

A Survey on College Students' Parents' Participation in Home-School Communication Under the Background of New Media

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Abstract: By using the research methods of literature and data statistics analysis, this study compiles a college home-school communication questionnaire which is conducted with parents of 405 students in an undergraduate college as the research object. Moreover, this study investigates and analyzes the relationship between factors such as different grades, genders, and social classes, etc., and aspects of communication including the frequency of home-school communication, the use of new media and the effect of communication. The results show that mothers' participation level in using new media for home-school communication is significantly higher than that of fathers. Meanwhile, parents of different grades have obvious differences in the use of new media and communication effect, which is manifested in the fact that the first, second and third grades are obviously higher than the fourth grade. There are also significant differences between the parents of different social classes in all aspects of home-school communication with higher educational institutions.

1 INTRODUCTION

Modern information technology, represented by computer technology, network and communication technology and microelectronics technology, is changing people's traditional way of living, studying and working, and it also continuously promotes the reform of the higher education. It is conducive for the application of modern information technology to promote the communication and cooperation between colleges and college students' families to the deep integration of the Internet and education, and to give full play to the optimization and integration of the Internet in the allocation of educational resources in order to build a home-school co-education community.

Educating people is a systematic project, and higher educational institutions alone cannot undertake such an important task as educating people. In the modern school system, the school is no longer a closed system, but an open organization that attaches importance to the interaction with the school, the family and the community (Zhao, 2019). The cooperation between colleges and families is also an inevitable requirement for the construction of a modern school system. The way and effect of

home-school communication will greatly influence the effect and quality of home-school cooperation. Home-school communication refers to the behavior of the school and the families that understand and cooperate with each other in order to achieve the common educational goal, and to transmit information and exchange ideas through various media such as language and others (Luo, 2006). In today's information age, new media represented by the Internet, WeChat, and Weibo, etc. are constantly infiltrating into the higher education industry. More and more colleges and universities have begun to think highly of the use of new media to carry out home-school communication and cooperation. The rapid development of new media technology has broken through the traditional limitations of time and space, bringing more possibilities and convenience to home-school communication, and making parent-child, and home-school communication a qualitative leap.

The generation of college students after-00s' is the aborigines of the Internet, and they are able to use new media with ease. Accordingly, the parents of the generation of the college students after-00s' were mostly born in 1960s or 1970s, and most of them are skilled at using new media. All these fac-

tors have laid a good foundation for the home-school communication and cooperation in colleges and universities in the new media era.

Home-school communication and cooperation are constrained by various factors such as college students' grades, parents' genders, parents' education, parents' occupations, and their income. It is essential to identify these factors for the sake of understanding parents' behavior of participating in home-school communication and cooperation. It is also of great significance to improve the parents' ability of educating children, promote the strategy of home-school cooperation, and build a long-term mechanism of cooperation.

2 RESEARCH PROCEDURES

2.1 Research Tools

This study adopted the self-compiled "Questionnaire on Home-School Communication in Colleges and Universities under the Background of New Media (Parents Questionnaire)" for data measurement. A Likert 5-point scale was used, with 1 representing the lowest participation and 5 the highest participation. The higher the score, the higher the parental involvement in home-school communication.

2.2 Research Objects

In this study, 405 parents of a local undergraduate college in Jiangsu Province were randomly selected for a questionnaire survey and 403 valid questionnaires were obtained. Between them, 201 were from the parents of the first-grade students, 100 from the second-grade, 57 from the third-grade and 47 from the fourth-grade.

2.3 Data Processing

The data of this study were processed and analyzed by using SPSS7.0 software package.

3 RESEARCH RESULTS AND ANALYSIS

3.1 Parents' Participation in Home-School Communication

The paired sample (T-test) can demonstrate the differences between undergraduates' parents' participation in the home-school communication. It can be seen from Table 1 that there is no significant difference in the dimensions of necessity for communication with colleges and the frequency of communication with teachers. However, in the dimension of using new media to communicate, the level of participation of mothers is significantly higher than that of fathers. There is no remarkable difference in the effectiveness of parent-school communication.

In the process of personal growth, the influence of family education cannot be replaced by schools and other educational institutions, and the influence of family on school education cannot be completely replaced by other social elements (Chen, 2000). Parents have a prominent impact on children in the early experiences of individuals. With the continuous growth of the individual, there will be others who also have important influence on them, such as teachers and classmates, etc. Therefore, it is an inevitable requirement to strengthen and improve the ideological and political work in colleges and universities by encouraging parents to participate in school education, and it is also an important way to form a joint force in college education.

