



A Survey of Parents' Participation in Homework Under the Background of “Double Reduction”-- Based on 2411 Data From Ningbo

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Abstract. The policy of “Double reduction” further clarifies the requirements for students' homework. In order to reduce students' homework burden, parents need to face the educational value and function of homework and actively participate in it, and the school to play a joint effort to educate people. This study is based on more than 10 junior high schools in Ningbo, through the analysis, it is found that parents' participation in homework behavior is still mainly “Providing support” and “Homework supervision”, however, the behaviors of “Home-school communication” and “Leading children to self-management” are not taken seriously, so parents need to further improve their educational concept and participation behavior.

Keywords: Double reduction; parental participation behavior; homework

1 Introduction

Based on the policy of “Double reduction”, middle schools have carried out a variety of homework system construction, the design and implementation of homework, and strive to “Reduce quantity and improve quality”. In this process, the parents of secondary school students involved in the child's homework situation? Whether to form a joint force with the school to play a role in educating people? These questions require evidence-based responses to better guide home-school collaboration. To this end, through a large sample of questionnaires, obtain relevant information, describe the real situation, to improve the effectiveness of parental participation to provide recommendations.

2 An Analytical Framework of Parents' Participation in Homework Under the Background of “Double Reduction”

Parental involvement, also known as “Parental involvement” or “Parental involvement”, was born in the early 20th century in the United States, “Parents-teachers association”

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was founded. But it wasn't until the 1960s that research on "Parental involvement" began to take hold, the Coleman Report, based on data on 600,000 students in 4,000 U.S. schools, shows the importance of parental involvement in student development.[1] The concept of "Parental involvement" is defined as the process in which parents, as educators, intervene in children's educational activities on the basis of home-school interaction to promote children's growth in various aspects. In the aspect of homework participation, we first need to sort out the typical behavior of homework participation, and then combine "Double-reduction" to analyze the requirements of parents' participation in homework, only then can construct the suitable double subtraction background parents participation homework behavior concrete frame.

2.1 The Typical Classification of Parents' Participation in Homework

Based on different classification standards, the dimensions of parents' participation in homework behavior are different, parents' participation in homework is divided from the degree of participation, the content of participation, the scope of participation and so on. Based on the degree of participation, Cooper classified the behavior of parents' participation in homework as direct participation, autonomous support and exclusion.[2] Lorenz further divided it into autonomous support, control participation, structured participation and emotional participation based on previous studies.[3]

Although the content of parental participation has been enriched and perfected, it is always limited to the independent participation of parents within the family, and the parental participation between home and school has not been paid attention to. So Epstein uses home-school relationships as a classification criterion, the behavior of parents' participation was divided into six categories, namely, parents' creating environment at home to support their children as students, family-school communication, and parents' participation in their children's learning activities at home as volunteers, parents participate in school decision-making and management, parents and community cooperation.[4] Hoover-dempsey breaks down parental involvement in homework into eight categories: providing material and psychological support for children to complete their homework; interacting with teachers about homework; to supervise and examine the homework process, to respond to the homework performance, to participate directly in the homework tasks and process, to design the meta-strategy to adapt the students' skill level to the task requirements; promote children's understanding of homework through interaction; design learning meta-strategies to help improve children's academic performance.[5]

Taking into account the actual situation of parents' participation in homework, the classification based on the perspective of home-school relationship is more suitable for the actual needs, and from the perspective of comprehensiveness and Operability, Hoover's classification of Nathan M. Pusey's behaviour is appropriate, so it is a basis for further simplification, the final summary is to provide support, communicate with teachers, regular supervision, homework feedback, direct guidance, homework classification, interactive participation, and foster autonomy.

2.2 “Double Reduction” Policy on Parents to Participate in the Specific Requirements of Homework

In the “Double reduction” policy, the requirements for parents to participate in homework can be summarized as four points: “Guide children to do homework well”, “Strengthen communication with children”, “Pay attention to children's psychological emotions” and “Help children develop good habits”. For children in school unfinished homework, first of all, parents should guide the child to do a good job in time planning and emotional management, and then help them finish their homework. For the child has completed the homework situation, it is necessary to communicate with the child the difficulties in the homework and the learning plan, guide them to develop a good self-study habits. Based on the above analysis and considerations, and based on the Hoover-Den Nathan M. Pusey eight-point method, combined with the “Double subtraction” requirements for parents to participate in homework, finally, the framework of parents' participation in homework, which is composed of five types of participation behaviors and 15 kinds of specific indicators, is constructed, as shown in Table 1.

