

Original Paper

The Current Situation and Investigation and Analysis of Home School Cooperation in the Connect between Kindergarten and Primary Education under the "Double Reduction" Policy

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Received: August 29, 2024 Accepted: October 12, 2024 Online Published: October 29, 2024

doi:10.22158/wjer.v11n5p209 URL: <http://dx.doi.org/10.22158/wjer.v11n5p209>

Abstract

After the implementation of the "Double Reduction" policy, there are more standardized and scientific requirements for the connect between Kindergarten and primary education. Various regions have begun to implement policy requirements and vigorously promote the connect between primary and secondary education. However, carrying out home school cooperation during the connect from kindergarten to primary school still faces practical difficulties and challenges. Therefore, this study mainly adopts questionnaire survey and interview methods to investigate and analyze the current situation of home school cooperation in the connect from kindergarten to primary school under the influence of the "Double Reduction" policy, in order to establish a synergistic effect between kindergartens and families and achieve a smooth transition from kindergarten to primary school.

Keywords

Double Reduction, connect between Kindergarten and primary school, Home School Cooperation

This study conducted a survey on the teachers and parents of large class preschoolers at H Kindergarten in Qingdao. The results show that teachers and parents have a clear role positioning in home school cooperation, which can form an educational synergy; Teachers and parents have a positive attitude and high level of participation towards home school cooperation; However, there is still a lack of understanding and awareness among teachers and parents regarding the double reduction policy; Even some parents are concerned that home school cooperation is only a superficial work and has no substantial impact on young children. Based on the research results, the following suggestions are proposed: 1. Clarify the specific content of policies and grasp the direction of connect; 2. Change

parents' old beliefs and gather the forces of connect; 3. Integrate favorable social resources and form a joint force of connect.

1. Background of the Study

In July 2021, the Ministry of Education released the "Guiding Opinions of the Ministry of Education on Vigorously Promoting the Work of Connecting Kindergarten and Primary Schools", which put forward requirements and guidance for the work of connecting primary and secondary schools, emphasizing the need to adhere to two-way connection and systematic promotion, so that children can smoothly adapt to primary school life under the double reduction policy. "The Guiding Opinions on Vigorously Promoting the Scientific Connection between Kindergartens and Primary Schools" issued by the Ministry of Education in the same year proposed to change the weak awareness of connection between primary schools, promote two-way communication between kindergartens and primary schools, and improve the mechanism of co education in kindergartens. Kindergartens and families are the two main environments that affect children's development, each with rich educational resources and content. The characteristics of both parties can play an irreplaceable role in cultivating the habits and abilities of transitional children. Only by coordinating and establishing the teaching synergy between these two systems can a smooth transition from kindergarten to primary education be achieved.

2. Object of the Study

This study selected teachers and parents of H Kindergarten in Qingdao as the survey objects. 25 and 122 questionnaires were distributed through Questionnaire Star, and the final valid questionnaires were 25 and 118, with effective recovery rates of 100% and 97%; And conducted interviews with 6 kindergarten senior teachers and 8 parents.

3. Study Tools

This study used Bao Lili's "Research on Countermeasures for Home School Cooperation in the connection of Primary and Secondary Education under the 'Double Reduction' Policy" survey questionnaire. The parent version questionnaire consists of 19 questions, and the teacher version questionnaire consists of 16 questions. At the same time, with the help of Bao Lili's interview outline "Research on Countermeasures for Home School Cooperation in the Connection of Primary and Secondary Education under the 'Double Reduction' Policy", both the parent and teacher versions of the interview outline consist of 8 questions.

