



The Influence of Home-School Cooperation and Self-esteem on Primary School Students' Academic Performance

Jiahua Liu^(✉)

Qingdao No. 1 International School of Shandong, Qingdao 266000, Shandong, China
LindaLiujiahua@outlook.com

Abstract. The main aim of this paper is to examine how cooperation between home and school affects a pupil's self-esteem and academic performance. The main methods of cooperation within a home school will be introduced, including phone calls and talks, and some parents will be able to interact with teachers through media software. There will be varying degrees of impact associated with different communication methods. Additionally, the frequency of home school cooperation will also be a determining factor. This paper's purpose is to effectively demonstrate a better method of educating children. Children will thus be able to receive more attention from their parents and teachers in primary school. Furthermore, during this crucial time of psychological development, it is important to maintain a normal or even an excellent level of self-esteem. To accomplish this study, real data and information will be collected from questionnaires, and the conclusion will be explained.

Keywords: Cooperation of home and school · Pupil; Self-esteem · Academic performance · Questionnaires

1 Introduction

This paper aims to analyze how the form of cooperation between a home and a school can impact the quality of academic performance for primary school students, through experimenting with the selected parents. This paper claims, based on its results, that positive and frequent home-school cooperation can significantly enhance student performance in many ways.

2 The Significance of the Subject and the Overview of the Research Status at Home and Abroad

2.1 Research Background

With the continuous improvement of people's quality of life, the development of education has gradually attracted people's attention. It is necessary for education democratization, modernization and scientificization to jointly educate students through home-school cooperation. Today is the information age, and home-school cooperation has

become an inevitable choice for educating children [1]. Many people have also found that students with excellent academic performance usually have higher self-esteem and self-confidence [2].

2.2 Core Concept

The concept of home-school cooperation is to combine home education and school education, so that students can play an educational role under the joint supervision and cooperation of home and school. Epstein once mentioned in the overlapping spheres of influence theory (overlapping spheres of influence theory) that the influence of family and school on students is layered, and students have excellent academic performance and learning outcomes. Success is maximized through mutual cooperation between the two parties. The goal. (Epstein & Salinas, 2004) Families should have more and more participation in education, and home-school cooperation has great educational significance [1]. In addition, students' self-esteem was associated with home-school cooperation and also had a significant effect on academic performance. Self-esteem is the way people use to evaluate their own worth and characteristics. Elementary school students are in the period of growth and self-esteem, so they are very vulnerable to the influence of those around them, that is, school and family. Sukhomlinsky is a well-known expert in children's education, he pointed out that children's self-esteem is sensitive. Therefore, parents and teachers should protect children's positive self-esteem [3].

2.3 Research Status

School environment and family environment are the factors that most affect academic performance for a primary school student [4]. According to the personal experience of some teachers, they often encounter students with learning difficulties due to poor self-control [5]. There is an example of a home-school cooperation that effectively resolved a student's poor self-control: the teacher learned through chatting with the child that the child was grumpy in a second-child family, and the teacher also recognized that the child wanted to correct but did not know how to do it. He changed it, so the teacher asked the child to start from the simplest way of not being late. At first, the child could not follow the rules on his own, and the teacher urged the child through communication with the parents. With the help of the family and the teacher, the child successfully arrived at the school on time. Later, with the help of home-school cooperation, he gradually became diligent, and his grades never failed to reach the high marks in the class [5]. Home-school cooperation can effectively improve children's work efficiency and guide them in the right direction, thus achieving a trend of increasing academic performance and becoming a student with excellent grades. In addition, students' self-esteem needs to be taken into account and protected. Some teachers will give up or even discriminate against students with poor academic performance due to poor social development or congenital intellectual problems, which will make students form inferiority can cause great damage to self-esteem [6], which will make them lose their motivation to study and be less confident to succeed. Therefore, it is very important to pay attention to the self-esteem of primary school students.

