

**ENHANCING FAMILY PARTICIPATION ON STUDENTS' ACADEMIC
PERFORMANCE IN NO. 1 HIGH SCHOOL OF QINGFENG
UNDER HENAN PROVINCE**

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ABSTRACT

The objectives of this research were: (1) to study the level of family participation in students' academic performance in No. 1 High School of Qingfeng, Henan Province, and (2) to develop guidelines for enhancing family participation in students' academic performance in No. 1 High School of Qingfeng, Henan Province.

The research was a survey research. Population was teachers of No. 1 High School of Qingfeng, Henan Province, a total of 390 people. The sample size was determined using Krejcie and Morgan' s table, and a simple random sampling method was adopted, with a total of 196 teachers. Instruments used for data collection included both a questionnaire with a 5-point rating scale and interviews with 5 teachers. The statistics used for data analysis were frequency, percentage, mean, Standard Deviation and content analysis.

The research results show that: (1) family participation on students' academic performance in No. 1 High School of Qingfeng under Henan Province that all aspect are high level, and (2) guidelines for enhancing family participation on students' academic performance in No. 1 High School of Qingfeng under Henan Province total 9 guidelines

Keywords: Enhancing, Family Participation, Students' Academic Performance, No. 1 High School, Qingfeng, Henan Province

INTRODUCTION

Student academic performance is a core indicator of educational quality, and family participation, as a key influencing factor, has become a focus of global educational research. In the context of China's basic education reform, especially in populous provinces like Henan, county-level high schools are facing challenges such as uneven distribution of educational resources, outflow of rural labor force, and differences in parental educational levels, which make the effectiveness of family participation in education show obvious contextual characteristics.

No.1 High School of Qingfeng, as a key model high school in the county, has a large student population and typical educational practice. However, in the process of promoting high-quality education development, the school is faced with practical problems such as the lack of scientific participation methods of parents, the difficulty of sustained participation of migrant worker parents, and the deviation of educational concepts of some families. These problems restrict the effect of home-school cooperation and have become potential bottlenecks affecting students' comprehensive development and academic progress.

Against this background, this study takes 7 dimensions of family participation (Family as Student Service Provider, Combating Depression, Enhancing Motivation, Families in Non-Ideal Circumstances, Dietary Habits and Nutrition, Limiting Complications, Non-Supportive Family Behaviors) as the core framework, based on Epstein's School, Family, and Community Partnerships Theory, to explore the current situation and optimization path of family participation in the school, so as to provide empirical support for improving the quality of home-school cooperation in county-level high schools.

Research Objectives

1. To study the level family participation on students' academic performance in No. 1 High School of Qingfeng under Henan Province.
2. To develop guidelines for enhancing family participation on students' academic performance in No. 1 High School of Qingfeng under Henan Province.

Research Framework

This study adopts the school, family, and community partnerships theory proposed by Epstein,J.L.(2018), focusing on the seven elements of family participation influencing students' academic performance at No. 1 High School of Qingfeng under Henan Province: 1) Family as Student Service Provider, 2) Combating Depression, 3) Enhancing Motivation, 4) Families in NonIdeal Circumstances, 5) Dietary Habits and Nutrition, 6) Limiting Complications, 7) NonSupportive Family Behaviors. It is applied to the analysis of the relationship between family participation and students' academic performance at No. 1 High School of Qingfeng under Henan Province, as shown in Figure 1:

