influence threshold, which advocates that family, school, and community are the main forces influencing student development, and the synergistic effect of the three affects student growth^[2]. Bronfen Brenner and Hobbess proposed the ecosystem theory, which demonstrated through experiments that communities, schools, and families

all have an impact on students' physical and psychological growth. In recent years, Chinese national and local management departments have gradually attached importance to home school co education and introduced a series of policies to support it. These policies cover multiple aspects such as family education guidance, school education resource openness, and community participation, aiming to provide institutional guarantees and operational guidelines for home school co education. However, despite this, the degree of implementation of policies varies in different regions, especially in some ethnic areas. Overall, current research shows the characteristics of "rich international experience but insufficient cultural adaptation, and initial attention but lack depth in China"^[3]. Although foreign theoretical systems are relatively complete, they are not fully applicable in China's multi-ethnic environment. These research gaps need to be further explored, for example, the theme of this study is to find the path of home school co-education from the perspective of ethnic education^[4].

2. Analysis of the Current Situation of Collaborative Education between Ethnic Educators and Schools

2.1 Respondents and Data Collection

In this study, Tai'an City was primarily selected as the main research area. Tai'an City is a region where ethnic minorities live in a scattered and mixed manner, with the number of ethnic minorities, primarily Hui people, ranking second in the province, thus occupying an important position in the ethnic work of the province. At the same time, a nationwide survey questionnaire was released online, and students, parents, and teachers were selected anonymously as survey samples^[5]. After the questionnaire was collected, statistical analysis was conducted on the data in the form of data tables to provide data support for the overall research. In this study, a questionnaire was designed, and the questionnaire was open for 3 months. A total of 170 questionnaires were collected, which is relatively sufficient and has high credibility.

2.2 Analysis of the Causes of the Problem

2.2.1 Inconsistent awareness of home school co education between parents and teachers

The problem is evident in the results of this survey. Firstly, in home school co education, both school teachers and parents are educators, and their sense of cooperation largely determines the development

of home school co education. The scientific awareness and concept of co education can play a promoting role in home school co education. Similarly, if educators have insufficient scientific education awareness and biased educational concepts, it will weaken the significance of home school co education to a certain extent, making it a utilitarian educational means^[6]. Through investigation, it can be found that some people have a weak awareness of home school co education. However, in order to deepen the position of home school co-education in the hearts of parents, the influence of teachers is very important^[7]. However, teachers who are responsible for students' on campus life are usually tired and do not spend a lot of time and energy designing home school communication activities. In addition, home school collaborative education actually increases their workload. But sometimes the home school co education activities organized by teachers are not so perfect, which may cause dissatisfaction among some parents and undermine the confidence of teachers. In the minds of many parents, their children's education belongs entirely to the school, and they usually neglect their children when they are in school. Parents' concepts are too shallow and outdated, and they need to be constantly updated and improved. Especially in some multi-ethnic schools, many parents believe that the school needs to take full care of their children. If their children have problems in school, they will be dissatisfied with the parents, which actually increases the difficulty of home school co education.

2.2.2 Poor results of joint education activities between schools

Through practice, it can be learned that some schools' parent teacher conferences only respond to the management department's call, and usually only once a semester. Many students' parents are busy with work and attend with their grandparents, which makes the effectiveness of parent teacher conferences ineffective. There are also educational lectures organized by schools with lower requirements, which only require sending check-in screenshots in the parent group chat. Parents are also perfunctory and do not care about the actual content. With the continuous development of the Internet era, electronic equipment has become more and more popular. Network communication software plays an irreplaceable role in school activity planning and teacher notification release due to its efficient and practical characteristics. However, online communication also has its drawbacks. In daily school and family life, we often

encounter situations where we send WeChat messages to parents or teachers without checking them in a timely manner, and sometimes we can't reach them even by phone. It seems that everyone is busy, so we choose to save time by contacting them through WeChat or phone, which results in a lack of in-depth face-to-face communication between parents and teachers.

3. Exploring the Influencing Factors of School Co Education among Three Ethnic Educators

3.1 Mechanism of Cultural Factors' Influence

Tai'an City is an area with scattered ethnic minorities, and there are many differences in traditional culture. There are some contradictions between religious life in Hui ethnic gathering areas and school schedules. Parents' willingness to participate in school activities will significantly decrease during Friday's main holiday and Ramadan. According to the survey, a small number of school restaurants have not fully implemented halal meal standards, with less than 25% of halal windows. When parents participate in school activities, there are obstacles to dining, which reduces their trust in the school. Ethnic differences can also lead to differences in educational concepts and perspectives on home school co education. Therefore, the promotion of home school co education in ethnic regions is greatly influenced by cultural factors.

