

Original Research Article

## Current Situation of Coordination Management among Families, Schools, and Society in the Care and Education of Children in Preschools

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**Abstract:** The management of coordination activities among families, schools, and society in the care and education of children in preschools is a system of purposeful and planned impacts, in accordance with the laws of the managing entities, towards the managed entities in the coordination activities among families, schools, and society, aiming to achieve comprehensive care, education, and development goals for children. The principal of the preschool is the managing entity responsible for effective coordination among families, schools, and society in the care and education of children in preschools. This study surveyed the current situation of coordination management among families, schools, and society in the care and education of children in preschools in Lap Thach District, Vinh Phuc Province.

**Keywords:** Management, preschool, family, school, society, coordination.

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## 1. INTRODUCTION

Lap Thach is a strategically important district in Vinh Phuc Province. As of the 2021-2022 school year, there are 14 public schools in the district, all of which meet the national standard at Level I, and 5 schools meet the standard at Level II. The current situation of coordination among families, schools, and society in preschools is very challenging. To provide proper guidance for preschools in Lap Thach District, the Department of Education and Training has organized the development and implementation of various topics related to the coordination among families, schools, and society in the care and education activities. However, the results of organizing and implementing the coordination among families, schools, and society in the care and education of children in preschools have not been effective. Many institutions face difficulties in organizing coordinated activities involving the participation of parents.

Surveying and evaluating the current management situation of coordination among families, schools, and society in the care and education of children in preschools in Lap Thach District, Vinh Phuc Province serves as a basis for proposing management measures to enhance the effectiveness of coordinated activities among different stakeholders, gradually

improving the quality of care and education for children in preschools in Lap Thach District.

## 2. LITERATURE REVIEW

Daparogiet A.V. (2000) conducted a study on the role of coordination among family, school, and society in the development of children's moral, intellectual, emotional, and physical aspects. The author analyzed the influence on each aspect of children's personality [Daparogiet A.V. (2000), "Foundations of Preschool Education," Hanoi Pedagogical University].

Pirchio *et al.*, (2013) affirmed that when parents provide care, nurture, and strategic support for learning, they can promote the brain development of children in ways that enhance their learning capacity, concentration, memory, and problem-solving skills in their early years. However, the family conditions also need to be considered as teachers may have different experiences with families of different backgrounds. With a focus on the importance of education within the family and parental involvement in the care and education of children, educational experts need to be aware of the challenges in building coordination between families and schools in suburban communities. Tolbert, A. (2006) analyzed two main factors influencing children's lives, namely family and school. This research focused on the relationship between

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limited awareness and limitations in coordination activities.

### **The Role of Families, Schools, and Society in the Care and Education of Children in Preschools**

**Schools:** Preschools play a major role in the care and education of children and in coordinating the participation of various stakeholders. In preschools, the management team and teachers are directly involved in the care and education of children, using and managing the resources allocated for these activities. The competence of the management team and teachers directly affects the outcomes of the care and education of children.

**Families:** Families are an educational force and a subject of education. The family is the child's first educational environment, and the family has the primary responsibility for educating their children. Even when children go to school, the family remains the environment where children can practice what they have learned, develop ethical standards, and more. The educational influence of the family on children is profound, not only during their early years but also as they grow up. Parents are the ones who build the foundation of children's character.

Rights of parents in coordinating with schools for the care and education of children:

In relation to the school, parents have the right to: request information about the care and nurturing of their children through health check-ups and examinations; participate in after-school educational activities as planned by the school; participate in parent activities organized by the school; request that the school and education authorities legally address issues related to care and education activities.

The democratic regulations in school activities stipulate that parents can directly reflect, exchange, and provide opinions to the school and teachers or through the Parent Representative Council regarding issues related to the care and education of children in the school.

Responsibilities of parents in the care and education of children are:

Nurturing, caring for, and providing conditions for their children to learn, practice, and participate in school activities.

Educating their children within the family, building good habits and study habits.

Coordinating with the school to nurture and care for children.

Establishing a disciplined and suitable lifestyle that meets the interests and enthusiasm of children, and especially parents and adults must maintain their role model status within the family and society.

Maintaining close contact with the school and organizations to understand the educational objectives and coordinate closely. Specifically, actively participating in the school's parent association, showing concern and support for the school in building infrastructure and facilities to enhance the quality of care and nurturing of children.

**Society:** Social organizations and institutions mobilize people to participate in building a cultural lifestyle in the community, creating a healthy and safe environment, and preventing negative influences on the educational environment. They collaborate with schools to enhance the quality of care and education for children, mobilize resources for educational development, and readily respond to requests and demands from schools for support and assistance in the care and education of children.

## **3. RESEARCH METHODS**

The survey content includes the current situation of coordination management among schools, families, and society in the education of children in preschools in Lap Thach District, Vinh Phuc Province.

