

Article

Research on Improving the Efficiency of College Students' Education and Management from the Perspective of Home-School Collaboration

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Abstract: Home-school collaboration serves as a vital approach to enhancing the effectiveness of educational management for university students. On the basis of clarifying the connotation of home-school collaboration and the evaluation dimensions of university students' educational management effectiveness, this paper constructs a theoretical framework for their correlation by drawing on the Overlapping Spheres of Influence Theory, Ecological Systems Theory and Participatory Decision-Making Theory. By investigating the prevailing models and operational mechanisms of current university home-school collaboration, it analyzes deficiencies of university administrators in conceptual cognition, institutional design and implementation. Meanwhile, it reveals problems within family participation including insufficient willingness, inadequate capacity and disordered boundaries. Focusing on key factors such as consistency of collaborative philosophies, quality of information communication and institutional-resource support, this paper puts forward improvement paths: establishing a hierarchical and categorized collaborative management mechanism, optimizing regular communication platforms, and enhancing the collaborative competence of teachers as well as the participation capacity of parents. Guarantee strategies are designed from three perspectives: improving the institutional responsibility system, building an evaluation and feedback mechanism, and fostering a trust-based cooperative culture, so as to provide systematic references for the practice of university educational management.

Keywords: home-school collaboration; university students; educational management effectiveness; collaborative education; institutional guarantee

1. Introduction

The environment of educational management for university students is changing rapidly due to an increasing number of diverse student groups and different demands for individual development. The old model of school-centred management has become less effective at dealing with problems among students, such as academic difficulties, psychological distress and career indecision. As a general idea that organises educational resources and expands the scope of management, home-school cooperation provides new ideas for solving the above problems. However, most of them are still limited to primary school. Home-school cooperation in higher education is still in its infancy, and there are often unclear goals, shallow contact and institutional flaws. Therefore, it is difficult to achieve the desired results of cooperation in terms of student management. Therefore, a system for studying paths to enhance the effectiveness of educational management for university students through home-school collaboration can offer both theoretical support for addressing current management problems and practical guidance for innovation in university education.

2. Theoretical Correlation between Home-School Collaboration and University Students' Educational Management

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2.1. Connotation and Constituent Elements of Home-School Collaboration

Home-school collaboration is a cooperative effort among families and schools to promote students' all-around development by sharing information, taking responsibility for learning together, and participating in various activities according to a common goal. In addition to conveying information, the other purpose is to engage people in dialogue and learn from them. The components of this system are generally collaborative subjects, common goals, interaction content and cooperation mode. The two parties of cooperation are university administrators and families; they will provide professional education and living environment support at different times. All-round development of students is the goal; thus, their studies and mental health should also be considered. Interaction contents refer to information about academic achievements, behaviour, emotions and growth plans. Forms of cooperation include regular meetings, online communication and joint crisis response. The above factors work together to improve the working efficiency of the joint system.

2.2. Connotation and Evaluation Dimensions of University Students' Educational Management Effectiveness

The educational management effect of university students refers to how well universities achieve their goals for student management through the coordination of all educational resources. It pays attention to the results of management at the same time as the rationality and stability of the management process. The three types of evaluation are as follows. First, goal achievement refers to the actualisation of the intended outcomes for students, such as good grades, discipline, etc. Second, process smoothness includes the efficiency of management system operation, the quality of teacher-student interaction and problem response speed. Thirdly, development promotion refers to whether the management activities can motivate students to learn proactively and foster their social skills. Optimise the management process and expand the scope of resource provision to improve the overall level of home-school cooperation; this will be studied further [1].

2.3. Theoretical Foundation for the Impact of Home-School Collaboration on the Educational Management Ability of University Students

The Overlapping Spheres of Influence Theory believes that if there is a large overlap among the spheres of influence of schools, families and communities, then students will benefit more; thus, it provides a spatial analysis system for home-school cooperation. According to the Ecological Systems Theory, people's lives are shaped by all sorts of environments at various levels. As the core micro-systems, the relationship among families and universities directly affects the growth environment for students. Based on the theory of participatory decision-making, involving families in the stage of information collection for management decisions will enhance both the scientific basis and the acceptance of these decisions. Together, the three theories show that home-school cooperation is not an extra way to manage; instead, it is an internal factor that promotes the improvement of efficiency. Organise the system to strengthen management efficiency by expanding educational areas, optimising the environment and improving decision-making logic.