3.2 Association and Analysis of Family Factors

Ma Zhonghu believes that in the process of educating children, home school co education is very necessary. School education still requires the help and support of parents, and similarly, family education also requires teachers to guide, so as to ensure that students receive comprehensive and good education^[8]. However, many parents are not clear about their educational responsibilities and tasks for their children, often neglecting their important role, resulting in a lack of communication and connection between the family and school, leading to many problems. For example, parents believe that education is the responsibility and obligation that the school should undertake, and it has little to do with them. This idea can easily make parents become outsiders in student education, unwilling to participate in school activities, and lack attention to their children. Parents, as an important part of home school co education and playing a crucial role in the family, also need to possess good educational abilities. However, many parents in the

survey have limitations in their own educational abilities, and traditional family education has led to incorrect guidance for parents in ethnic areas. Many parents often use force and corporal punishment to educate their children, but this method can only have a short-term impact on the child and cannot truly educate the child's physical and mental health. It often arouses the child's desire for rebellion, which is not worth the cost. At the same time, parents may also become discouraged, thinking that they cannot educate their children well, and their desire to participate in home school collaborative activities may also decrease. This is also why many parents complain that their children prefer to listen to their teachers and perform better in school than at home, leading to a wrong educational model^[9]. The economic situation of the family can also affect home school co education. Parents with a large number of children and heavy burdens often do not have much time to pay attention to their children. They choose to go out to work, and their children become left behind children. Economic pressure causes parents to pay too little attention to their children, making their physical and mental development less smooth.

3.3 Analysis of the Role of School Factors

In addition to teachers and parents, schools also play an important role in home school co education, and there are also the following reasons on the school side. Firstly, there is a problem with school leaders, who do not place enough emphasis on home school cooperation. Although school leaders often emphasize the importance of this aspect, the implementation process shows that their understanding of home school co education is still insufficient. Most school administrators still lack specific work on home school collaborative education and lack systematic theoretical knowledge. Therefore, when implementing home school collaborative education, it is often the pursuit of the direct effects achieved on the surface of home school activities, while ignoring the original intention of home school collaborative education. Schools still serve as important bridges to connect parents and schools, and should take the initiative to undertake the task of home school co education and training for teachers. For example, schools can invite experts in relevant research fields to provide training for teachers, allowing them to gain experience and avoid being overwhelmed when communicating with parents.

Schools need to do a good job in home school co education, which not only requires the cooperation

of parents and teachers, but also a suitable environment. On some schools' official account or official websites, you can see some articles about children's education published by some schools, which is a good home school education platform. The 16th Primary School in Guyuan City has a home school co education style on each floor of the teaching building, which is convenient for parents and teachers to use when discussing student education development issues^[10]. This reflects the school's dedication to the home school co education platform. Parents' understanding of home school co education is not deep, and without a good communication platform and cooperation environment, it will greatly dampen their enthusiasm. Over time, home school co education will become even more difficult to achieve.

3.4 Comprehensive Consideration of Social Factors

From the perspective of the entire society, education related departments in China have been deepening and reforming education, and have issued multiple policies and measures on the issue of home school co education. However, the implementation of these policies and measures still needs improvement. Although official documents provide detailed opinions, few schools actually implement them according to the documents, which leads to the inability to implement policies effectively. Therefore, a supervision mechanism should be established to supervise the implementation of home school co education^[11].

4. Exploring the Path of Co Education between Ethnic Educators and Schools

4.1 Adhere to the Core of Student Development and Strengthen the Concept of Educating People

As an important component of the modern education system, home school co education must take the comprehensive development of students as the fundamental starting point and foothold. The education administrative department should introduce relevant special policies, clarify the inclusion of the "student-centered" principle in the evaluation index system of home school co education, and establish multi-dimensional growth goals such as academic progress, mental health, and cultural identity. Schools need to regularly organize seminars on "educational values" and guide parents and teachers to transform traditional educational concepts through typical case analysis. It is recommended to hold a "Home School Joint

Education Achievement Exhibition" every semester, using visual forms such as student art works and social practice reports to allow all parties to intuitively experience the actual effectiveness of collaborative education, thereby enhancing the awareness of educational community.

