

A Preliminary Study on the Current Situation and Countermeasures of HomeSchool Coeducation in Junior High Schools

Hongyong Zhu

Xi'an Xingzhi Middle School, Xi'an 710043, Shaanxi, China

Abstract: Junior high school marks a critical developmental period of early adolescence, in which students undergo dramatic physical, psychological and cognitive changes. Homeschool coeducation functions as an essential mechanism that connects family upbringing and institutional school education, exerting farreaching influences on adolescents' academic growth, mental health and personality formation. In recent years, relevant educational policies in China have continuously emphasized the construction of collaborative education systems between families and schools. Nevertheless, practical implementation at the junior high school level still faces prominent obstacles. Misaligned educational concepts, ambiguous division of responsibilities, single communication channels and uneven family educational capacity jointly restrict the actual effects of homeschool interaction. Based on the theoretical framework of Epstein's overlapping spheres of influence, this paper sorts out major practical dilemmas of homeschool coeducation in junior highschool contexts, summarizes typical modes of current homeschool interaction through literature analysis, and explores feasible countermeasures from the dimensions of concept reconstruction, mechanism improvement, communication optimization and family education guidance. This study avoids hypothetical survey data and focuses on practical problems existing in daily educational practice. It intends to provide theoretical reference and operable suggestions for frontline educators to promote the sound development of homeschool collaborative education for junior highschool students.

Keywords: junior high school; homeschool coeducation; parental involvement; collaborative education; educational mechanism

1. Introduction

Promoting homeschool collaborative education has become an important direction of basic education reform in China. Official documents clearly require schools to guide families to perform educational duties and construct effective homeschool linkage mechanisms. Even so, many junior highschool teachers and parents have not formed a unified understanding of coeducation in real practice. Some schools simply shift educational obligations to families, while part of parents regard school education as the sole responsibility for adolescent cultivation. Such cognitive deviation leads to formalized homeschool activities, and twoway cooperation often degenerates into oneway notification or requirement delivery^[1].

Many existing studies concentrate on homeschool cooperation in primary education, while systematic discussion aiming specifically at junior highschool contexts remains relatively insufficient. Junior highschool homeschool interaction faces special conflicts brought by adolescent psychology, heavier academic pressure and diversified family structures. Starting from practical phenomena, this paper analyzes main restricting factors of homeschool coeducation in junior high schools, and puts forward targeted improvement paths, so as to offer references for optimizing collaborative educational practice.

2. Current Situation of HomeSchool Coeducation in Junior High Schools

2.1 Main Modes of HomeSchool Interaction in Junior High Schools

At present, junior highschool homeschool interaction mainly includes offline facetoface modes and online digital modes. Offline forms cover traditional parentteacher meetings, home visits, parent opendays and parent school committees. Online modes rely on instantmessaging groups and campus platforms to release notices, feed back students' daily performance and answer parental consultations. The following table briefly sorts out the characteristics of common interactive modes.

Interaction Mode	Main Function	Existing Deficiencies
Parentteacher meeting	Collective information release	Mostly oriented toward academic performance, lack of individual indepth communication
Home visit	Understand real family context	Restricted by time cost, difficult to achieve full coverage
Online group communication	Timely notice transmission	Prone to information overload, difficult to carry out systematic educational guidance
Parent committee	Participate in partial school affairs	Participation scope is limited to a small number of parent representatives

From the perspective of practical effect, these modes have realized basic information exchange between schools and families. Yet most interactions stay at the level of information notification rather than deep educational collaboration. Communication content frequently centers on students' examination scores and disciplinary problems. Conversations concerning adolescent mental changes, habit formation and value shaping occupy limited proportion in homeschool exchanges^[2].

2.2 Major Practical Dilemmas Restricting Coeducation Effects

First, educational concepts and role positioning are inconsistent. Some teachers expect families to undertake a large amount of supervisory work over students' homework and daily behaviors. Some parents hold the opinion that they are only responsible for providing material support, while education belongs to teachers' job. Both sides lack consensus on what families and schools should respectively accomplish in junior highschool education. Such divergence easily causes mutual shirking of responsibilities when students encounter learning or psychological troubles.

Second, the boundary of responsibilities between home and school is ambiguous. In daily practice, the dividing line between school educational duties and family educational duties is not clearly defined. Some tasks that should belong to school teaching are transferred to family supervision. When families overintervene in teaching links, teachers' professional educational space may also be compressed. Without reasonable responsibility division, homeschool cooperation cannot move towards sustainable development^[3].

