

A Study on the Relationship Between Parents' Perceived Home-School Cooperation and Students' Behavioral Performance at Home: Evidence from X Senior High School, Tianjin, China

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Abstract This study aims to explore the current status of parents' perceived home-school cooperation and students' behavioral performance at home in X Senior High School of Tianjin, analyze their differences across demographic variables, and examine the correlation between the two variables. Adopting the questionnaire survey method, a total of 220 questionnaires were distributed to parents of students in the school, and 205 valid questionnaires were recovered, with an effective recovery rate of 96%. SPSS 22.0 was used for descriptive statistics, independent sample t-test, one-way analysis of variance, and Pearson correlation analysis. The results show that: (1) The overall level of parents' perceived home-school cooperation is relatively high, among which the dimension of mutual communication scores the highest, while the dimension of school support is relatively low; (2) Students present good overall behavioral performance at home, with learning attitudes better than learning habits; (3) Parents' age, educational background and marital status have significant differences in both home-school cooperation and students' behavioral performance at home. Parents aged 30–35, with higher educational attainment and stable marital status obtain higher scores; (4) There is a significant strong positive correlation between home-school cooperation and students' behavioral performance at home ($r=0.852^{**}$), and the mutual communication dimension shows the strongest correlation. This study can provide empirical evidence and practical references for senior high schools to improve the home-school co-education mechanism and optimize students' learning behaviors at home.

Keywords: Home-School Cooperation; Students' Behavioral Performance at Home; Parental Perception; Senior High School Students; Tianjin City.

1. Introduction

In the context of global education reform, home-school cooperation has become a core component of holistic education, emphasizing the joint participation of families and schools to promote students' physical and mental development. UNESCO and educational research institutions worldwide have highlighted that family involvement is critical to improving students' learning habits, emotional regulation, and academic performance. In China, national policies have clearly promoted the integration of school, family, and community education, making home-school cooperation an important part of basic education governance.

Tianjin X High School, founded in 2015, has long advocated home-school co-education and achieved positive results in campus culture and teacher development. However, problems such as insufficient parent-school interaction, unbalanced family education support, and unstable student home performance still exist. Existing studies have confirmed the positive impact of home-school cooperation on student development, but few

empirical studies focus on parent-perceived cooperation and its relationship with students' home behavior in Chinese senior high schools.

1.1 Research Objectives

1. What is the current status of parent-perceived home-school cooperation at Tianjin X High School?
2. What is the current status of students' home behavior performance at Tianjin X High School?
3. Are there significant differences in parent-perceived home-school cooperation across parents' demographic variables?
4. Are there significant differences in students' home behavior performance across parents' demographic variables?
5. What is the correlation between parent-perceived home-school cooperation and students' home behavior performance?

1.2 Literature Review

Home-School Cooperation

Home-school cooperation refers to the two-way interactive activities in which families

and schools cooperate, communicate, and support each other to promote students' healthy development. Epstein (1995) proposed six core dimensions: parenting, communication, volunteering, learning at home, decision-making, and community collaboration. This study adopts four localized dimensions: volunteering, mutual communication, school support, and home learning. Domestic studies have also verified that communication is the core dimension affecting the effectiveness of home-school cooperation (Liu, 2018; Zhang, 2020).

Students' Home Behavior Performance

Students' home behavior performance mainly includes learning attitude and learning habits, reflecting students' initiative, self-management, and learning efficiency in the family environment. Relevant studies have shown that positive home learning behavior is closely related to stable family environment, parental supervision and school collaborative guidance (Fredricks & Paris, 2004; Kuh, 2009).

Demographic Variables Research

Studies have shown that parents' age, education level, and marital status affect their participation in home-school cooperation and their evaluation of their children's home performance. Barnard (2004) confirmed that parents with higher education have higher participation in home-school cooperation; Li (2019) found that younger parents are more active in cooperative education; Brooks-Gunn et al. (1997) pointed out that stable family structure helps maintain good student behavior. Higher-educated and younger parents tend to have higher awareness and practice of home-school cooperation, while stable family structure helps maintain good student behavior.

Theoretical Framework

This study is based on Epstein's (1995) overlapping domains of influence theory, which holds that family, school, and community jointly affect student development through consistent education.

2. Materials and Methods

Research Design

A quantitative research method using a questionnaire survey was adopted to investigate parent-perceived home-school cooperation and students' home behavior performance, with descriptive statistics, variance analysis, and Pearson correlation analysis for data processing.