Table 1. The behavioral framework of parents' participation in homework

Dimensions	Indicators
Provide support	Provide material support
	Provide emotional support
Home-school communication	Ask about job requirements and resources
	Communicate the rationality of the assignment
	Ask for knowledge and methods
Operation Supervision	Monitor homework hours
	Check homework completion
	Monitor homework attitude
Homework guidance	Help with the written homework
	Tutor oral homework
	Help with practical homework
	Analyze homework errors
Guide your child to self-management	Guide the collation of knowledge
	Guide time management
	Guide emotion management

3 Study Design

3.1 Questionnaire Design

According to the behavioral framework of parents' participation in homework, a self-designed questionnaire with 2-3 items and 53 items was designed for each index. A total of 25 parents were randomly selected from three secondary schools in Ningbo and 20 questions were deleted. The final questionnaire was made up of 33 questions and scored with Likert's five-point rating scale, from “Very inconsistent” to “Very consistent”, with 1-5 marks in turn.

3.2 Survey Sampling and Data Processing

In September 2023, two middle schools were randomly selected in the urban area of Ningbo and 2600 questionnaires were distributed in the form of questionnaire stars. 2469 questionnaires were collected and 2411 valid questionnaires were obtained after eliminating invalid questionnaires, the effective rate was 97.65%. The detailed sample distribution is shown in Table 2. All valid questionnaire data were processed and input into the computer, and then analyzed by SPSS 26.0 software.

Table 2. Distribution of the sample of parents

Variable		Number	Percentage(%)
Parenthood	Father	611	25.3
	Mother	1784	74.0
	Grandparents	3	0.1
	Other guardians	13	0.5
Sex of the child	Male	1313	54.5
	Female	1098	45.5
Child type	Only child	1295	53.7
	Not an only child	1116	46.3
Children's grade	Seventh Grade	873	36.2
	Eighth grade	689	28.6
	Ninth grade	849	35.2

4 Survey Results and Analysis

4.1 The Behavior of Parents Participating in Homework

4.1.1 The Types of Parents' Participation in Homework

Statistics found that the average score of compliance between providing support and job supervision was between 4.00 and 4.25, which was at the “Relatively consistent” level, the average scores of home-school communication, homework guidance and self-management guidance were between 3.00 and 4.00, which were at the “Somewhat consistent” level, while the scores of home-school communication were below 3.50. Among them, “Home-school communication” is the behavior that parents adopt the lowest frequency, and “Providing support” is the most commonly used behavior.

4.1.2 The Specific Performance of Parents' Participation in Homework

Further analysis of the five types of parental involvement shows that there are some differences within each type of involvement. Those who scored more than 4.00 and chose the “More appropriate” option more than 65% of the time, attitude, oral homework, material support, emotional support, and guided emotional management. Scores below 3.50 and less than 50% of those who chose the “Relatively consistent” option were “Ask about job requirements and resources”, “Communicate the rationality of the job” and “Consult Knowledge and methods”.

In the work of supervision, mainly focusing on the work of time and attitude of supervision, "Check the completion of the work" is not paid attention to. In homework guidance, mainly oral homework guidance, "Guidance written homework", "Guidance practice homework", "Analysis of homework errors" and not too much participation. In guiding children to self-management, mainly inclined to time management and emotional management guidance, "Knowledge collation" is not too much attention.

4.2 The Difference Analysis of Parents' Participation Behavior in Each Variable

4.2.1 Differences in the Types Of Children

The results of independent sample t-test were as follows: in addition to "Communication between home and school", there was no significant difference between the two groups, there were significant differences in other dependent variables whether the parents were only children or not. The scores of parents with only children were higher than those with non-only children. It can be seen that the only child parents involved in the behavior of homework is more consistent.

4.2.2 Gender Differences in Children

The independent sample t-test shows that there is no significant difference in the scores of other dependent variables between parents of different genders. It can be seen that the gender of the children does not affect the extent of parental participation in the conduct of homework compliance.

4.2.3 Differences in Grades of Children

One-way Anova was used to analyze the scores of five kinds of behavior of parents participating in homework as dependent variable and the grade of their children as independent variable, the results showed that there were significant differences ($p < 0.05$) in the scores of participating behavior types among the parents of middle school students. There were significant differences in "Homework supervision", "Homework guidance" and "Guiding children to self-management" ($p = 0.000$), and the scores of parents' participation behavior decreased with the students' grade.

It can be seen that in secondary schools, the higher the grade, the lower the level of parental participation behavior, to the ninth grade home-school communication is on the rise. This may be related to the students' early grades, and interviews have found that as students move up the grade level, parents pay more attention to communicating with teachers than to supervising and tutoring assignments, to help children develop better.