Table 1 Comparison of Differences in Parents' Participation in Home-school Communication

Items	Mean (father-mother)	SE	t	p
Necessity of communication	-0.16	0.12	-1.38	0.169
Communication frequency	-0.03	0.09	-0.37	0.710
Communicating by new media	-0.12	0.05	-2.56	0.011
Communication effect	-0.12	0.08	-1.7	0.144

3.2 Parents of Different Grades Participating in Home-School Communication

Comparing various dimensions of home-school commu-

nication between parents of different grades, we can see from table 2 that there are obvious differences in the necessity of home-school communication, communicating by new media and communication effects between parents of students in different grades. In these aspects, it was plain that parents of the

fourth grade students are lower than those of other grades, and there is no significant difference be-

tween parents of different grades in the frequency of communication with teachers.

Table 2 Comparison of Differences in Various Dimensions of Home-school Communication between Parents of Different Grades ($\bar{X}\pm S$)

Items	Grade one	Grade two	Grade three	Grade four	p
Necessity of communication	3.62±1.14	3.54±1.11	3.30±1.16	3.09±1.01	0.016
Communication frequency	1.90±0.84	1.69±0.78	1.72±0.84	1.67±0.70	0.104
Communicating by new media	0.75±0.43	0.80±0.40	0.75±0.43	0.50±0.51	0.001
Communication effect	3.00±0.78	2.86±0.74	2.67±0.69	2.70±0.84	0.007

3.3 Home-school Communication between Parents of Different Educational Levels

Comparing differences in home-school communication between parents in different educational levels, we can see from table 3 that there are obvious differences in communicating by new media and commutation

effects between parents with different educational levels. Parents with a bachelor's degree or above are significantly higher than those without a bachelor's degree. Parents with different educational backgrounds have no significant differences in the awareness of the necessity of communication and the frequency of communication with teachers.

Table 3 Comparison of Differences in Home-school Communication between Parents in Different Educational Levels ($\bar{X}\pm S$)

Items	High School Degree or less	College Degree	Bachelor Degree or above	p
Necessity of communication	3.41±0.11	3.60±0.17	3.80±0.22	0.637
Communication frequency	1.75±0.79	1.80±0.81	2.02±0.93	0.098
Communicating by new media	0.70±0.46	0.83±0.38	0.80±0.40	0.048
Communication effect	2.83±0.76	2.85±0.78	3.24±0.74	0.002

3.4 Parents of Different Occupations Participating in Home-School Communication

Comparing differences in parents' participation in

home-school communication in different occupations, we can see from Table 4 that there is no significant difference between parents of different occupations in four dimensions of home-school communication.

Table 4 Comparison of Differences in Parents' Participation in home-school Communication in Different Occupations ($\bar{X}\pm S$)

Items	Workers	Farmers	Professional and Technical Personnel	Managers of Enterprises and Institutions	P
Necessity of communication	3.41±1.05	3.48±1.08	3.68±1.40	3.70±1.16	0.468
Communication frequency	1.74±0.78	1.62±0.81	1.84±0.87	1.96±0.91	0.592
Communicating by new media	0.70±0.46	0.71±0.46	0.86±0.35	0.83±0.38	0.169
Communication effect	2.82±0.71	2.90±0.83	3.11±0.84	3.02±0.77	0.512

3.5 Participating in Home-School Communication Between Parents with Different Incomes

Comparing home-school communication between parents with different Incomes, we can see from Table 5 that there is no significant difference in the necessity of

communication, communication frequency and the effect of communication between parents with different income. However, there are significant differences in their understanding of new media and the use of new media for home-school communication. Parents with higher income are significantly higher than those with lower income.

Table 5 Comparison of Differences in Home-school Communication between Parents with Different Incomes(X±S)

Items	Below 2,000 yuan/month	2001-6,000 yuan/month	6,001-10,000 yuan/month	Above 10,000 yuan/month	P
Necessity of communication	3.33±1.09	3.30±1.11	3.63±0.96	3.77±0.26	0.083
Communication frequency	1.67±0.84	1.79±0.84	1.64±0.76	1.85±0.84	0.533
Communicating by new media	0.50±0.51	0.68±0.47	0.70±0.46	0.84±0.37	0.036
Communication effect	2.83±0.86	2.91±0.73	2.75±0.83	3.05±0.79	0.155

4 DISCUSSIONS

This study employs the self-compiled "Questionnaire on Home-School Communication in Colleges and Universities under the Background of New Media (Parents Questionnaire)" to investigate the differences in the participation of home-school communication between parents of college students.