Third, differences in family educational capacity lead to imbalanced participation quality. Junior highschool families differ greatly in educational background, available time and educational awareness. Some parents can invest sufficient energy in accompanying and guiding adolescents, while quite a number of families are limited by work pressure or educational cognition. Their participation in homeschool activities remains passive and superficial, and they cannot provide effective educational support matching junior highschool students' psychological characteristics.

Fourth, communication mechanism lacks procedural norms. Online groups become the most frequent carrier of current homeschool contact. Without unified norms, messages are often sent intermittently. Emergency notifications and trivial mixed information interfere with parents' daily life. In addition, communication mostly starts from students' problems. Positive feedback about students' progress gets insufficient attention. Problemoriented oneway transmission replaces equal twoway dialogue between teachers and parents^[4].

3. Countermeasures to Optimize HomeSchool Coeducation in Junior High Schools

3.1 Reconstruct Cooperative Concepts and Clarify HomeSchool Responsibility Boundaries

Optimizing homeschool coeducation should start with concept reconstruction. Both schools and families need to realize that homeschool collaboration is not equivalent to families assisting schools to complete teaching tasks. Schools should stick to professional educational responsibilities including subject teaching, classroom management and systematic mental health education. Families focus on cultivating adolescents' living habits, emotional security, moral experience and familybased value guidance. Neither side should shirk its own obligation nor overstep into the other's core working field.

In practical work, schools can spread correct coeducation ideas through parent lectures and thematic sharing. Teachers should avoid transferring routine teaching assignments entirely to families. Meanwhile, schools help parents understand the developmental characteristics of junior highschool students, so that parents can form reasonable expectations towards teenagers' academic performance and psychological changes. Clarifying respective responsibilities helps both sides build equal partnership instead of superiorsubordinate notification relations.

3.2 Standardize Communication Mechanisms and Enrich Twoway Interactive Forms

Standardizing communication mechanism aims to change the phenomenon that interaction is only triggered by students' problems. Schools need to set diversified communication scenarios combining universality and individuality. Traditional parentteacher meetings can add thematic links about adolescent growth besides score reporting. Schools may appropriately expand the application of offline thematic salons, so that teachers and parents can carry out indepth discussion about earlyadolescent education topics.

For online communication platforms, basic norms on releasing time and content should be formulated, reducing irrelevant information disturbance. Teachers should increase positive feedback on students' progress in daily contact. Apart from collective notification, individualized targeted communication should be arranged for families with special educational needs. It is worth noticing that homeschool interaction should respect parents' actual conditions such as working hours, and avoid requiring parents to respond instantly at any time. Flexible communication modes help maintain longterm effective twoway dialogue.

3.3 Strengthen Systematic Guidance for Family Education

Significant differences in family educational capacity cannot be eliminated in a short period. What schools can do is to provide hierarchical and practical family education guidance, instead of putting forward uniform high requirements for all families. The content of guidance should fit junior highschool developmental features, covering parent-child communication methods, adolescent emotion management, correct view of academic achievement, and risk prevention for teenagers' social life.

Schools can select diversified resources including thematic lectures, short reading materials and case-sharing sessions. The guidance should avoid empty preaching and focus on real dilemmas encountered by local junior highschool families. Furthermore, schools should recognize that family education guidance does not mean that schools transform family educational modes arbitrarily. Its purpose is to support parents to exert their educational advantages according to their own family conditions, rather than pursuing unified family education styles.

4. Conclusion

Promoting high-quality homeschool coeducation cannot rely solely on increasing the frequency of meetings and messages. It requires schools and families to rebuild cooperative awareness, clarify respective responsibility boundaries, standardize two-way communication procedures, and carry out practical family education guidance matching junior highschool students' growth features. Schools should give full play to professional advantages, respect the diversity of family backgrounds, and avoid excessive transfer of educational burdens to families. Families ought to understand the special developmental needs of junior highschool students and participate in coeducation with rational expectations. Only through equal, mutual-respecting and sustainable two-way interaction can homeschool coeducation effectively support the healthy development of junior highschool students. This paper mainly carries out theoretical analysis based on existing literature. Further practical exploration should be combined with specific school-site situations in follow-up research.

References:

- [1] Epstein, J. L. (2010). *School, family, and community partnerships: Preparing educators and improving schools* (3rd ed.). Corwin Press.
- [2] Epstein, J. L., & Sanders, M. G. (2002). *School, family, and community partnerships: Your handbook for action* (2nd ed.). Corwin Press.
- [3] Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45(3), 740-763.
- [4] Grolnick, W. S., & Slowiaczek, M. L. (1994). Parents' involvement in children's schooling: A multidimensional conceptualization and motivational model. *Child Development*, 65(1), 237-252.