

# Research on Primary School Teachers' Home-School Cooperative Competency Based on Nvivo11 Qualitative Software

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**Abstract.** Intending to build a high-quality education system, teachers home-school cooperation competence is becoming increasingly important. Nvivo11 qualitative research software was used to analyze and sort out the interview data obtained in this paper. It is found that the parents of contemporary primary school students present some new characteristics: parents pay more attention to their children's mental health; The phenomenon of parental anxiety is significant; Have obvious compensation psychology to the child; Fragmentation of parenting knowledge. In home-school cooperation, primary school teachers need to improve their ability to transform theory into practice. For example, the ability to communicate with parents, case study ability, scientific research ability, and the ability to adjust to emotions. In terms of quality characteristics, teachers should recognize the importance of home-school cooperation. Acceptance of parents; Active research on children; Positive attitude and problem-solving mindset.

**Keywords:** Home-school cooperation; Competency; Ability; Quality; Nvivo11 software.

## 1. Introduction

The competence of home-school cooperation belongs to the category of professional competence of Teachers 'professional development. For example, "The professional standards for kindergarten teachers (for trial implementation)", "The professional standards for primary school teachers (for trial implementation)", and "The professional standards for secondary school teachers (for trial implementation)" issued by the Ministry of Education in 2012. All of them pointed out that teachers should have the professional ability to communicate and cooperate. Teachers should communicate and cooperate with parents effectively to promote students' development. For a long time, this expertise seems to have been ignored and marginalized. In recent years, China attaches great importance to the family education, and teacher' s home-school cooperation competence has been gradually seen and awakened.

The CPC Central Committee's proposal for formulating the 14th five-year plan for national economic and social development and the long-term goals for 2035, adopted at the fifth plenary session of the 19th Central Committee of the CPC, clearly defines the policy guidance and key requirements for "Building a high-quality education system". The proposal calls for the construction of a high-quality education system, which requires "Improving the mechanism of school family and society in coordination with educating people, improving the quality of teachers ability to teach and educate people, enhancing students' civilized accomplishment, sense of social responsibility and practical ability, and attaching importance to the education of teenagers' physical quality and mental health." All good visions of education ultimately need to be realized by teachers. Only by improving teachers home-school cooperation competence can we truly implement the school-family social cooperative education mechanism and stride forward to achieve the goal of high-quality education system.

## 2. The raising of questions

In ci Hai, "competent" is interpreted as being enough to bear or undertake, and "li" is a kind of power. Competency refers to a comprehensive "strength" that is sufficient to complete a specific job. Abroad, the American social psychologist David Clarence Mc Clelland first formally proposed the "competency" theory in 1973, It is pointed out that "competency refers to knowledge, skills,

abilities, traits or motivations that are directly like or related to work, work performance or other important achievements in life". [1]

Chinese scholars generally define teacher competency as teachers' professional knowledge, skills, and values related to education. For example, some scholars believe that "teacher competency refers to individual teachers' professional knowledge, skills, and values related to the implementation of successful teaching". [2]

The author searched literatures in the online publishing database of China Academic Journals Net and found 36 core journal articles with "teacher competency" as the key word. The research of these articles on teacher competency mainly focused on teaching. There are 0 core journals in which we search for "Home-school co-operation competence of teachers". The author in the "Home-school cooperation" as the keyword for the search found a lot of research. The research on home-school cooperation mainly focuses on the value of home-school cooperation, the problems of home-school cooperation, the effectiveness of home-school cooperation, and other issues. Because we didn't find any articles on the topic of "Teacher's home school co-operation competency," the author found 11 articles under the title of "Teacher's child discipline."

There are mainly two sources of literature on teacher's home-schools cooperation competency. One is the home-school cooperation papers, which will involve part of teachers' competency; the other is the papers on teachers' family education guidance. Through the combing of these two literature sources, it is found that there are some deficiencies in the existing research. (1) most of the research methods about the competence of home-school cooperation are speculative. It adopts a top-down approach to theoretical construction, and very few empirical studies use questionnaires or interviews. (2) The competence of home-school cooperation mainly involves the communication ability of teachers in home-school cooperation. (3) Most of the existing research put forward the lack of teacher's home-schools cooperation competence as a practical problem, but in-depth longitudinal studies are insufficient.

