

# A Brief Analysis of Strategies and Approaches to Integrity Education through School-Family Collaboration in Primary Schools

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**Abstract:** Honesty is one of the most important moral qualities of a person, and therefore, integrity education is also a crucial aspect of quality education in China's curriculum reform. However, the current effectiveness of integrity education is not prominent, and many students still face issues of insufficient creditworthiness in their daily lives. Since schools and families are key links in primary school moral education on credit, moral education on credit in primary schools should be constantly innovated ideologically, exploring new educational channels and actively promoting collaboration with families to effectively fulfill its functions of nurturing students' personality and enhancing their healthy growth.

**Keywords:** primary school students; integrity education; cultivation strategies

## 1 Introduction

Integrity education is crucial for cultivating personal credit awareness and building the overall social credit system, especially for primary school students. Primary school students are in the early stages of forming their worldviews and values, and the primary school period is a critical time to help students recognize the significance of integrity and cultivate and consolidate a sound personality. However, the issue of insufficient integrity among primary school students in the current market is becoming more severe. In the school learning process, integrity issues among primary school students are only reflected in grades and test papers. Therefore, some primary school students exhibit poor integrity, lying to teachers or parents to avoid accountability, hiding their test results, or falsifying their scores. Such behavior is a typical manifestation of a lack of relevant definitions and norms of integrity in students' minds. In real life, primary school students' dishonesty is mostly reflected in deceiving parents or others with various excuses to obtain money, buy snacks, enter internet cafes, play games, etc. Some primary school students even steal or break the law. The root causes of these issues mainly lie in two aspects. Firstly, primary school students often overlook credit deficiencies and lack reasonable cognition of the consequences of this phenomenon because they do not receive serious integrity education in their daily school life or routine activities. Secondly, they may intentionally lie due to excessive accountability from teachers or parents in the past, which they cannot accept. Therefore, it is urgent to implement integrity education for primary school students through various methods in modern school education.

## 2 Questionnaire Survey Analysis on the Current Situation of Integrity Education for Primary School Students

### 2.1 Survey Participants

To provide scientific and realistic research information on

jointly building integrity education by schools and families for this report, the research questionnaire was developed with significant reference to domestic research. Based on the actual situation of G School in Jinfeng District, Yinchuan City, this research questionnaire was designed and formulated after discussions with school leaders, teachers, and experts.

### 2.2 Questionnaire Design

The questionnaires used in this survey are broadly divided into two types: one for teachers and one for families. Among them, 200 questionnaires were distributed to parents, with 196 being returned and all being valid, resulting in an effective rate of 98%. Additionally, 50 questionnaires were distributed to teachers, with 48 being returned and all being valid, yielding an effective rate of 96%.

### 2.3 Analysis of Questionnaire Survey Results

#### 2.3.1 Current Awareness of Integrity Education in Primary Schools

Table 1. Survey on Teachers' Awareness of Integrity Education through School-Family Collaboration (N=48)

Content	Number of Respondents	Percentage
Dissatisfaction with the Status of Integrity Education	42	87.5%
Belief that Education Requires a Combination of Family, Society, and School	46	95.8%

Based on the survey and statistical analysis of the concept of joint education by schools and families, it is evident that many teachers within schools can recognize that school-family collaboration can have a positive impact on normal classroom teaching. However, there is also dissatisfaction among teachers regarding the current level of collaboration with families. The combination of families

and schools necessitates essential knowledge as a foundation, but due to a lack of this basic knowledge, research into the collaboration between families and students has not been conducted in-depth, resulting in reduced attention to this area.

### 2.3.2 Current Communication Status of Integrity Education in Primary Schools

For primary school students, parents are not only their first teachers but also lifelong educators. The significance of family atmosphere on children's growth path is self-evident. A crucial question in family education is whether you pay sufficient attention to your child. In response, 12.7% of parents said they have a general understanding, 51.5% said they have a good understanding in most cases, 14.4% said they have little understanding, and 21.4% said they have no understanding. These data indicate that many parents have a good understanding of their children, but a small number of parents have limited knowledge about their children's affairs. Furthermore, schools have not communicated adequately with parents in this regard, leading to numerous issues with integrity education in primary schools.