4. Study Results

4.1 *Cognition of Home School Cooperation in Kindergarten and Primary School Connection*

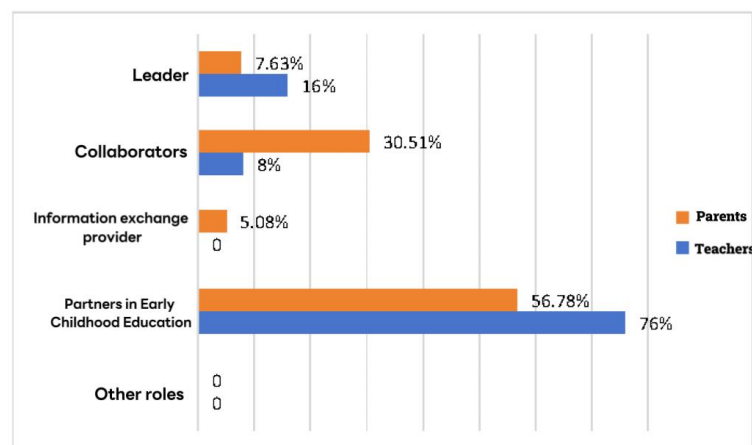
4.1.1 Teachers and Parents' Understanding of the Double Reduction Policy

Table 4-1. Cognitive Situation of Teachers and Parents towards the Double Reduction Policy

Title	Option	Teacher(N)	Percentage(%)	Parent (N)	Percentage (%)
Do you know about the double reduction policy?	Very familiar	6	24.00%	19	16.10%
	Know a little bit	18	72.00%	79	66.95%
	Heard of	1	4.00%	13	11.02%
	Do not understand	0	0	7	5.93%
Do you think the double reduction policy will have an impact on the "connection from kindergarten to primary school" work in kindergartens?	Significant impact	4	16.00%	12	10.17%
	Slightly impact	13	52.00%	40	33.90%
	A little bit impact	6	24.00%	31	26.27%
	Have no impact	2	8.00%	35	29.66%

According to Table 4-1, most teachers have a preliminary understanding of the double reduction policy, with 24% of teachers "very familiar", 72% of teachers "Know a little bit", 66.95% of parents "Know a little bit", and 5.93% of parents "Do not understand". This reflects the need to raise awareness among kindergartens about the double reduction policy, which has not received the attention it deserves. In addition, only 16% of teachers and 10.17% of parents believe that the double reduction policy has a significant impact on home school cooperation, while 8% of teachers and 29.66% of parents believe that it has no impact, indicating that the impact of the double reduction policy on teachers and parents is not deep enough.

4.1.2 Teachers and Parents' Positioning of Their Own Roles

**Figure 4-1. Teachers and Parents' Positioning of Their Own Roles**

As shown in Figure 4-1, under the background of the double reduction policy, many teachers and

parents have a relatively unified understanding of their roles in home school cooperation, and generally believe that teachers and parents should be partners in cooperation. 16% of teachers believe that parents should play a leading role, while 7.63% of parents hold the same view, reflecting that some parents are willing to take responsibility for the connection from kindergarten to primary school and become the leading force in preparing children for school. 8% of teachers believe that parents are collaborators responsible for implementing teachers' arrangements and plans, while 30.51% of parents hold the same view. This indicates that there are still some parents who hold traditional views and believe that fully entrusting their children's management to kindergartens and teachers is sufficient. 5.08% of parents position themselves as information exchange providers, indicating that they are more concerned about the information shared by teachers regarding connection between kindergarten and primary school and parenting knowledge, and resonate with teachers in terms of teaching philosophy.

4.2 Implementation of Home School Cooperation between Teachers and Parents in the Connection from Kindergarten to Primary School

4.2.1 Work Participation of the Teachers and Parents

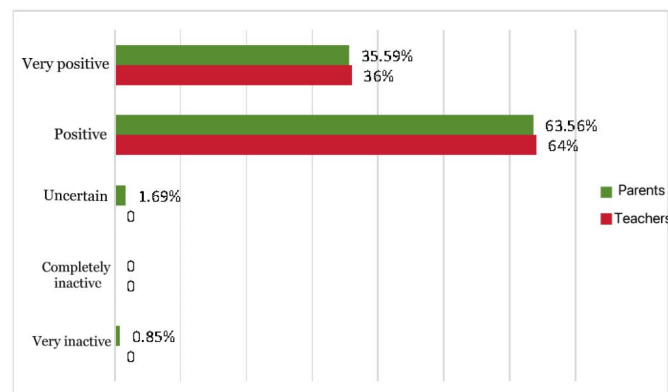


Figure 4-2. Attitude of Teachers and Parents towards Activity Participation

According to Figure 4-2, 36% of teachers are very active, and 35.59% of parents are very active. 64% of teachers and 63.56% of parents are also active, reflecting that many parents recognize the importance of school cooperation in family education and children's growth, and hope to actively participate in various home school cooperation activities organized by the kindergarten. 0.85% of parents indicate that they are very inactive in participating in school cooperation, and hold a negative attitude towards school cooperation.