Therefore, this study tries to make a breakthrough in research methods and draw some scientific conclusions from the bottom-up theoretical construction of teacher's home-schools cooperation competence.

### **3. Research methods**

This study used a semi-structured interview method to select 9 typical samples for in-depth interviews. The interview data were imported into the qualitative analysis software Nvivo11 for analysis, to explore the core characteristics of teacher's home-school cooperation competence and provide some basis for the improvement of home-school cooperation teachers' competence.

#### **3.1 Interviewees**

The author selected 9 teachers working in the front line of primary schools, among which 3 are principals and the other 6 are primary school teachers. These 9 interviewees are all educators who attach great importance to home-school cooperation and have outstanding performance in this field, which has won unanimous praise from parents.

Serial number	gender	Working fixed number of years	What learn professional	Record of formal schooling
A1	male	20 years	mathematics	Undergraduate course
A2	female	25 years	psychology	Undergraduate course
A3	female	10 years	Primary school education	Undergraduate course
A4	female	9 years	Primary school education	Undergraduate course
A5	female	3 years	Primary school education	A graduate student
A6	female	22 years	Chinese language and literature	Undergraduate course
A7	male	5 years	Primary school education	Undergraduate course
A8	female	3 years	Primary school education	Undergraduate course
A9	female	20 years	Chinese language and literature	Undergraduate course

Table 1 List of interviewees

## 4. Research process

### (1) Conduct interviews

The author designed a semi-structured interview questionnaire. Based on reading many literature materials and combining the work experience in recent years at home and school, the questionnaire mainly designed the following questions: ① What do you think are the differences between the parents of today and the parents of the past, and what are their salient characteristics? (2) In general, what specific areas need home-school cooperation? ③ What do you think is the most important significance of home-school cooperation in primary school? (4) What is the most important ability of primary school teachers in home-school cooperation? ⑤ What are the characteristics of the peers who do well in home-school cooperation that you admire most? ⑥ What difficulties and challenges do you encounter in home-school cooperation? ⑦ Can you talk about two successes or failures of home-school cooperation? How did you do it and how did it work? What have you learned?

A teacher was interviewed in advance of the official interview. In this study, the frame was fine-tuned according to the content of the pre-interview. We use face-to-face communication informal interviews. In the process of listening, the researcher asks some questions according to the actual situation. Through in-depth interviews with each teacher, the researchers obtained a total of 9 pieces of material. About 90,000 words after the researchers transcribed the recordings. A qualitative analysis was made of these written materials.

### (2) Data coding

In this study, the recorded interview data were converted into Word text, and 9 interview data were imported into the Nvivo11 software system to encode the text data. The grounded theory research method was adopted to encode the text Word by Word and sentence by sentence. Coding is a process of building up a theory from the bottom up, rather than directly testing hypotheses. If a paragraph of the text covers several nodes, it will be marked under different nodes to form free nodes (first-level coding) and form tree-like nodes (associative coding) by combining free nodes. Such as "our school has produced a group of parents, live every day in this group of audios, recorded by parent volunteers, today's learning materials is a" no connect short is one of the largest breeding parents ", this one information as the first "parents live audio recording" child nodes, and then summarized to "build parent-school cooperative environment" under the tree node.

In this study, there are mainly three correlative codes through further induction and arrangement of the sub-nodes. They are the new characteristics of contemporary parents, the ability characteristics of home-school cooperative teachers, and the quality characteristics of home-school cooperative teachers.