Table 2. Parents' Level of Understanding of Their Children (N=196)

Level of Understanding	Number of Parents	Percentage
Very Understanding	25	12.7%
Basically Understanding	101	51.5%
Little Understanding	28	14.4%
Not Understanding	42	21.4%

### 2.3.3 Current Status of Parental Capabilities

Table 3. Survey on Parental Qualities (N=196)

Content	Number of Parents	Percentage
Bachelor's Degree or Above	145	73.9%
College Degree	33	16.8%
Lack of Educational Knowledge and Abilities	18	9.1%

This indicates that students' parents possess superior educational environments. However, some parents have low levels of education. The proportion of families with a high school diploma or below is 9.1%, those with a college degree is 16.8%, and those with a master's degree or above is even higher, reaching 73.9%. It can be observed that there is a significant age gap among families, resulting in a mixed overall level.

## 3 Problems Existing in Integrity Education in Primary Schools

### 3.1 Insufficient Awareness of School-Family Collaboration

From the perspective of family education, some parents do not prioritize or support the education of primary school students, nor do they endorse the teaching methods of teachers. There is also a misconception that school teachers should completely control their thoughts. From the school's perspective, teachers and the school often act as authoritative figures, providing guidance or playing the role of a "commander", without considering the

ideas and opinions of parents. This results in parents passively complying with the school's requirements and failing to establish a democratic communication environment. Many factors contribute to this phenomenon, primarily the lack of strong family education abilities among parents and their disregard for family education responsibilities. Many parents delegate all educational tasks to kindergartens, leading to ineffective collaboration. Additionally, there is a relatively limited mode of student-family collaboration, with inadequate communication between parties and unfamiliarity among classmates and parents. Parents also lack understanding and confidence in teachers' abilities. Teachers often fail to comprehend parents' struggles, leading to missed teaching opportunities due to unclear responsibilities between both parties. Through observation and research, many families are gradually improving their educational levels, with a significant proportion beginning to prioritize family interaction. However, traditional limitations result in many families being passive in the classroom, unable to effectively communicate with classmates and teachers, rendering the cooperation ineffective.

### 3.2 Lack of Effective Communication Between School and Family

The task of integrity education is complex and requires a broad perspective. The shift in China's exam-oriented education concept has led to a narrowing of communication content between families and teachers. In traditional Chinese family education, teachers occupy a leadership role, and family relationships are subordinate to the school. Moreover, when parents and teachers engage in ideological exchanges, they fail to establish a relationship of democratic and equal communication. In the absence of democratic initiative within the family, primary school students tend to passively accept teachers' educational concepts and guidance methods. Over time, the lack of democratic communication at home can lead to parents developing a resistant attitude towards the school, even to the extent of obvious opposition. Therefore, despite the challenges being tasks that both schools and parents should undertake together, a sense of shared responsibility and common social responsibility has not been formed. To achieve higher-quality teaching, teachers and parents must collaborate, rather than merely considering the emotions of primary school students, as this can easily lead to a loss of enthusiasm for learning and hinder their healthy growth. Therefore, teachers and parents must learn to actively adopt empathetic thinking, more effectively utilize social educational resources, and develop the capabilities of families and students, thereby realizing the learning concept of win-win collaboration between families and schools.

### 3.3 Parents' Poor Integrity Behavior as a Negative Example in Family Education

During the primary school stage, students lack sufficient cognitive abilities to form reasonable judgments about right and wrong. Therefore, they have a strong tendency to imitate, and many of their parents' words and actions become targets for their imitation. However, in reality, the methods parents use to cultivate integrity are relatively monotonous, often limited to preaching, and their attitudes are not entirely correct. Some parents even fail to practice the concepts of integrity themselves. Furthermore, some parents do not actively teach their children about integrity,

despite lacking it themselves, which can easily lead their children to grow up in a dishonest and unethical direction. Some parents often contradict their words with their actions. Although they repeatedly educate their children to be honest, they lack credibility in practice, and their image in the eyes of their children will also be negatively affected. In summary, if parents do not pay attention to their own integrity attitudes and behaviors, do not strictly demand themselves to exhibit integrity, and do not have the ability to set a good example of integrity, they will become negative examples in integrity education.

## 4 Strategies for Improving School–Family Collaboration in Integrity Education

### 4.1 Strengthening School-Family Collaboration to Cultivate Students' Awareness of Integrity Education

In the joint construction of integrity education by schools and families, due to the lack of sufficient institutional guarantees, it is necessary to establish a comprehensive set of management systems and provide reasonable current policies.

Primary and middle schools must actively respond to relevant information provided by the education bureau. School administrators and parents must also have a clear understanding of the necessity of implementing integrity education, as well as their rights and obligations in management. In the work of school-family collaboration in integrity education conducted by primary and middle schools, certain rules and regulations must be in place to guarantee management authorities, work processes, and cooperation measures. Meanwhile, to more effectively ensure the smooth implementation of these rules and regulations, a more effective evaluation mechanism must also be established. In terms of management, support related to cooperation, including measures and incentives, must be provided, and evaluation mechanisms must be actively formulated to stimulate the initiative of all school staff in conducting family-based education. Currently, the evaluation of teachers' professional ethics can be more closely integrated with their corresponding work in integrity education and teacher evaluations, with performance tied to salaries, thereby increasing teachers' enthusiasm and ensuring the steady progress of various tasks.