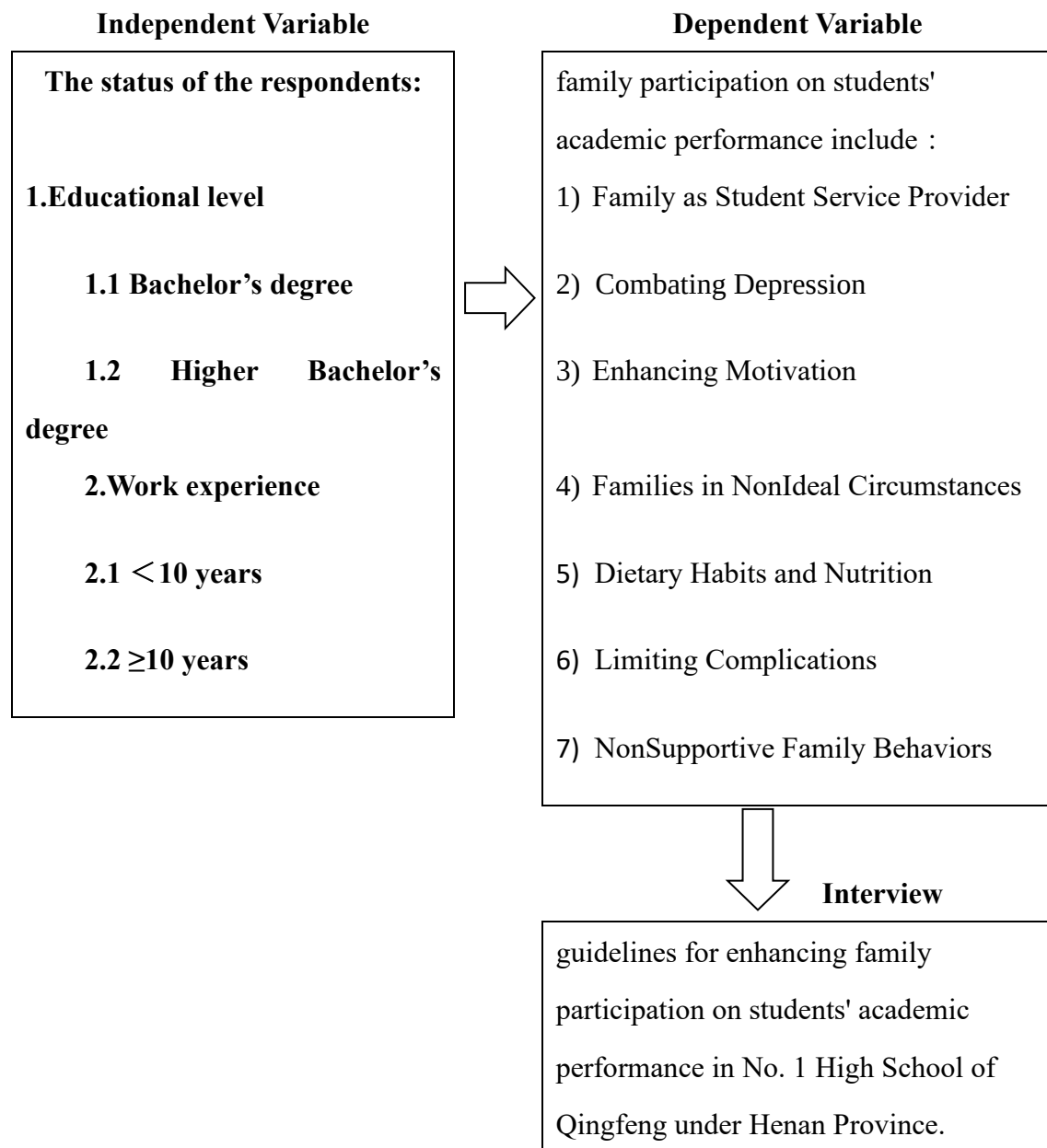


Figure 1 Research Framework

Population Sample and Key informantion

Population: The population of this study consists of faculty members at No. 1 High School of Qingfeng, Henan Province, during the 2025 academic year, totaling 390 individuals, including subject teachers across various disciplines and teaching administrators.

Sample: The study sample comprises 196 teachers, with the sample size determined based on Krejcie and Morgan's (1970) sample size table and selected through simple random sampling.

Key Informants: To develop guidelines for enhancing family participation, 5 school administrators were selected as key informants for in-depth interviews.

Research Instruments

To achieve the above research objectives, this study uses questionnaires and indepth interviews as research tools.As follows:

1.About the levels of family participation on students' academic performance in No. 1 High School of Qingfeng under Henan Province scale questionnaire.

Part 1: The questionnaire about the general information of the respondents.

Part 2: A questionnaire on of family participation on students' academic performance in No. 1 High School of Qingfeng under Henan Province covers seven dimensions:

- 1) Family as Student Service Provider
- 2) Combating Depression
- 3) Enhancing Motivation
- 4) Families in NonIdeal Circumstances
- 5) Dietary Habits and Nutrition
- 6) Limiting Complications
- 7) NonSupportive Family Behaviors

2. In depth Interview for guidelines with key informant total 5 Administrators in No. 1 High School of Qingfeng under Henan Province.

Data Analysis

This study integrated quantitative and qualitative data analysis methods to systematically explore the level of family participation and its influencing factors, ensuring the comprehensiveness and depth of research conclusions.

Data analysis results

Table 1 General Information of the Samples (n=196)

General Information	Frequency	Percentage
1.Educational Level		
1.1 Bachelor's degree	32	19.65
1.2 Higher Bachelor's degree	164	80.35
Total	196	100
2. Work Experience		
2.1 < 10 years	82	41.64
2.2 ≥10 years	114	58.36
Total	196	100

Table 1 was found that the study sample of Management Effectiveness Enhancement of No. 1 High School of Qingfeng Province has higher bachelor's degree, with 164 teachers accounting for 80.35%, and 114 teachers having more than 10 years of working experience, accounting for 58.36%.

Table 2 Overall Mean and S.D. of Seven Dimensions (n=196)

No.	Dimensions	$\bar{x}$	S.D.	Level
1	Family as Student Service Provider	4.35	0.62	High
2	Combating Depression	3.65	0.82	High
3	Enhancing Motivation	4.18	0.70	High
4	Families in NonIdeal Circumstances	3.32	0.88	Moderate
5	Dietary Habits and Nutrition	4.48	0.55	High
6	Limiting Complications	3.92	0.75	High
7	NonSupportive Family Behaviors*	2.08	0.85	Low
	Total Average	3.71	0.74	High

The overall average score of 3.71 signifies that stakeholders perceive family participation as being at a High Level. However, a deeper analysis reveals a clear

TangibleIntangible Bifurcation. Parents excel in physical and visible support roles, specifically in Dietary Habits and Nutrition ($\bar{x}$ =4.48) and Service Provision ($\bar{x}$ =4.35). These are areas where parents feel they have direct control and cultural competence. In contrast, Families in NonIdeal Circumstances ($\bar{x}$ =3.32) scores the lowest, reflecting how physical absence (parents working in cities) and psychological stressors remain unresolved barriers. This suggests that while family participation is high in quantity (food, materials), it faces structural challenges in quality (effective remote supervision and professional emotional guidance).

