

Survey and analysis of respondents' experiences in kindergarten-family partnerships

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Abstract: This study conducted semi-structured interviews with teachers and parents in three kindergartens, and analyzed the interview results using NVIVO software at three levels of coding. The positive and negative experiences of teachers and parents in kindergarten-family activities were summarized.

Keywords: kindergarten-family; partnerships; experiences

1 Introduction

"Early Children's Education Outline" pointed out that "the growth and education of children are the common responsibilities of families, teachers, conservation personnel, and communities. In families and communities, all members should create good conditions for children's interests" (Li Y., 2001). Research on experiences, Wang Yang (Wang Y., 2013), Huang Shuhan (Huang, 2018) and Li Rilong (Li, Zhu, & Lv, 2015) conducted investigations and research on kindergarten satisfaction with parents. But these studies are mainly quantitative studies, lack of qualitative research on responses' experiences.

2 Research Design

This study adopts an interview method to understand the experiences of both families and kindergartens in kindergarten-family partnerships. First, Sample interviews were conducted with teachers and parents from three kindergartens in Loudi City, Hunan Province, China. Each kindergarten selects one principal, three teachers, and four parents, with a total of 12 teachers and 12 parents conducting interviews. Second, Researchers use software to transcribe interview recordings into text. Third, Researchers

used NVIVO software to conduct three-level coding analysis on interview texts.

3 Research Results And Analysis

3.1 Parents' Experiences in Kindergarten-family-community Partnership

Analyzing NVIVO, it can be seen Figure 1 that parents' positive experiences are "Gain from learning", "Sense of belonging", and "Value recognition" in activities of the kindergarten-family-community partnership. "Gain from learning" contains children gained a lot, meaningful activities, more parent-child time, and parents gained a lot, understand what children think. "Sense of belonging" contains respect for children, and respect for parents. "Value recognition" contains Happy communication, Kindergarten is tolerant, Knowledge systematization, and Teachers are attentive, Thankful for kindergarten.

It also finds out the negative experiences that includes "Education methods improving", and "Low parental involvement initiative". "Education methods improving" contains an education gap compared with Qitian Education in Changsha, Too much protection in physical exercise, Few parent-child activities. "Low parental involvement initiative" contains Parents participate in partnership only for the task.

Name	Sources	References
The parents' experiences in kindergarten-family-community Partnership activities	12	40
Negative experiences	7	10
Education methods improving	3	6
a education gap compared with Qitian Education in Changsha	1	2
Few parent-child activities	1	2
Too much protection in physical exercise	1	2
Low parental involvement initiative	3	3
Parents participate in partnership only for the task	3	3
Positive experiences	10	27
Gain from learning	5	9
Children gained a lot	1	1
Meaningful activities	3	3
More parent-child time	1	1
Parents gained a lot	2	2
Understand what children's think	1	1
sense of belonging	3	5
Respect children	2	2
Respect parents	2	3
Value recognition	6	12
Happy communication	3	4
Kindergarten is tolerant	1	1
Knowledge systematization	1	1
Teachers are attentive	3	4
Thankful of kindergarten	1	1

Figure1 Experiences of a parent in Kindergarten-family-community Partnership

3.2 Teachers' Experiences in Kindergarten-family-community Partnership

Analyzing by NVIVO,it can be seen Figure2 that teachers' positive experiences are "Enhanced self-efficacy","Thanks to parents",and "Good interpersonal relationships" in activities of the kindergarten-family-community partnership. "Enhanced self-efficacy" contains Children feel proud,Have a sense of pride,and

Feel very happy."Good interpersonal relationship" contains Improve parent-teacher relationship,Learning more about children at home,Two-way communication,Improve parent-child relationship,and High parental involvement.

It also finds out a negative experiences that is including "feeling a little tired at work",and "parents take the place of children to complete activities".