## 5. Research results

Based on the research on teacher competency at home and abroad, the author initially divided teacher home-schools cooperation competency into three aspects: knowledge, ability, and quality accomplishment. However, in the actual research, it is found that the interviewees talk more about ability and quality literacy. Because the knowledge requirements are often explained together with the ability some of the ability requirements themselves have covered the knowledge requirements. For example, the ability to transform theory into practice covers the knowledge requirements of teachers to learn pedagogy, psychology, brain science, nutrition, and other aspects. Therefore, the author mainly focuses on two aspects of competence and quality characteristics. In addition, the study found that contemporary parents and parents in the past have many different characteristics. Therefore, the new characteristics of contemporary parents as an important code to interpret.

### 5.1 The challenges of contemporary parenting

At present, the age of primary school parents is 85. There are some notable generational traits in this generation of parents (see Table 1). In the process of interviews, especially with teachers with long teaching history, the researchers can feel the differences of parents in the new era. Now the primary school parents have a strong awareness of rights, often because of a variety of complaints against the school. Some complaints are unreasonable or even out of line. But behind some of the complaints are parents' concerns about their children and their reflections on education. Parents have a higher educational level and have their own understanding and thinking about education. Parents will analyze and judge their children's feedback rather than follow it blindly. Therefore, in home-school cooperation, parents in the education of children are not a blank sheet of paper. Parents should pay attention to how to lead such a group of parents to grow up and keep the educational concept of "Harmony but difference", which is a key point in home-school cooperation.

Through the analysis of the interview data, it is found that parents have obvious characteristics in four aspects, namely, they pay attention to their children's mental health; Parents' own anxiety is significant; Psychological compensation for children is serious, so it is easy to spoil the way of upbringing; Parents will consciously learn parenting knowledge, but most of this knowledge is fragmented rather than a complete system.

The parent-school cooperative is one of the important tasks of drive parents to grow, and because of the four obvious characteristics, can be in mental health, emotional management, parenting, family education knowledge to intrusive support and the help of parents, it will also promote the development of teachers' ability, such as parents focus on children's mental health, will push the teacher to learn the knowledge of psychology, Improve your ability to read children.

Table 2: Material information of sub-node of "New Characteristics of Contemporary Parents" encoded by correlation formula

Child nodes	Material node Material source number	points	Examples of reference points
Pay attention to your child's mental health	8	15	Parents today ask more questions than they did in the past. They have a clear focus on the child's psychology. For example, my child did not do well in the exam, did his classmates laugh at him, did his psychology be affected? My child wet pants, other children saw, then my child will have psychological disorders?
Parental anxiety is significant	6	13	Parents' expectations for their children are relatively high, and they have signed up for training classes after class, which will put more pressure on their children. The grade of parents' anxiety is getting lower and lower. In the past, parents of grades five or six have anxiety about entering school, but in recent years, they have moved down to grade three or four, or even grade one or two.
There is an obvious psychological compensation for children	5	6	This generation of parent's busy work, pressure, do not have too much time to accompany their children, either to grandparents, or in the custody class, too many parents have no heart, so feel indebted to their children, will be all kinds of compensation for children, especially material compensation.
Fragmentation of parenting knowledge	4	5	Now parents have their own educational ideas, and they have learned something, but the knowledge is fragmented and not systematic, so it is not operable

## 5.2 Characteristics of core competence of teacher-home-school cooperation

In relational coding "The competency characteristics of home-school cooperative teachers", the researchers found that the main requirements for teacher competency in home-school cooperation were as follows. (1) ability to transform theory into practice: current primary school teachers have studied pedagogy and psychology in their pre-service education. There are many opportunities for them to participate in relevant training after they enter the job. The teacher is a certain theoretical accomplishment. However, whether these theories can be translated into practice is an important standard to test teachers' ability. If the theory is not internalized and applied, teachers will still be accustomed to fixed patterns or conventional experience to solve problems. (2) Communication skills: Communication with parents is the most normal form of work for teachers, who have scientific communication knowledge and down-to-earth communication art, and often achieve unexpected results in home-school cooperation. (3) The ability to adjust emotions: here refers to two aspects, on the one hand, refers to teachers to have the ability to adjust their emotions, on the other hand, as shown above, contemporary parents are prone to anxiety, teachers also need to have the ability to adjust parents' emotions. (4) Case study ability: Every family is different, and every child is different. Some problems of children are common, some are individual or even unique. Currently, teachers need to have case study ability to solve problems. (5) Scientific research ability: When teachers have scientific research ability, they will have their own unique views on their own teaching and understanding of children. When communicating with parents, they will have in-depth conversations, and parents will identify with such teachers more.