3. Current Situation and Problems of Home-School Collaborative Educational Management in Universities

3.1. Prevailing Models and Operational Mechanisms of Home-School Collaboration in Universities

The three main types of current university-home-school cooperation are the crisis-response model, the regular-notice model and the activity-participation model. The crisis-response model is triggered by students' sudden psychological or academic crises passively. The regular notification model is a one-way channel for transmitting information, such as semester grades and holiday greetings. The activity-participation model offers little interaction through events, such as parents' open days and graduation

ceremonies. Most universities operate under this model, with the student affairs department serving as the lead agency and counselors acting as the front-line implementers; they collaborate through WeChat groups, official accounts or parent committees. In short, the cooperative mode lacks a plan and is generally limited to the dissemination of information. A normalised cooperative process for enrolment adaptation, campus development and career guidance has not yet been introduced.

3.2. Problems of University Administrators in Home-School Collaboration

Problems among university administrators generally fall into the categories of cognitive bias and institutional deficiency. At the same time, some administrators believe that parents' involvement is an infringement upon the professional autonomy of universities and thus avoid cooperation. On the other hand, no special cooperative management system has been established, such as norms for parent communication, standards for graded information sharing and collaborative emergency procedures. Therefore, the actual operation will be based on personal experience. Counselors have many other responsibilities and are therefore unable to devote much time and energy to cooperation. They do not have regular training courses for communication skills and family education. Together, these reasons have led to a one-way output and passive coping mechanism in university collaborative practice, preventing the formation of long-term, deep-rooted partnerships with families [2].

3.3. Problems with Family Participation in Home-School Cooperation

The three problems of family participation are divided will, lack of ability, and unclear boundaries. Some parents think that the full management responsibility for their college-age children has been shifted to the university, so they do not participate. On the other hand, some parents focus too much on academic results and tend to interfere with university management in a way similar to that in secondary school, failing to grasp the rationale behind autonomous education at the college level. In terms of competence, most parents do not have good communication skills with their adult children and lack professional knowledge about cooperation with universities; therefore, they cannot express their wishes clearly or provide accurate information. Regarding the boundary problem, some parents either interfere too much in their children's lives and reduce their autonomy, or fail to communicate and thus do not cooperate. Therefore, the family's educational resources cannot be effectively integrated into the university's management system.

4. Key Factors Influencing the Effectiveness of University Home-School Collaboration

4.1. Consistency of Collaborative Philosophies and Objectives

Universities and families have similar educational ideas and the same hopes for students' growth; thus, they can work together. There are considerable differences in the positioning of student cultivation, success criteria and management modes among the parties involved; therefore, cooperation will be difficult. Some universities focus on all-around quality and social adaptation, and some parents base their judgments on utilitarian employment-oriented assessments. Objective Discrepancy reduces the combined effect of cooperative plans. Consistency in philosophy does not mean uniformity of opinion; rather, it is a broad agreement reached after many discussions and a cooperative system that finds common ground despite different views. Based on the above practical evidence, greater consensus among the parties will promote the effective implementation of joint efforts and achieve good results.

4.2. Information Communication Channels and Interaction Quality

The Convenience of Communication Channels and Depth of Interaction Affect the Results of Cooperation. Most universities are now using instant-messaging applications for WeChat groups and short messages. Although convenient, the delivered information is often shallow and disjointed; thus, all-encompassing changes in students' lives cannot be conveyed. High-quality interactions have timeliness, authenticity and relevance, so

they can be used effectively when there are changes in studies or emotions. At the same time, the university should pay attention to what families say and respond accordingly. One-way indoctrination reduces parents' desire to participate and diminishes the value of information; therefore, equal two-way dialogue can help identify students' problems accurately and take targeted joint measures.

4.3. Institutional Guarantees and Resource Inputs

Good institutions provide a stable operating environment and behavioural norms for cooperation, and abundant resources offer the necessary conditions for continuous operation. Institutional guarantees include dividing the responsibilities of the cooperative parties, specifying the frequency and form of communication, protecting privacy through confidentiality clauses, and setting up assessment and incentive systems. Resources for input include special funds, information-platform construction and professional training opportunities. Home-school cooperation at most universities does not have an institutional foundation and operates on a "key-person-driven" model. Staff turnover will also cause a disruption in cooperation. In addition, there is a lack of financial and technical support for the normalisation of communication-platform development and parent-education activities. Therefore, institutionalisation and resource support are required to change the current situation of ad-hoc home-school cooperation into a regular mechanism [3].

5. Pathways to Improve University Students' Educational Management Effectiveness from the Perspective of Home-School Collaboration

5.1. Establishing a Hierarchical and Categorized Collaborative Management Mechanism

Universities should design different cooperative management plans for students of all ages and developmental stages. For younger students, adaptability training and the construction of a family support system will be provided to help parents learn about university life. Middle- and upper-grade students should be guided to explore specialisations and plan for their future careers, and their parents can also join these discussions on growing up. At the same time, based on students' academic performance and psychological state, they can be divided into key-concern, routine-concern and self-development groups, and communication frequency and intervention intensity will be adjusted accordingly. A hierarchy and categories can be used to avoid the waste of resources from one-size-fits-all cooperation and improve the accuracy of intervention; thus, families can take on different roles at various times.

