

Research on the Collaborative Education Mechanism among Schools, Families and Society

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Abstract

In the process of promoting educational modernization, to continuously improve the quality of education, it is inseparable from the collaborative education of schools, families and society. However, due to problems such as weak willingness, insufficient ability and lack of initiative of families and society to participate in education, the synergy of education cannot be formed. Schools should make efforts in educational concepts and strengthen the awareness of nurturing people. Make efforts in the training objectives and enhance the ability to educate people; Make efforts in evaluation methods and improve the educational evaluation system. Families should actively participate in school education and enhance their ability to raise children. Society should actively participate in school education and enhance its sense of social responsibility. Schools, families and society should work together through various channels to cultivate students and form a joint force for education. Only in this way can students truly become socialist builders and successors who are well-rounded in morality, intelligence, physical fitness, aesthetics and labor.

Keywords

Collaborative Education Mechanism; Schools; Families; Society

1. Introduction

In recent years, China's economy and society have maintained a sustained and healthy development. People's living standards have been constantly improving, and the demand for education has been increasing. The education sector has made considerable progress, and the public's satisfaction with education has been continuously rising. However, while education is developing rapidly, there are also some problems that cannot be ignored, such as some schools' one-sided pursuit of the college admission rate and some families' one-sided pursuit of high academic qualifications. These phenomena have seriously affected the educational effects of schools, families and society. Therefore, how to promote the collaborative education of the three parties and enhance the educational effect has become an urgent problem to be solved at present.

School education is an activity that nurtures individuals by imparting knowledge, developing abilities, and shaping character. In schools, teachers are educators and students are the educated. Therefore, schools should, in accordance with the physical and mental development characteristics and cognitive laws of students at different educational stages, make overall use of various educational resources and exert the synergy of education. Schools should integrate moral education and talent cultivation into all aspects of ideological and moral education, cultural knowledge education and social practice education, and run through the entire process of education and teaching.

As the first school and the first teacher for children, parents should set a good example for their children by starting from themselves. Parents should be good teachers and friends to their children. Parents should be involved in their children's learning. At the same time, the family should also be built into a harmonious and happy one. The family is the cell of society. Only when the family is harmonious can society be harmonious. Only when families are happy can society be harmonious. In addition, the society should be built into a warm, loving, stable, orderly, civilized and harmonious one.

The growth and success of students cannot be achieved without the collaborative education mechanism involving schools, families and society. However, the reality is that due to the relatively weak or absent forces of family education and social education, there is a lack of necessary communication, connection, cooperation and exchange mechanisms between schools and families, as well as between schools and society. The lack of effective support from the government, communities and other relevant departments for school education and other reasons have led to the phenomenon of "darkness under the lamp" in students' growth and success.

Therefore, it is necessary to change the educational concepts and models centered on school education. Establish an educational mechanism based on families, with schools as the leading force and the collaborative participation of the government and other relevant departments. Establish a scientific and effective home-school cooperation mechanism; Establish and improve relevant laws, regulations, and policy measures to promote the construction and improvement of the collaborative education mechanism among schools, families, and society. Only in this way can we better promote the all-round development of students in terms of morality, intelligence, physical fitness, aesthetics and labor.

2. The Importance of Collaborative Education

The report of the 18th National Congress of the Communist Party of China pointed out: "We must fully implement the Party's education policy, fulfill the fundamental task of fostering virtue and nurturing talent, develop quality-oriented education, promote educational equity, and cultivate socialist builders and successors who are well-rounded in morality, intelligence, physical fitness, aesthetics, and labor." This

important assertion has pointed out the direction for the development of education in our country in the new era and also provided a path for the collaborative education of schools, families and society.

2.1. It helps promote the all-round development of students

Education is a complex system that requires the concerted efforts of all parties to truly promote the all-round development of students. School education is the core of basic education and the main channel for students' healthy growth and all-round development. Family education is the foundation and extension of school education, and it is the main guarantee for students' physical and mental health and sound personality. Social forces are a supplement and expansion to school education and an important way for students to socialize and practice.