Table 3: Material information of sub-node of "Teacher-home-school Cooperation Ability Characteristics" encoded by correlation formula

Child nodes	Number of node material sources	Reference points	Examples of reference points
The ability to translate theory into practice	9	16	We have all learned the knowledge of psychology and pedagogy, but the degree of internalization of these theories and how to apply them is still a big problem, and in the process of application, there is a lack of grounded solutions to the problem.
Ability to communicate	9	18	1. Now some teachers communicate with parents is to complain, and then the parents' mood is not good, if the parents are in a bad mood, it is very helpless, easy to vent to the child 2. I have some excellent peers whose communication skills have reached the art of communication. When she talks to her parents, they are always willing to accept her.
The ability to adjust to emotions	9	12	We give the headteacher training, to teach them, this matter what parents might say what words, we use what way to deal with, in the process of dealing with, we how to balance our emotions first, how to use some methods, let parents put the mood calm down first, and then continue to communicate.
Case study capability	5	10	Students are different from students. I had a student before, and IT took me two years to constantly explore to find out the problem. In the final analysis, I did not accurately find the problem of the child. So, I think the case study ability of teachers is very important.
Scientific research capability	3	7	We recently did a project on student assessment. When I communicate with the parents, I will use the results of our research to communicate with the parents, the parents are also very recognized, I think the communication with the parents also has depth.

### 5.3 Quality characteristics of home-school cooperation competence of teachers

Quality characteristics are the core part of teachers' competence in home-school cooperation, including cognition, attitude, and values. The significant characteristics of teacher quality are as follows: (1) Recognition of the importance of home-school co-operation: Some teachers will often home-school co-operation only as a subsidiary work with the school to do, and even some teachers and parents have a more tense relationship. It leads to a decline in the quality of education and teaching. (2) The acceptance of parents: do not judge and blame parents more, can see the parents are not easy and confused. (3) Active research on children: to deepen the understanding of children from both theoretical and practical levels. (4) Have a positive attitude: teachers with a positive attitude will increase the willingness of parents to actively communicate with teachers and willing

to communicate. (5) The way of thinking to solve the problem: when students have any problems, teachers should focus on how to solve the problem better, rather than stay in the mood and blame parents.

Table 4: Material information of sub-node of "Quality Characteristics of Teachers' Home-school Cooperation Competence" encoded by correlation formula

Child nodes	Material node Material source number	Reference points	Examples of reference points
Recognition of home-school cooperation	4	7	1. We have some parents to give teachers advice, the teacher felt that parents' things, ignore parents, slowly parents on the collective denunciation of the teacher. 2. I used to take the home-school work as a subsidiary work, and the school required me to do it, so I just cooperated with it. Later, WHEN I took the initiative to carry out relevant work, I found the power of home-school cooperation.
Acceptance of parents	7	16	Some parents really have too much bitterness behind their backs, living on subsistence lines, we should consider their situation, rather than judge their lack of effort. When we truly accept our parents, our inner compassion will rise.
Actively studying children	9	20	1. Psychological theories introduce what obvious psychological problems children will have at different stages, and how teachers and parents should treat children. But in fact, every child is different 2. At present, the research on children is still more theoretical than practical.
Have a positive mental attitude	5	12	We have some teachers who are very good at home and schoolwork. Their attitude is very good, and what they convey is a kind of positive energy. Parents like to talk to teachers.
Problem solving thinking	7	15	Children no matter any problems, such as learning or behavior, should think about how to solve this problem, parents should do, teachers should do, our common goal is to help children, let children grow up.