2.4 Theoretical Basis

Parents, as guardians of their children, have the right to educate themselves. In the industrial age, more responsibility for educating children is entrusted to schools for management [1]. Teachers usually need to help more than one child in school, but parents can focus on nurturing one child or a few children. Therefore, home-school cooperation can jointly enhance the unified understanding of children between parents and schools and create a suitable environment for students. Individualized education for students. Personalized education is based on heredity and forms a regular process through acquired education, showing remarkable continuity and stages. (Thinking about individualized education at home), so that individualized education can be developed for different children. In the personalized education provided by parents and teachers, it plays a key role of support and companionship, that is, constructivism education. Constructivism refers to the need for parents and schools to act as a scaffold in the educational process to help children maximize their goals in education. Compared with adults, the self-control ability of primary school students is worse than that of adults, and they cannot make good use of their teaching materials to learn in the limited time. In order to ensure that children can receive learning assistance and supervision at school and at home, parents and schools should act as a scaffold to help children solve this problem together. Because parents will pay more attention to their children, the combination of home and school allows parents and teachers to communicate the level of children's self-esteem. In school, teachers should provide personalized education for children with different self-esteem, and children with low self-esteem should Use advice from a caring perspective to avoid negatively impacting their self-esteem [7]. Parents have a great influence on children's parenting style and the development of children's self-esteem. Parents should accompany their children to do more activities, pay more attention to their children's learning and communicate with teachers in time, and give some affirmation and encouragement from time to time to help children. Better learning and building better self-esteem [6].

3 Subject Research and Results

3.1 Research Content

Through the combination of home and school education methods, we ensure the cooperation and tacit understanding among students, parents and teachers, and achieve appropriate and effective education methods in cultural classes, physical education classes, and ideological and moral aspects.

3.2 Research Significance

Embody the importance of combining family education and school education to students through educational psychology.

- The combination of home and school enables students to increase their enthusiasm while accepting the content of knowledge: for example, students are guided by their parents to preview at home, so that they will have a certain grasp of the school's curriculum.

In school education, teachers help students to further understand and grasp knowledge. This not only allows students to develop good study habits and improve the efficiency of learning, but also makes them more confident in learning through home-school education. Both the school and the family work together to guide the educated to find a more positive habit and method.

- The combination of home and school can better protect the mental health of the educated: For example, most of the educated are adolescent students, some of whom are very delicate and sensitive, and may experience some psychological problems when they experience some setbacks. Home-school cooperation can provide some help to these educated people at the first time, so that they will not be too negatively affected by setbacks, and look at and solve problems from the right direction. For example, when a student who often ranks at the top of the exam fails once, he is very nervous and lost. At this time, in order to ensure that he can have a good learning attitude and view the problem correctly, parents can comfort the student at home and let him realize that this exam only reflects the learning results of this stage, and it is important to check and fill in the gaps to improve himself. The school teachers can teach some review methods and answer questions for students. In this way, students will not lose confidence when they fail, but will also improve their learning in accordance with the methods led by teachers and parents.

3.3 Research Objectives

In order for students to learn as effectively as possible, they should combine their home education and school education not only to make learning easier, but also to make their problems more easily resolved in many different ways.

3.4 Survey Methods and Survey Objects

This study used the form of a questionnaire. The questionnaire is named “The Importance and Self-Esteem Influence of the Combination of Family Education and School Education on Educators (Parents Edition)”, and the main subjects of the survey are parents. Because this study is to investigate the relationship between parents, students and teachers. Parents are adults. Compared with children, they have more developed objective analysis skills, and they are more aware of some home-school communication matters than children. Moreover, compared with teachers, parents know more about their children’s performance at home, and have a more comprehensive observation space for children’s self-esteem performance in life. Quantitatively, the number of parents of primary school students is greater than the number of primary school teachers, so we can find more respondents. For the above reasons, it is very suitable for parents to be the respondents of this questionnaire. This questionnaire asks parents to answer based on their children’s elementary school.