Table 3 Family as Student Service Provider (n=196)

No.	Question Item	$\bar{x}$	S.D.	Level
1	Parents provide private and quiet study space	4.48	0.52	High
2	Proactively purchase teaching materials/books	4.42	0.60	High
3	Provide direct academic guidance/external resources	4.15	0.75	High
4	Ensure internet and electronic devices for learning	4.38	0.62	High
5	Communicate with teachers for required resources	4.32	0.65	High
	Dimension Total	4.35	0.63	High

Table 3 presents the itemized analysis of the dimension “Family as Student Service Provider.” The overall mean score of this dimension was at a high level ($M = 4.35$, $SD = 0.63$). Among the items, creating a conducive learning environment and purchasing learning materials obtained the highest mean scores, while providing direct academic guidance showed a comparatively lower mean. The results indicate that families are more actively involved in material and environmental support than in direct academic instruction.

Table 4 Combating Depression (Emotional Support) (n=196)

No.	Question Item	$\bar{x}$	S.D.	Level
1	Timely notice low mood/stress behaviors	3.78	0.78	High

No.	Question Item	$\bar{x}$	S.D.	Level
2	Engage in deep emotional communication/listening	3.58	0.88	High
3	Support after failure rather than punishment	3.65	0.82	High
4	Adjust mindset through family activities/outdoors	3.72	0.79	High
5	Willingness to seek professional counseling	3.52	0.92	High
	Dimension Total	3.65	0.84	High

Table 4 shows the results for the dimension Combating Depression. The overall mean score was at a high level ($M = 3.65$, $SD = 0.84$). Parents demonstrated relatively higher involvement in noticing students' emotional changes, while lower mean scores were observed in deep emotional communication and willingness to seek professional counseling. This indicates variation in different forms of emotional support provided by families.

Table 4.5 Enhancing Motivation (n=196)

No.	Question Item	$\bar{x}$	S.D.	Level
1	Share inspirational stories/models	4.08	0.72	High
2	Praise learning attitude/effort over grades	4.25	0.65	High
3	Help set clear university or career goals	4.20	0.70	High
4	Support development of nonacademic talents	4.12	0.75	High
5	Allow autonomy via jointly developing study plans	4.45	0.68	High
	Dimension Total	4.22	0.70	High

As shown in Table 4.5, the dimension "Enhancing Motivation" recorded a high overall mean score ($M = 4.22$, $SD = 0.70$). Items related to praising effort, setting academic goals, and jointly developing study plans received relatively higher mean scores. The findings suggest that families actively engage in motivational support behaviors across multiple aspects.

Discussion

The quantitative results showed that family participation in material support and motivational encouragement was at a relatively high level. This finding is consistent with previous studies indicating that parents tend to prioritize tangible support and encouragement in students' learning processes. One possible explanation is that these forms of participation are more observable and easier to implement in daily family routines. The qualitative findings further illustrated parents' perceptions and experiences regarding family participation. Interviewees frequently mentioned challenges related to emotional communication and academic guidance, which helps contextualize the quantitative results.

The data shows a paradox: parents score high in purchasing materials ($\bar{x}=4.42$) but moderately high in Item 5 of Nonsupportive behavior: overinterference in methods ($\bar{x}=2.80$). This matches the 42.27% low education demographic. Following Epstein's (2018) framework, parents experience Guidance Anxiety they want to help but teach the wrong way or use outdated methods, leading to home conflict. This necessitates the school acting as a Resource Hub rather than just a grade reporter.

The moderate score for peer comparison behaviors ($\bar{x}=2.55$) reveal a persistent cultural trait. Qualitative findings show parents use comparison as a motivational spur, yet as per Assor et al. (2004), this type of Conditional Regard directly causes academic anxiety. The quantitative motivation scores are high, but the underlying mechanism is often extrinsic (fear of comparison) rather than intrinsic (growth mindset), which explains why emotional communication scores remain low.

Recommendations for Future Research

While this study provides valuable insights into family participation in students' academic performance, several directions for future research are recommended.

First, future studies may consider expanding the research scope to include a larger and more diverse sample. This study focused on a single senior high school, which may

limit the generalizability of the findings. Subsequent research could involve multiple schools from different regions or educational contexts to obtain a more comprehensive understanding of family participation patterns.

Second, future research could adopt longitudinal research designs to examine changes in family participation over time. Family involvement may vary across different stages of students' academic development, and longitudinal studies could provide deeper insights into how family participation evolves and influences academic outcomes.

Third, future studies may explore additional influencing factors related to family participation, such as socioeconomic status, parental educational background, or cultural expectations. Incorporating these variables could help clarify the complex relationships between family characteristics and different forms of participation.

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