4.1 Parents' Participation in Home-School Communication

In the context of new media, the communication between parents and undergraduates has shown a positive trend, so has the communication between parents and the colleges. Mothers' participation in home-school communication is significantly higher than that of fathers', which reflects mothers' important roles in family education.

Adler defined the mother-child relationship as the first social relationship, and he also pointed out that 'once mother-child relationship is distorted, specific social functional deficits will appear in the child (Adler, 2017). Although women's participation in work has increased dramatically in modern society, and the tasks of bringing up children are also on the rise. They take on more complex and difficult tasks in the academic progress of their children. In family education, mothers are paying more attention to nurturing and helping children to cultivate social emotions, and the role of fathers is also indispensable in family education. Fathers are the educators of

their children, and they are the guiding people for their children to go to the world (E.Fromm,2017). Fathers' education is to strengthen, cooperate and supplement the mothers' education. Fathers generally have relatively rich knowledge, strong practical ability, and the spirit of daring to explore. Fathers' participation in education can help broaden children's horizons, improve children's cognitive ability and creativity, and improve children's mental health. In home-school communication and cooperation, higher educational institutions should play a full role of fathers and make educating children the common responsibility of parents, forming a home-school education community.

4.2 Characteristics of Parents of Different Grades Students Participating in Home-School Communication

There are significant differences in home-school communication between different grades students' parents. Parents of freshmen are significantly higher than other grades in the frequency and effect of communication with teachers. Freshmen are faced with a new life in all aspects, and they need more time to adjust and adapt. Parents also go from doing everything in the past to doing by themselves, but it is inevitable that there will be discomfort. Children need the support of parents when they study and live independently, which promotes the participation of parents in colleges. The communication between

parents and teachers can not only get a more comprehensive understanding of children's study and life in the college, but also get more professional guidance from college teachers. Parents of freshmen are more concerned about their children's academic performance, but less concerned about their children's employment prospects.

Parents of seniors pay the highest attention to their children's employment prospects, but pay little attention to their academic achievements. In terms of the frequency and effect of communication with the college, the parents of seniors are significantly lower than the parents of freshmen. After more than three years of study and life in colleges, senior students have greatly enhanced their adaptability and independence. At this stage, the biggest pressure for them comes from employment which is also a common concern of parents and colleges. There are obvious differences between parents of different grades students in terms of children's academics, comprehensive abilities, communication necessity, communication effect, communication effect with teachers and use of new media. Parents of students in grades one, two and three are significantly higher than those in grades four. There are no significant differences in the frequency of communication with teachers.

4.3 Parents of Different Social Classes Show Differences in Their Participation in Home-School Communication

Parents of different classes pay attention to different contents, and the frequency and the effect of communication with colleges are also different. Factors on social classes—especially parents' education background, occupational status, income, and nature of work, provide parents with unequal resources and behavioral tendencies, and these differences are key factors influencing parental engagement behaviors (Annette Lalu, 2017). Such differences between different social classes are also reflected on home-school communication.

Parents with higher education level have significantly higher awareness of communication frequency with teachers and advantages of new media in home-school communication than parents with lower education level.

Parents of different occupations are not very different in their attention to various aspects of their children. However, the frequency of communication with teachers is significantly lower between parents who are farmers than other occupations. In terms of

using new media to connect with schools, professional technicians and managers of enterprises and institutions are significantly higher than parents who are farmers and workers.

For different economic income levels, parents with a monthly income of less than 2,000 yuan are significantly lower than those with a monthly income of more than 2,000 yuan in terms of their understanding of home-school cooperation and the use of new media to communicate with the school.

Families with different class backgrounds have obvious differences in economic capital, cultural capital and social capital that can be used to help children obtain educational opportunities or better academic performance (Liu 2005). Higher educational institutions should have a full understanding of the class backgrounds of different families. After that, they can make full use of the family education resources of different classes to carry out home-school communication and cooperation in a more targeted manner. At the same time, it is necessary to fully tap and mobilize these resources to serve personnel training and promote the all-round development of college students.

5 CONCLUSIONS

The development of modern information technology provides a new way for home-school communication. People can use modern information technology to release information, share resources and interact in time. Teachers and parents can communicate at any time, so as to promote the integration of educational concepts and change parents' educational ideas.

Colleges and universities should effectively make use of mobile Internet social software to promote home-school communication, create a communication platform between parents, promote parents to participate in school management, realize the sharing of family education resources and give full play to the advantages of the network environment.

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