Only when the three are in harmony can a joint force for education be formed and the all-round development of students be promoted.

2.2. It helps to form a joint force for nurturing talents

The synergy of education refers to the sum total of collaborative educational relationships. Collaborative education refers to an educational mechanism in which different entities form a consensus, complement each other's advantages, share resources, act together, and operate in a coordinated manner. In educational practice, only when all subjects reach a consensus and form a synergy can they better leverage their respective advantages and achieve the goal of multi-subject collaborative education. Therefore, in the process of promoting educational modernization, it is essential to attach importance to the construction of a collaborative education mechanism among various entities.

a. Collaboration between schools and families

In education, both schools and families are important subjects. Both school education and family education should give full play to their respective advantages. In family education, parents should create a good family atmosphere for their children. They should pay attention to leading by example and influence their children with their own words and deeds, setting a good example for them. Parents are the best teachers for their children. Parents should set a good example and cultivate their children's good study habits, living habits and behavioral habits. Schools should also create a favorable teaching atmosphere, such as actively carrying out a variety of rich and diverse home-school co-education activities, and strengthening guidance and training on parent school work, etc. In addition, schools should also pay attention to the communication and coordination between home and school. Parents should maintain close contact with teachers and frequently take the initiative to learn about their children's situation at school and their study and life conditions. When children encounter problems, it is necessary to communicate with teachers in a timely manner to understand the ins and outs of the matter. Parents should keep in touch with teachers frequently and communicate and solve problems in a timely

manner when they arise. Teachers should also actively communicate and interact with parents to keep them informed of their children's situation at school in a timely manner. At the same time, it is necessary to communicate and exchange with the students' homeroom teachers and subject teachers in a timely manner, and effectively guide the problems that children encounter in their study and life.

In the process of collaboration between schools and families, the principles of people-oriented, equal cooperation, democratic consultation, joint participation, division of labor and cooperation, and complementary advantages should be adhered to. At the same time, schools and families should also pay attention to grasping the right educational direction and methods in the process of nurturing students. Schools should do a good job in guiding and providing guidance to parents. Families should provide specific guidance to their children in terms of life and study.

b. Collaboration between schools and society

Collaborative education between schools and society refers to the fact that schools, in the process of education and teaching, establish extensive connections with all sectors of society through various channels and methods, actively create conditions, carry out various forms of cooperation, cooperate with each other, form a synergy, and jointly promote the healthy growth of students.

The collaborative education of students by schools and society is a complex systematic project. Social resources and forces play a significant role in school education and teaching. With the development of China's economy, the demand for educational resources in society is constantly increasing. However, at present, the development and utilization of social resources by schools are still not sufficient. Furthermore, schools cannot fully meet the demands of society for talent cultivation, and there are some problems in teaching practice that are not in line with social development. Therefore, it is necessary to enhance the collaborative cooperation between schools and society to achieve a positive interaction and win-win situation between them.

With the development of China's economy and society and the continuous improvement of its scientific and technological level, social division of labor is becoming increasingly detailed. In the field of education, although there are some intersections and integrations between schools and society in certain aspects, such integration is not yet deep and sufficient. For a long time to come, schools and society will continue to strengthen their cooperative relationship, promoting the sharing of educational resources, complementary advantages and collaborative education. The collaborative education between schools and society is an inevitable trend and the future development direction.

3. Existing problems

Although the educational work involving schools, families and society has been carried out for many years, due to the different interests and demands of all parties, it

is difficult for the joint force of education among schools and society to be formed. It is mainly manifested in One is that families have a weak willingness to participate. At present, there is a considerable divergence in understanding family education. Some parents believe that "once they send their children to school, everything will be fine", and even if the students make mistakes, they only offer a few simple criticisms. Some parents believe that the responsibility for family education mainly lies with schools. Therefore, when educating their children, they place more hope on schools and teachers. Due to this one-sided understanding of family education, some parents are reluctant to participate in the education and management of their children. Some parents believe they lack the ability to educate their children and are also worried that they will be rejected by their children when doing so. Therefore, they are reluctant to get involved in school management.