4.2.4 Differences in Parents' Educational Qualifications

The results of one-way analysis of variance showed that there were significant differences in the scores of parents with different educational background except "Home-school communication", and the score increases with the improvement of

parents' educational background. It shows that the higher the parents' educational background, the higher the level of students' participation in homework.

In addition, the score of "Home-school communication" decreased with the improvement of parents' educational background. This suggests that parents with higher education levels do not tend to communicate at home and at school.

4.2.5 Professional Differences Between Parents

The results of one-way ANOVA with parent occupation as independent variable showed that there were significant differences in parents' scores among different occupations except "Home-school communication". In general, the state and social workers, managers and managers, professional and technical personnel score higher. Industrial Workers and the unemployed and semi-unemployed have lower scores. In general, parents with more educational resources scored higher in all behaviors.

4.2.6 Differences In Parental Involvement Time

One-way Anova was used to analyze the time of parents' participation. The results showed that there were significant differences in the scores of all five types of behavior. In general, the scores of each behavior increased with the time of participation.

4.2.7 Differences In Parents' Expectations of Their Children

The results of one-way ANOVA with parents' expectations of their children as independent variables showed that there were significant differences in the scores of different parents' expectations on five kinds of participating behaviors. Overall, parents with the highest expectations of their children also scored highest.

5 Conclusions and Recommendations

5.1 Conclusions

5.1.1 parents Participate in Their Children's Homework Mainly By "Providing Support" and "Supervising Homework"

The data showed that parents were more willing to participate in their children's homework in this way, with scores above 4.00 for behavior such as providing support and homework supervision. It is concluded that parents' participation in homework is mainly based on these two behaviors. Among them, "Providing material support", "Providing emotional support", "Monitoring working time" and "Monitoring working attitude" are the leading behaviors in these behaviors.

5.1.2 The Behavior Level of "Home-School Communication" and "Guiding Children to Self-Management" Required by the "Double Reduction" Policy is Relatively Low

From the survey results, "Home-school communication" and "Leading children to self-management" behavior of the relatively low compliance, indicating that the par-

ents in these two aspects of behavior is relatively poor, because the questionnaire items are positive statements of active participation behavior, the higher the score, means that the more active behavior, or the level is high. However, these two types of behavior is precisely the "Double reduction" policy is particularly stressed, hope that the home-school cooperation to achieve "Quality reduction", should arouse our vigilance.

5.1.3 The Type and Grade of Children Significantly Affected Parents' Participation Behavior

From the results of the investigation, whether the child is an only child and the grade as an external factor for parents to participate in homework, parents' participation behavior is seriously affected. Specifically, parents of only children participated in homework more actively and at a higher level than parents of non-only children. In addition to "Home-school communication", the level of parental involvement decreased with the increase of children's grade.

5.1.4 Parents' Own Factors are the Important Variables That Influence the Participating Behavior

According to the results of the investigation, the variable internal factors of parents themselves affect their participation behavior. First, the higher the expectation of the parents, the more engaged and active the parents are in the homework. Second, the longer the parents actually spend on the homework, the higher the level of the parents' participation in the homework. Third, parents education, in addition to "Home-school communication," the higher the parents education, the more active participation in homework. In the aspect of "Home-school communication", the score decreased with the improvement of parents' educational background.

5.2 Recommendations

Through a meta-analysis of parental involvement patterns, Cooper found that when parents' direct involvement in homework conflicts with school teachers, it interferes with children's own learning, its own expectations and the child's ability does not match when the child will have psychological pressure, and direct answers, ghostwriting and other behavior will make the child's learning quality greatly compromised.[6] Therefore, it is suggested that parents should do three tasks to enhance the effect of participation: first, to communicate with teachers, to understand the performance and ability of children to complete homework, and to give children appropriate learning expectations; The second is to provide homework guidance on subjects where children are weak as far as possible. Parents with higher education should provide the children with learning scaffolding on the premise of making clear the correct knowledge points, the parents who are relatively weak in guidance ability can act as their children's learning partners, guide their children to consult teachers actively, and overcome learning difficulties with their children; Third, according to the children's grades and learning to adjust the participation behavior in time, according to the survey results show that with the rising grade of parents' participation behavior generally

showed a certain downward trend, in the lower grade, parents should pay attention to the development of children's self-management ability while supervising the homework, while with the improvement of children's autonomy, the participation behavior in homework can gradually decrease, however, due to the pressure of children's school should pay more attention to the home-school communication behavior, timely ease the work of the children's psychological pressure and anxiety.

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