A corresponding parents' association must be established to conduct various cultural and educational activities, provide lectures, carry out charity-themed activities, and assist in safety evacuation, so that parents can take a more proactive interest in the school and pay more attention to their children's development. In addition, during the process of dividing responsibilities, scientific, reasonable, effective, and comprehensive work plans should be clearly proposed, with set goals for everyone to mutually constrain each other. For good development, parents' active cooperation and targeted suggestions and opinions are needed to further broaden the educational horizon. Staff at all levels of the school should closely cooperate, fulfill their tasks, conduct cultural and educational activities on time, and provide an important interactive platform for parents. Relying on modern technology, including mobile apps such as We Chat and QQ, an interactive platform for parent-child education can be created to effectively push out educational hot topics that parents are concerned about and provide corresponding

preventive measures.

### 4.2 Promoting Equal Communication between Home and School through Diversified Communication Channels

The joint effort and integrity education project between home and school in primary education encompasses numerous challenging aspects. Currently, schools employ various forms of home-school collaboration, including home visits, We Chat, phone calls, text messages, and face-to-face meetings, which are widely used. However, actively exploring future methods of home-school collaboration remains an important topic. Parent-teacher meetings can be organized regularly and purposefully, with open days allowing parents to visit the campus and observe classes, thereby keeping track of teachers' progress. In some school events such as lectures, campus dances, and parades, parents can be invited to serve as judges.

Currently, schools exhibit various forms of home-school collaboration, but parent-teacher meetings still have the widest application. This traditional approach to family education and cooperative integrity education not only promotes cooperation and communication between parents and teachers but also facilitates the full implementation of parent-child education and cooperative integrity education. At this stage, the internet serves as the most effective cooperation channel between home and school. It utilizes internet platforms to achieve interactive communication among individuals, while also establishing class websites, intelligent class management systems, and We Chat groups. Through this collaboration, the effectiveness of school communication is enhanced, facilitating smooth information exchange between teachers and parents and strengthening the effectiveness of communication between both parties.

### 4.3 Parents Serving as Role Models for Integrity

In the survey questionnaire, many parents rely heavily on their social experience in conducting integrity education activities with their children. In the context of modern social development, schools must change their educational concepts and adjust their educational methods. Parents should not simply rely on traditional family education methods but should instead conduct integrity education that combines speech and behavior. During primary school, students have the most opportunities to communicate with their parents, and one of their favorite activities is to imitate adults. Therefore, parents are crucial role models. Parents must possess good modeling abilities to keep pace with the times, further accumulate their educational knowledge, and actively improve their children's integrity education through practical educational opportunities. By teaching through words and actions, parents can develop and improve alongside their children. They should create a good family environment to avoid negative family values and behaviors that harm children's growth.

In normal teaching and daily life, parents should listen to children's viewpoints while providing them with reasonable guidance, recognizing their opinions while continuously correcting their mindset, so that they can continue on the path of integrity. Parent-child communication in the Compulsory Education Law will become increasingly harmonious and equitable. When conducting family cultural education activities through democratic educational methods, parents can also help their children establish good personalities, such as humility, civility, and politeness. By

utilizing family community forums, visits, and tutors, parents can maintain consistency between their words and actions in daily life and careers, allowing children to discover honest individuals and events around them. This enables them to better take responsibility for their actions. When they notice dishonesty in their own words and actions, they can accept criticism and corrections, gradually understanding the importance of integrity.

## 5 Conclusion

At this stage, the deepening development of the ongoing basic education reform is closely related to the inevitable trend of management and education in primary and secondary schools. Actively engaging in family cooperation and honesty education can help promote the common development of students and families,

enhancing practical application effects. This paper discusses the cooperative honesty education project between primary schools and families, starting from the aspects of school and family education, and provides scientific suggestions on the implementation of cooperative honesty education between primary schools and families to improve the efficiency of implementation in honesty education within the cooperation framework. Meanwhile, it is pointed out that parents' educational beliefs and family education concepts also have a direct impact on students' mental health development trends. Therefore, primary school teaching and family cultural education should align with the same cultural education plans and goals. Making full use of the advantages of various teaching resources provides the primary guarantee for the healthy development of primary school students.

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