The second issue is the insufficient educational capacity of schools. In order to meet the needs of the development of quality-oriented education for students, many schools have been constantly innovating educational methods and approaches in recent years, such as establishing "parent committees", organizing "Parent Open Days", and holding parent training courses and other activities. However, there are many problems in the specific implementation: First, the form of activities is monotonous. For instance, most parent training activities involve schools inviting experts to give lectures or organizing students to visit some well-known enterprises, etc. The second issue is that the content is rather monotonous. For instance, in most parent training activities, teachers impart knowledge, experience and methods related to family education, and few parents take the initiative to participate. The third issue is that parent training is not systematic. In terms of family education, there is no systematic and effective communication and cooperation mechanism formed between school teachers and experts, so it is difficult to carry out targeted and effective family education guidance activities.

At present, the main way for society to participate in education still relies on administrative promotion. Although the government has been continuously increasing its investment in the field of social public services, it mainly promotes the participation of social forces in education by formulating policies and standards, and rarely takes the initiative to encourage social forces to get involved in education management and service work. Even though the state has issued many relevant policies and regulations, there are still many problems in actual operation: First, the policies are difficult to be implemented. Due to the lack of necessary legal guarantees and clear responsible entities, it is difficult for policies to be effectively implemented. The second is the lack of corresponding supervision mechanisms. There is a lack of an effective supervision mechanism and evaluation system for the implementation of policies. The third issue is the lack of necessary guarantee systems. There is a lack of corresponding guarantee systems for the funds, equipment, personnel and other aspects involved in the participation of social forces in educational activities. The

fourth issue is the lack of necessary incentive mechanisms. For instance, units and individuals who have performed outstandingly and made significant contributions in participating in educational activities should be given certain commendations and rewards. The fifth issue is the lack of necessary supervision mechanisms. Problems and mistakes that occurred during the participation in educational activities were not promptly investigated and corrected.

The main manifestation is that parents lack correct and effective educational methods and guiding measures for their children, resulting in some bad behavioral habits in the children. Insufficient family upbringing ability is mainly manifested in parents' own educational misunderstandings or improper upbringing. The school has obvious shortcomings in cultivating students' good moral character and behavioral habits. It is difficult for the school to provide students with high-quality educational resources and environmental conditions for comprehensive, integrated and individualized development. There are problems in communication between families and schools, especially as parents have put forward many unreasonable demands on school education.

In today's society, there is a widespread phenomenon of valuing material benefits over spiritual needs. Many people think that as long as children have good academic performance, other aspects are not important. Under the influence of this ideology, some parents lack basic parenting requirements for their children and do not show enough care for them. Some social units and individuals have the phenomenon of only focusing on economic benefits while neglecting social benefits.

4. Cause analysis

Education in the new era is not only an issue for schools and families, but also a matter of common concern and participation for the entire society. However, in real life, there is a lack of effective communication among schools, families and society, which makes it difficult for the three parties to form an educational synergy. The main reasons for this are as follows:

Many parents consider themselves just ordinary people and think that as long as their children do well in their studies, it's fine. They have few demands on schools and teachers and are even less likely to actively participate in educational activities. Family education ability is a comprehensive manifestation of parents' own qualities and capabilities, including aspects such as family education concepts, knowledge, methods, and attitudes. However, in real life, parents generally lack the awareness and ability to provide systematic and effective education for their children, as well as correct and effective educational concepts.

Influenced by traditional concepts, society holds a skeptical attitude towards school education and even views it with the prejudice and discrimination of "education for all", and there are various prejudices against schools and teachers.

4.1. The educational concepts and methods in schools are lagging be-

hind

For a long time, most schools in our country have been following the exam-oriented education model, regarding students as "products" that only need to "get high scores", without paying attention to the development of students' individuality, potential development and potential cultivation. Schools overly emphasize students' academic performance and conduct exam-oriented education for them, neglecting the cultivation of students' abilities and the education for their all-round development. In addition, some schools believe that moral education is the responsibility of the head teacher and has nothing to do with teachers. Some schools believe that moral education work is the responsibility of the moral education office (department) and has nothing to do with teachers. Some schools believe that moral education work is the responsibility of the Political and Educational affairs office (department), the Youth League Committee (department) or the Young Pioneers (department), and has nothing to do with teachers. In fact, all these are misunderstandings in the implementation of quality-oriented education by schools.