## 6. Research suggestions

### 6.1 The school establishes a home-school cooperative ecological environment, in which parents and teachers are immersed

The parent-school cooperative must have not only the dominant system of rules and regulations, in order to create more of a recessive parent-school cooperative ecological environment, such as some schools system of high-frequency parent-school cooperative activities, the school in weekly meetings related to family education and training of teachers, for parents to provide family education salon once a month, a week to open parents grow the live platform, Optimizing parents grow ambassadors to share their experiences, develop parents regularly classroom lectures, recorded according to the requirements of the parents family education video, one-to-one face-to-face guidance to some parents and children, etc., in these activities as the carrier, will

gradually form a thick atmosphere of parent-school cooperative, parents and teachers influences subtly affected, parent-school dramatically reduce conflict.

Some teachers struggle alone in home-school cooperation and feel exhausted, while others enjoy it with ease, which has a lot to do with whether teachers are in a positive ecological environment. A good ecological environment can provide a space for teachers and parents to trust and support each other. On the one hand, teachers can feel a sense of professional happiness, and on the other hand, parents can grow up and raise their children better.

## **6.2 Lead and help teachers to accurately identify problems, so that teachers can feel the pleasure of success**

Some children's problems have not been effectively solved, because the teacher did not accurately find the problem, but based on their own experience or just from the perspective of school education. As one primary school teacher said in an interview:

There is a boy in our class, and his parents are both graduate students. His parents are gentle and gentle. His academic performance is at the bottom of the class, and his behavior habits and hygiene habits are very bad. When I was in the first grade, I pulled my pants in the classroom, and I didn't feel embarrassed, and then I took him to the bathroom to wash what he did, and he didn't think it was anything, and he didn't think it was anything.

I've been a failure with this kid for the last two years. I observed him for a long time, visited him at home, even watched his performance in the window of the after-school class he signed up for, communicated with his after-school teacher, trained his attention, and did a lot of work, all to no avail. Now I look back and I think the reason for the failure is that I did not identify the key points of the problem. Because I had no prior contact with family education, I didn't investigate the home, occasionally, one day, I see individual psychologist Adler's book "inferiority and beyond" and "child psychology", suddenly noticed that when it comes to a case, in the book with him especially like the child in the school do the student the same with me. Adler was talking about a kid who did everything to get attention when he had a sister in the family. I suddenly realized I ignored this point, I have a younger sister this student is also home just had such a big change, after I was pointless to tell their parents, do you have a second child after will pay attention to the boss, but I don't have any vital to understand the feelings of children, never focus from this Angle, guiding parents to intervene in the students. Then I used some of the methods I learned to empathize with children, communicate deeply with parents, and use some practical methods. The child got better every day.

In this case, we can see that the teacher explored and explored the child's problems for a long time. Therefore, it is very necessary to improve the training of teachers in the basic knowledge of family education and the ability of case study, to reduce the time for teachers to explore alone.

## **6.3 Further improve the quality of teachers and parents to discover, study and understand children**

In the interview, the interviewer can feel that the core of the cooperation between home and school is to build a scientific view of children. At the same time, we should pay attention to teachers and parents to understand children, read children's literacy and ability. In children's physical development, psychological development, and spiritual development of these three areas to carry out work. Only in this way can we truly realize the effective cooperation between home and school and achieve the common goal of home-school cooperation -- to promote the development of children. This is in line with the idea put forward by Bian Yufang: schools still need to further study how to enhance teachers' ability in home-school cooperation and home-school interaction, to empower teachers. In terms of knowledge, it is necessary to study how to help teachers "understand students", so that teachers can conduct effective home-school interaction with different students and families and give clear guidance to students' development. [3]



Psychological studies show that when we are dealing with the same six-year-olds, their mental age maybe 3-12. The differences between individual children are not only shown in the psychological level, but also in the physical and spiritual level; Not only in the physical development, psychological development, and spiritual growth of the three areas of content differences but also reflected in the three areas of formation process differences. [4] Therefore, to understand a child needs not only a systematic study of pedagogy and psychology but also to understand the general rules of child development. The most important thing is to explore and discover the different places of each child and the psychological needs and advantages behind each child in practice.

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