Name	Sources	References
Teachers' experience in School-Family-Community Partnership	12	39
Negative experience	5	8
take the place of children	2	4
Low children's involvement	1	3
Parents spoil children	1	1
A little tired	4	4
A little tired	3	3
Positive experience	11	24
Thanks to parents	0	0
Good interpersonal relationship	7	13
Improve parent-teacher relationship	2	2
Learn more about children at home	2	2
Two-way communication	2	2
Improve parent-child relationship	3	4
High parental involvement	3	3
enhanced self-efficacy	8	11
Children feel proud	1	2
Have a sense of pride	2	3
Feel very happy	5	6

Figure1 Experiences of a parent in Kindergarten-family-community PartnershipReferences

4 Research Conclusion

4.1 Teachers' and Families' positive experiences

(1)Kindergarten-family partnership enable respondents to learn a lot.

Though kindergarten-family partnerships,parents and teachers have gained a deeper understanding of young children, learning from each other and growing together.

(2)Kindergarten-family partnership enhances respondents' sense of belonging.

In kindergarten-family activities, parents and teachers respect each other and work together to cultivate children. Through various activities, teachers and parents have distanced themselves and feel recognized and accepted by the group, enhancing their sense of belonging.

(3)Kindergarten-family partnership enhances respondents' value recognition.

Teachers' parenting concepts will subtly influence parents in activities, promote

consensus between parents and teachers on parenting concepts, enhance parents' value recognition of kindergarten education concepts, and thus form a collaborative force to promote the growth of young children.

(4)Kindergarten-family partnership enhances respondents' self-efficacy.

Teachers play a leading role in kindergarten-family activities. The successful

completion of the activity,the satisfaction and recognition of

parents made the teacher proud, enhanced the teacher's self-efficacy and stimulated the enthusiasm of the teacher to carry out the activity.

(5)Kindergarten-family partnership improves interpersonal relationships.

Partnership not only improves the relationship between parents and teachers, but

also improves the relationship between teachers and young children, as well as between parents and young children. The relationship between parents, teachers, and young children becomes closer during activities.

4.2 Teachers' and Families' negative experiences

(1)There are many parents replacing the kindergarten-family partnership activities

In the research, it was found that many parent-child activities arranged by teachers ultimately became parents' tasks. Mainly because the activity is too difficult for children to complete independently. Some parents have vanity and hope that their children's works can be displayed. Some parents find teaching too troublesome, so it's better to complete it faster instead of their children. Some parents do not believe that their children have the ability to complete tasks.

(2)Parents' enthusiasm for participating in kindergarten-family activities is not high

The three kindergartens surveyed are still in the early stages of Partnership methods, and some parents feel that the kindergartens are not professional enough.

Parents' enthusiasm for Partnership activities is not high.

Kindergartens can conduct more research on parents' needs and innovate in the methods and forms of Partnership.

5 Effective Strategies

5.1 Effective Ways to Reduce Parents' Substitution for Children in Completing Parent-child Tasks

(1) Guide children to develop the awareness of completing tasks independently

Before the activity, it is necessary to clarify the goals, summarize and provide feedback during the activation process, communicate with children more, affirm and encourage them more, and guide them to have the awareness of independently completing tasks.

(2) Guide parents to cultivate their children's awareness of completing tasks independently

Assist parents in clarifying educational concepts and reflecting on parenting styles. Guide parents to identify their own role positioning.

(3) Reasonably design parent-child tasks

Parent-child tasks should be tailored to the age characteristics

of the child. The frequency of parent-child manual activities should be moderate.

5.2 Strategies for Enhancing Parents' Enthusiasm for Participating in Kindergarten-family-community Partnership

(1) Teachers' ability improvement

The fastest way for a person to grow is through reflection. Teachers should reflect

on their daily interactions with parents and children. Teachers should communicate with children and parents based on their needs. Teachers should never be too old to learn. Teachers not only learn from books but more importantly, they learn from practice and the small details of life.

(2) Kindergartens should optimize activity content

Kindergarten should understand parents' needs through questionnaires, organize more outdoor parent-child activities, strengthen parenting guidance.

(3) Kindergarten activities should be more targeted

Kindergartens should carry out more targeted special lectures, parents' meetings should be more targeted, let parents clarify the goals and importance of the activity.

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