Furthermore, the exam-oriented education in our country has also led to a strange phenomenon: students who perform well in exams are considered to be capable, talented and have potential, while those who do not perform well are regarded as having poor learning abilities and not making efforts in their studies. This educational concept that overly emphasizes examination results has seriously hindered the development of quality-oriented education in our country. Quality-oriented education is not merely about the cultivation of knowledge and skills; more importantly, it involves the development of students' thinking patterns, spiritual qualities, and innovative abilities. However, many schools in our country have not yet realized this.

In exam-oriented education, schools only focus on teaching achievements and neglect the cultivation of other aspects of quality. Due to the neglect of the requirements for students' all-round and individual development, a favorable atmosphere has not been actively created that respects students' individual development, pays attention to their all-round development, and supports their individual development and creativity. This concept leads schools to neglect the cultivation of students' comprehensive qualities such as lifelong learning and innovation ability.

4.2. Society lacks trust in school education

Schools are a microcosm of society and a part of it. School education plays a significant role in providing talents for society. However, with the development of China's education cause, the educational function of schools has been weakened. At present, there are many problems in China's education system, none of which have been solved. Due to the influence of traditional concepts and the social environment, many people consider school merely a means of making a living and do not attach importance to providing children with comprehensive and systematic education.

This kind of social prejudice has brought great trouble to schools.

The evaluations and opinions of the government and all sectors of society towards schools are not objective and fair enough, and there is even a certain degree of prejudice. With the continuous improvement of the level of economic and social development, people have gained a new understanding of education. Parents hope that their children can receive a good education, and children also hope to receive a good education. However, in reality, many parents encounter numerous problems when sending their children to school for education. For instance, they think everything is fine once they send their children to school without taking the time to understand the actual situation of the school and its teachers. Thinking that they have been in school all their lives and have prepared everything for their children. Thinking that as long as children study hard and achieve good grades in their studies, that's enough. Thinking that education is a very normal thing in a person's growth process... All these have a serious impact on the effectiveness of children's education.

4.3. Influenced by traditional educational concepts, parents neglect the significant role of family education

"Every parent hopes that their children will become successful and outstanding." Although today's parents are influenced by traditional educational concepts and do not want their children to lose at the starting line, there are still some parents who hold onto traditional educational ideas. They think that as long as their children do well in their studies, it's fine. They don't care about or inquire about their children's studies, nor do they pay attention to their children's growth process. Although these parents have certain educational capabilities, they lack correct educational concepts and methods, as well as sufficient educational knowledge and skills. They have insufficient understanding of education and do not know how to carry out family education better. They only focus on their children's academic performance and test scores, and only attach importance to the homework assigned by school teachers to students, while neglecting the comprehensive and effective cultivation of their children. Some parents do not have the habit of taking the initiative to contact and communicate with the school, or have never taken the initiative to communicate and exchange with teachers about some problems their children have shown at school. Due to the limited quality and ability of parents themselves and their limited knowledge of education, they do not know how to educate their children. Some parents believe that as long as they provide their children with a good learning environment and conditions, there is no need to worry about anything else. Some parents have overly high demands and expectations of their children, neglecting their children's psychological endurance and personality cultivation. All these are important reasons that are not conducive to the formation of a collaborative education mechanism between families and society.

5. Conclusion

Education in modern society requires the collaboration of schools, families and society, and the establishment of a close cooperative relationship among the three. School education should be integrated with family education and social education. Schools should take the initiative to establish close ties with families and society, make good use of various carriers, expand the space for educating people, and form a joint force for educating people.

Only in this way can the quality of education be comprehensively improved and a foundation be laid for students' lifelong development. Therefore, in the process of promoting educational modernization, it is necessary to establish a collaborative education mechanism involving schools, families and society to achieve organic connections and positive interactions among schools, families and society.

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