4.2.2 Collaboration Forms Recognized by Teachers and Parents

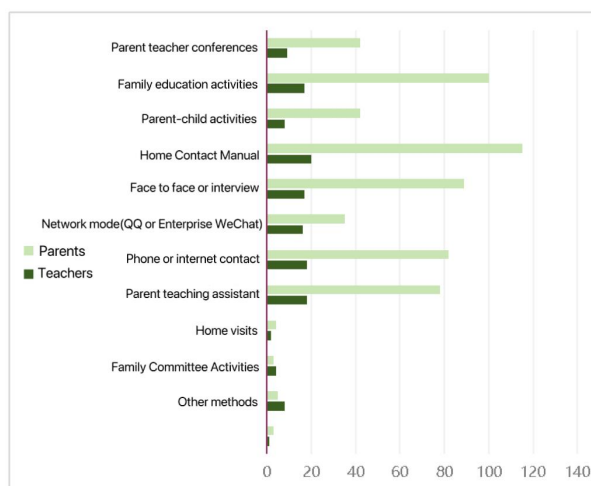


Figure 4-3. Forms of Collaboration Involved by Teachers and Parents

As shown in Figure 4-3, after the double reduction policy, cooperation methods such as "Parent Committee" and "Home School Lectures" have been added. Among these cooperation channels, parents are most active in "parent-child activities" and "parent teacher conferences". This indicates that parents are willing to spend time in kindergarten observing their children's performance and participating in home school cooperation activities.

According to the interview records, parents with tight work schedules rarely have the opportunity to visit and experience their children's life and learning in kindergarten. The activities organized by the family committee and family education lectures mainly focus on listening to reports on the kindergarten environment and visiting the kindergarten, with little in-depth communication on children's learning and life during the transition period from primary school.

4.3 Evaluation of Home School Cooperation in the Connection between kindergarten and primary school

4.3.1 Degree of Satisfaction of Teachers and Parents toward Home School Cooperation

Table 4-2. Degree of Satisfaction of Teachers and Parents toward Cooperation

Title	Option	Teacher(N)	Percentage(%)	Parent(N)	Percentage (%)
How do you feel about the current cooperation between families and kindergartens?	Very dissatisfied	0	0	3	2.54%
	Perfect satisfied	1	4.00%	0	0
	Uncertain	0	0	4	3.39%
	Satisfied	20	80.00%	76	64.41%
	Very satisfied	4	16.00%	35	29.66%

As shown in Table 4-2, 16% of teachers and 29.66% of parents are very satisfied, and 80% of teachers and 64.41% of parents are satisfied. This reflects that under the background of the double reduction policy, most teachers and parents are satisfied with the optimized home school cooperation mode. 3.39% of parents are unsure about home school cooperation work and express uncertainty about which cooperation falls within the scope of connection between kindergarten and primary school. It is worth noting that 2.54% of parents are very dissatisfied, and their negative emotions can have a negative impact on home school cooperation in the connection between kindergarten and primary school.