5.2. Optimisation of Information Sharing and Standardised Communication Platforms

Develop a digital home-school interaction platform that integrates information release, status query, online consultation and early warning alerts to improve communication efficiency technically. Different from the information-flow mode of current instant-messaging tools, this platform should add modules for cumulative student growth dynamic files, excerpts of teacher evaluations and parent feedback channels to achieve cumulative display and sharing of student growth data. At the same time, a two-track communication system will be built to handle daily matters and emergencies simultaneously; thus, regular updates will be made smoothly and promptly addressed in case of an accident. Platform operation will be supported by information-update accountability mechanisms and confidentiality protocols to ensure the accuracy and security of data. A good-featured, convenient-to-use technical platform will offer strong support for home-school cooperation [4].

5.3. Strengthening Teachers' Collaborative Guidance Ability and Expanding Parents' Participation Channels

Teachers and school staff are responsible for coordinating with families. Organise special training courses to enhance their knowledge of family education, communication and negotiation skills, and crisis recognition ability. The training materials will include developmental psychology, family-system theory and non-violent communication, as

well as a case library of cooperative practice for reference. Universities can organise family education classes and compile parent handbooks to help parents learn about the growth patterns of college-age children and university management rules, and guide them to determine suitable participation roles and boundaries. Two-way empowerment helps teachers and parents communicate better and work together more effectively; thus, they provide strong support for cooperation.

6. Guarantee Strategies for Home-School Collaboration to Improve University Students' Educational Management Effectiveness

6.1. Improving Collaborative Management Institutions and Responsibility Systems

Home-school cooperation should be added to the institution's system for university student affairs. Measures for the implementation of home-school cooperation will be established to specify the responsibilities of all parties, work processes and quality requirements. The institutions shall set a general communication frequency per semester, specify contact requirements for key-concerned students, establish time limits and scopes of information dissemination, and thus provide a reference for joint efforts. A three-tier responsibility system will be built at the university, school and grade levels: the university will be responsible for the overall plan and resource allocation; the school will implement specific plans; and counselors and class teachers will lead the actual work. Based on detailed responsibility lists and work records, the results of cooperation among students will be added to their evaluation systems, providing institutional incentives and constraints to promote and standardise cooperative behaviour.

6.2. Establishing a Cooperative Effect Evaluation, Feedback and Improvement Mechanism

A good evaluation system should combine process-oriented and outcome-oriented assessments, and use both quantitative and qualitative data. Quantitative Indicators: Frequency of Communication, Scores on Parent Satisfaction Questionnaires, and Compliance Rate of Student Management Objectives. Qualitative Assessment collects information on deficiencies via in-depth interviews and case studies. The evaluation objects will be distributed among the administration office, teachers' self-assessments, parents' comments and students' experiences. Compile the evaluation results in a separate report for application. For instance, reasons for low parental participation will be investigated and then communication strategies modified accordingly. A full-cycle closed-loop system of "implementation-evaluation-feedback-optimisation" needs to be built to move home-school cooperation from experience-driven practice to evidence-based optimisation and continually enhance management efficiency [5].

6.3. Cultivating an Organizational Culture of Trust and Cooperation among Families and Universities

Institutions and technology solve "how-to" problems; culture provides the inner drive for "willingness". Universities should spread values such as respect for family life and openness to cooperation through public relations, model recognition and daily life. For example, a special session on home-school collaborative education can be added to the freshmen's orientation, and university leaders can publicly praise the role of parents. Good examples of cooperative education and model cooperative families can be selected periodically to have an exemplary effect. Administrators need to have a professional and sincere attitude in their daily lives and promptly address parents' concerns to build trust over time. When trust-based cooperation becomes a conscious organisational culture, home-school cooperation will no longer be required by external forces but will develop naturally among the management community.

7. Conclusion

Home-school cooperation has been added to help improve the educational management ability of college students. Build a system of theory correlation, status diagnosis, factor analysis, improvement path and guarantee mechanism. It shows that the

release of cooperative effectiveness requires multiple kinds of support, such as concept consensus, good institutions, matched competence and cultural nurturing. In the future, more studies will be conducted on differentiated cooperative models for universities at different levels, and empirical tests of the causal relationship between cooperative measures and effectiveness indicators will also be carried out. It will promote the shift of home-school cooperation from experience-based judgment to evidence-based practice, and thus enable it to serve as one of the essential parts of modern university governance.

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