Participants

The participants were 205 parents of students at Tianjin X High School. A convenience sampling method was used.

- Age: 30–35 (32%), 35–40 (33%), ≥40 (35%)
- Education: ≤Junior College (36%), Bachelor (35%), ≥Master (29%)
- Marital Status: Stable (57%), Unstable (43%)

Table 1 Demographic Information of Participants (N=205)

Variable	Group	N	%
Age	30-35	66	32
	35-40	67	33
	≥40	72	35
Education	≤junior college	74	36
	Bachelor	71	35
	≥Master	60	29
Marital Status	Stable	117	57
	Unstable	88	43

Research Tools

The questionnaire was adapted from Epstein's home-school cooperation scale and domestic student behavior scales, divided into three parts:

1. Demographic variables (age, education, marital status).
 2. Parent-perceived home-school cooperation (4 dimensions: volunteering, mutual communication, school support, home learning).
 3. Students' home behavior performance (2 dimensions: learning attitude, learning habits).
- The overall Cronbach's α coefficient was 0.918, and the KMO value was 0.910, indicating good reliability. All items were scored on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree).

Data Collection

Questionnaires were distributed online from October 2021 to November 2022. A total of 220 questionnaires were distributed, and 205 valid questionnaires were recovered with an effective rate of 96%.

Data Analysis

SPSS 22.0 was used for descriptive statistics, independent-samples t-test, one-way ANOVA, and Pearson correlation analysis.

3. Results

Status of Home-School Cooperation

The overall mean score of parent-perceived home-school cooperation was 4.34 (high level).

- Mutual communication: $M=4.60$
- Home learning: $M=4.35$
- Volunteering: $M=4.30$
- School support: $M=4.10$

Status of Students' Home Behavior Performance

The overall mean score of students' home behavior performance was 4.35 (high level).

- Learning attitude: $M=4.50$
- Learning habits: $M=4.20$

Differences in Demographic Variables

1. Age: Parents aged 30–35 had significantly higher scores ($p<0.001$).

2. Education: Higher-educated parents showed higher levels ($p<0.001$).

3. Marital status: Parents in stable marriages had significantly higher scores ($p<0.001$).

Correlation Analysis

There was a significant positive correlation between parent-perceived home-school cooperation and students' home behavior performance ($r=0.852$, $p<0.01$). Mutual communication had the strongest correlation.

Hypothesis Testing

All hypotheses were supported:

- H1: Significant differences existed in home-school cooperation across demographic variables (supported).
- H2: Significant differences existed in student home behavior across demographic variables (supported).
- H3: Home-school cooperation was significantly positively correlated with student home behavior (supported).

5. Discussion

Status Analysis

Parents at Tianjin X High School generally have a high degree of recognition and participation in home-school cooperation, especially in communication. However, parent participation in school affairs and support needs to be strengthened. Students perform well in learning attitude but need improvement in learning habits.

Demographic Differences Interpretation

Younger, higher-educated parents and those in stable marriages show better home-school cooperation, which is consistent with previous studies. This reflects the impact of family capital and educational concept on cooperation effectiveness.

Correlation Interpretation

Home-school cooperation significantly promotes students' home behavior performance, especially two-way communication. Smooth communication helps parents master scientific guidance methods and improve students' self-management ability at home.

Practical Implications

Schools should strengthen diversified communication channels, carry out parent training, and provide targeted guidance for families with special needs to improve the quality of home-school cooperation.

Variable	1	2
1.Home-School Cooperation	1	
2.Students' Home Behavioral Performance	0.852**	1
**Note. $p < 0.01$.		

4. Conclusion

Main Conclusions

1. Parent-perceived home-school cooperation and students' home behavior at Tianjin X High School are both at a high level.
2. Significant differences exist across parents' age, education, and marital status.
3. Home-school cooperation is significantly positively correlated with students' home behavior performance.

Limitations

The sample is limited to one school, and the study adopts a cross-sectional design without longitudinal tracking.

Recommendations

1. Recommendations Based on Research Findings

Schools should carry out parent schools and improve diversified communication mechanisms. Targeted support should be provided for parents of different ages and education levels. Family education guidance should be strengthened for unstable families to improve students' learning attitudes and habits at home.

2. Recommendations for Future Research

Future research can expand the sample to include more senior high schools, adopt a longitudinal tracking design, and further explore the mediating or moderating mechanisms between home-school cooperation and students' behavioral performance at home.

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