4.3.2 Teacher and Parent Identification towards Problem-Solving

Table 4-3. Views of Teachers and Parents on Problem Solving under the "Double Reduction" Policy

Title	Option	Teacher(N)	Percentage (%)	Parent(N)	Percentage(%)
Have you successfully addressed some of the issues that arose during your child's growth process through the connection between kindergarten and primary school and home school cooperation activities?	Strongly disagree	0	0	0	0
	Disagree	0	0	0	0
	Uncertain	5	20.00%	18	15.25%
	Identify	18	72.00%	85	72.03%
	Very identify	2	8.00%	15	12.71%

According to Table 4-3, 8% of teachers and 12.71% of parents firmly believe that family cooperation can effectively solve some developmental problems in the connection between kindergarten and primary school, while 20% of teachers and 15.25% of parents feel uncertain. Some teachers believe that if parents cannot understand and cooperate, the connection between kindergarten and primary school may not undergo significant changes solely through the efforts of the kindergarten. At the same time, some parents are concerned that these collaborative activities in kindergarten have no substantial impact on the growth of young children and are only superficial work.

5. Suggestions

5.1 Clarify the Specific Content of Policies and Grasp the Direction of Connection

5.1.1 Strengthen Teacher Training and Improve Professional Competence

As the main force of preschool education, teachers need to strengthen their learning, broaden their professional knowledge, and improve their teaching skills in practice to enhance their teaching literacy in the field of preschool education. Kindergartens should also organize learning and training activities on preschool education guidelines, policy documents, and other teaching materials, organize teachers to participate in professional competitions, and strengthen communication and cooperation between kindergartens and primary schools. Kindergartens need to develop continuous training plans and adopt a student-centered approach to enable teachers to accurately grasp the characteristics and laws of children's learning and development. In addition, not only should the preparation education for enrollment be organically integrated into all aspects of the connection between kindergarten and primary school, but special attention should also be paid to large class children to avoid excessive learning and training.

5.1.2 Expand Cooperation Channels and Enhance the Effectiveness of Connection

The kindergarten provides comprehensive information and advice on the connection between kindergarten and primary school through the parent committee platform. We can organize themed parent meetings for the connection between kindergarten and primary school, providing in-depth and personalized answers and suggestions on issues of common concern to parents; Activities can be organized to strengthen communication and interaction between families, improve the quality of education in kindergartens, and enhance the parenting skills of parents; Semi open activities can also be utilized to allow parents to observe their children's learning and living conditions in kindergarten more intuitively, and to more effectively cooperate with kindergarten teaching activities. In addition, the home school contact manual can also serve as a tool to help teachers and parents understand each other's situations and flexibly change educational strategies.

5.2 Change Parents' Old Beliefs and Gather the Forces of Connect

5.2.1 Clarify Roles and Prepare for School together with Home and School

Parents should care about their children's emotional needs, guide their learning, and set an example for them. Actively cooperate with kindergartens to update the concept of school preparation. At the same time, parents should strengthen primary school adaptability education for their children. Proactively understand the relevant knowledge of adaptive education in first grade primary school, consciously strengthen the awareness of connection, ensure that kindergarten adaptation and primary school adaptation complement each other, and establish a scientific and holistic connection between preschool education and primary education.

5.2.2 Correct Mindset and Scientifically understand the Connection between Kindergarten and Primary School

Families and schools should work together to help young children develop good study habits, maintain a positive learning attitude, and cultivate good learning skills. In the second semester of the senior class, parents can consciously encourage their children to participate in games and activities that require concentration and endurance, such as puzzles, building, reading, etc. In addition, opportunities should

be provided for young children to think, discuss, and propose their own ideas, encouraging the development of independent thinking skills.

5.3 Integrate Favorable Social Resources and Form a Joint Force of Connect

It is suggested to improve the policy and regulatory system, strengthen the institutional guarantee for the connection between kindergarten and primary school, and promote the development of the connection between kindergarten and primary school towards a more standardized and regulated direction. In this process, we should always adhere to the concept of child centeredness, effectively protect the rights and interests of children, promote their scientific and efficient learning and development, and lay a solid foundation for their comprehensive growth. At the same time, the community can develop educational resources based on the personalized needs of different families for early childhood transition resources, focusing on the physical and mental preparation, life preparation, social preparation, and learning preparation for early childhood transition, and develop educational resources by professionals in community education related fields. Cooperation between kindergartens and schools can also create educational and research opportunities, strengthening the connection between kindergarten teachers and primary school teachers.

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