3.5 Findings

This time, 51 people responded. We make an overall analysis based on the frequency of parents communicating with teachers individually about their children’s learning

during their primary school years. Parents who communicated with teachers on a daily basis about their children's learning showed more concern for their children. 90.91% of them accompany their children to do homework every day. 54.55% of these parents communicated with teachers by phone. The percentage of children of these parents who achieved excellent academic performance was 72.73%, 18.18% was good, 9.09% was up to standard, and 0% was failing, and more than half of the parents were more inclined to call teacher communication. With regard to these parental practices, the child's level of self-esteem also matters. Among the parents who communicated with teachers every day, 90.91% of them would praise their children in a timely manner. And these praise timely praise and certainly will affect the child's self-esteem. When faced with the choice of learning, 81.82% of parents will ask their children's opinions. Among these children, 81.82% were able to make their own choices in learning. And 90.91% of the children will be willing to take the initiative to share the school's interesting stories with their parents.

4 Investigation and Analysis and Results

Those parents who talk to their teachers every day are the ones who are very close to the home-school partnership. They are more concerned about their children's learning, and most of them accompany their children to do homework every day. That is, they always pay close attention to their children's learning at home. According to the data, we can conclude that these children are generally excellent, and more than 90% of the children are good and excellent, and the children who fail are not. This further illustrates the effectiveness of frequent home-school communication. Regarding the child's self-esteem, 90.91% of the parents who communicated with teachers every day were able to give timely praise to their children after the communication. This also shows that parents who are more concerned about their children's performance in school have a very high degree of self-respect for their children, and can give their children timely affirmation. And they are able to respect their children in peacetime. 81.82% of parents let their children make their own choices in learning, which to a certain extent gives children a lot of self-esteem support. Regarding the performance of self-esteem, based on the data, we found that 90.91% of the children would be willing to actively share the interesting stories of school with their parents. This further shows that parents who have frequent home-school cooperation are more concerned about their children's learning process, whether at home or at school, parents pay close attention. At the same time, these parents generally respect their children's choices and can give positive feedback in a timely manner. Their children also had generally high levels of self-esteem. Most children can make their own choices and judgments about their own affairs, and they are more willing to take the initiative to share interesting school stories with their parents.

5 Conclusion

In light of the above experimental results, conclusions can be drawn regarding the effectiveness of frequent communication between home and school. Communicating with

the child's school about his or her learning can improve the child's effort and motivation to learn. The educational performance of the child will be improved as a result. Furthermore, parents who communicate frequently with the school are more effective at developing their children's self-confidence, which helps them become more independent. Therefore, it is clear that a strong home-school partnership can enhance students' performance at school in many ways. Accordingly, home-school cooperation has a direct impact on the self-esteem of primary school students and closer cooperation between home and school will lead to a higher self-esteem of primary school students.

References

1. Zhu Yongxin. (2017). Home-school cooperation activates the educational magnetic field—the theory and practice of the new educational experiment “home-school cooperation and joint education”. *Education Research*. 38(11): 75-80.
2. Dong Chunju. (1988). Research on the influence of self-esteem on the academic performance of primary school students. *Tianjin Education*. (04): 19-20.
3. Feng Guozhen. (2002). Careful care, preparation and care - a little talk on the protection of primary school students' self-esteem. *Proceedings of the first “Health Cup” National Symposium on Mental Health Education in Primary and Secondary Schools and Award Conference*. 697–699.
4. Wang Tanghui. (2018). The application of home-school cooperation in primary school mental health education. *Elementary and Secondary School Mental Health Education*. (22):53-55.
5. Zhang Jiabing. (2013). How to educate and transform students with weak self-control [J]. *New Curriculum Guide*. (07):90.
6. Zhang Suoling. (2009). Research on the self-esteem structure, development characteristics and related influencing factors of primary and secondary school students. *Liaoning Normal University*.
7. Huang Yawei. (2018). On the cultivation and guidance of the self-esteem of primary school students by the class teacher. *New Wisdom*. (02): 23-33.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