4.2 Improve the Institutional Guarantee System and Standardize Co Education Behavior

The smooth implementation of home school co education requires a sound system to ensure. Schools should establish clear family school co education regulations, set up family school committees, hold regular meetings to discuss student education issues, and supervise the implementation of relevant policies. At the same time, families should establish reasonable family rules and traditions, clarify parents' educational responsibilities, and avoid excessive reliance on or intervention in school education. Parents can develop a family learning plan to cultivate their children's ability for self-directed learning; Schools can provide parents with a more intuitive understanding of their students' performance in school through parent open days, home school contact books, and other means. Through institutionalized construction, both families and schools can fulfill their respective responsibilities, form an educational synergy, and jointly promote the healthy growth of students.

4.3 Strengthen Family Education Guidance and Enhance Teachers' Professional Abilities

Family education guidance services are an important means to improve the quality of family education and promote students' comprehensive development^[12]. Research has shown that family education guidance services have a significant positive impact on family education. Some families, due to parents' insufficient understanding of modern educational concepts, do not pay enough attention to educating their children, and at this time, schools need to "educate" parents. Parents can be educated and guided through organizing relevant educational lectures and special class meetings. Schools should also strengthen the training of teachers to equip them with the ability to communicate between home and school and provide guidance on family education. For example, regularly organizing teachers to participate in specialized training on home school co education, learning how to effectively cooperate with parents, and how to provide personalized advice for different family situations. Only when both teachers and parents

have high educational literacy can home school co education play its maximum effectiveness.

4.4 Enrich the Forms of Home School Cooperation and Build a Convenient Communication Platform

The content of home school cooperation should be diverse and meet the different needs of parents and students. In ethnic regions, we can combine ethnic cultural characteristics to carry out rich and colorful home school cooperation activities^[13]. At the same time, regular parent symposiums, home visits, and other activities can be held to gain a deeper understanding of students' family environments, in order to provide more targeted educational support. This school can also set up a parent opinion box or online feedback platform to encourage parents to actively participate in school management and provide reasonable suggestions. Through a smooth communication mechanism, both families and schools can solve problems in a timely manner, avoid the impact of information asymmetry on educational effectiveness, and ultimately form a good situation of collaborative education.

5. Conclusion and Prospect

Home school co education is an important way to promote students' comprehensive development, but due to regional cultural differences, outdated family education concepts, uneven distribution of school education resources, and imperfect social support systems, many regions still face many challenges in implementing home school co education practices. Some parents, influenced by traditional beliefs, believe that the responsibility for education lies entirely with the school and their own participation is relatively low; However, schools also lack a systematic home school collaboration mechanism, making it difficult to fully mobilize the educational enthusiasm of families. In addition, the lack of widespread recognition and support for home school co education at the social level further restricts the effectiveness of collaborative education. To address these issues, we need to explore and optimize from multiple dimensions in order to build a more scientific and efficient home school co education system.

The management department should play a guiding role in policies, issue relevant documents to clarify the importance of home school co education, and formulate specific measures to promote its implementation. Schools can be required by legislation or administrative regulations to regularly carry out home school co education activities and

incorporate parental participation into the education evaluation system. The management department can also establish special funds to support schools in providing guidance services for family education, such as organizing parent classes and issuing family education manuals, to help parents establish scientific educational concepts and enhance their parenting abilities. In addition, the management department should encourage community and social organizations to participate in home school co education, forming an educational ecology of "management department school family society" multi-party linkage.

Schools should strengthen professional guidance for family education. Many parents, although passionate about education, lack scientific methods and are prone to falling into the trap of overindulgence or excessive strictness. Therefore, schools can popularize knowledge about children's psychological development patterns and communication skills to parents through special lectures, one-on-one consultations, and other forms. At the same time, as a key link in home school co education, teachers should also receive relevant training to enhance their communication skills with parents and learn how to develop personalized educational recommendations based on different family backgrounds. Only when both parents and teachers have high educational literacy can home school co education truly be implemented.

Establishing an efficient communication platform between home and school is crucial. Although traditional forms such as parent teacher conferences and home visits have some effectiveness, they are limited by time and space and cannot meet the demand for instant communication. Schools can utilize modern information technology to achieve rapid transmission and two-way feedback of information. For example, teachers can share students' performance in school through the platform, while parents can raise questions or suggestions at any time. In addition, schools can regularly organize offline interactions such as parent-child activities to enhance trust and cooperation between families and schools. Smooth communication channels can not only solve problems in a timely manner, but also promote the integration of educational concepts and create a more harmonious environment for students' growth. In short, the optimization of home school co education requires joint efforts from the management department, schools, families, and society. Through policy support, institutional improvement, professional guidance, and

strengthened communication, we will gradually break down the barriers to current home school cooperation, form a collaborative effort to educate students, and ultimately lay a solid foundation for their comprehensive development.

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