The author conducted surveys and exchanges with the management team and teachers from 8 preschools in Lap Thach District, Vinh Phuc Province, including Huong Dao Preschool, Kim Long Preschool, Van Hoi Preschool, Dao Tu Preschool, Hoang Dan Preschool, Duy Phien Preschool, Hoang Lau Preschool, and Hop Thinh Preschool.

Surveys were conducted with 35 management staff, 100 teachers, and 150 parents.

**Survey methods:** Questionnaires were used to assess the current situation of coordination management among schools, families, and society in the education of children in preschools in Lap Thach District, Vinh Phuc Province. Direct interviews were also conducted.

**Data processing method:** Each question had four options for corresponding answer choices, each assigned a different score. Specifically:

## **4. RESEARCH RESULTS**

### **4.1. The Current Situation of Building Coordination Plans among Families, Schools, and Society in the Care and Education of Children in Preschools in Lap Thach District, Vinh Phuc Province**

The survey results show that the management and coordination planning among families, schools, and society in the care and education of children in preschools is carried out at a good level with an average

score of 3.31. The evaluation of the implementation results ranges from average, good, to excellent, with no opinions considering the implementation as weak. Specifically:

The content "Identifying the objectives of the coordination program among families, schools, and society" is evaluated as the best implemented with a score of 3.45. Among the opinions, 59.30% consider the implementation as good, 25.96% consider it as fair, 14.74% consider it as average, and no opinions consider the implementation as weak.

The content "Timely detection and handling of activities that do not adhere to the coordination program among families, schools, and society" is evaluated as the second-best implemented with a score of 3.34. Among the opinions, 52.63% consider the implementation as good, 28.77% consider it as fair, and 18.60% consider it as average.

The content "Managing and supervising the implementation of the coordination program among families, schools, and society" is ranked third with a score of 3.33. Among the opinions, 53.33% consider the implementation as good, 26.32% consider it as fair, and 20.35% consider it as average.

The content "Approving the plans and programs for coordination among families, schools, and society according to a regular timeframe (weekly, monthly, semester, yearly)" is ranked fourth with a score of 3.31. Among the opinions, 54.39% consider the implementation as good, 21.75% consider it as fair, and 23.86% consider it as average.

The content "Building plans and programs for coordination among families, schools, and society" is ranked fifth, with 48.77% considering the implementation as good, 29.47% considering it as fair, and 21.75% considering it as average.

#### **4.2. The Current Situation of Organizing and Directing the Implementation of the Coordination Plan among Families, Schools, and Society in the Care and Education of Children in Preschools in Lap Thach District, Vinh Phuc Province**

To understand the organization and direction of the coordination among families, schools, and society in the care and education of children in preschools, the author conducted a survey and obtained the following results:

Based on the survey results, the respondents evaluated the organization and direction of the implementation of the coordination plan among families, schools, and society in the care and education of children in preschools in Lap Thach District as moderately satisfactory, with an average score of 2.89. Specifically:

The content "Organizing and assigning tasks for coordination among families, schools, and society" was evaluated as the best implemented with a score of 3.12. Among the opinions, 46.32% considered the implementation as good, 23.51% considered it as fair, 25.52% considered it as average, and 4.21% considered it as weak.

The content "Providing guidance on how to organize the coordination activities among schools, families, and social forces for teachers in charge of classes" ranked second with a score of 2.93. Among the opinions, 40.35% considered the implementation as good, 21.40% considered it as fair, 28.61% considered it as average, and 9.12% considered it as weak.

The content "Ensuring the alignment of goals, content, and program methods for coordination among families, schools, and society" ranked third with a score of 2.89. Among the opinions, 35.79% considered the implementation as good, 24.56% considered it as fair, 32.41% considered it as average, and 6.67% considered it as weak.

Ranked fourth are the content "Organizing discussions, specialized workshops to exchange experiences in the coordination between families and schools" and the content "Conducting propaganda and training for teachers, parents, and social forces on knowledge of caring and educating children". Among the opinions, for the content "Organizing discussions, specialized workshops to exchange experiences in the coordination between families and schools," 33.33% considered the implementation as good, 21.75% considered it as fair, 25.17% considered it as average, and 19.30% considered it as weak. For the content "Conducting propaganda and training for teachers, parents, and social forces on knowledge of caring and educating children," 32.28% considered the implementation as good, 23.51% considered it as fair, 24.83% considered it as average, and 18.95% considered it as weak.

#### **4.3. The Current Situation of Directing the Implementation of the Coordination Plan among Families, Schools, and Society in the Care and Education of Children at Preschools in Lap Thach District, Vinh Phuc Province**

To assess the current situation of directing the implementation of the coordination plan among families, schools, and society in the care and education of children at preschools, the author conducted a survey with 135 administrators, teachers, and 150 parents, and obtained the following results:

Therefore, it can be seen that the directing of the implementation of the coordination plan among families, schools, and society in the care and education of children at preschools in Lap Thach District, Vinh Phuc Province is

currently being carried out at a satisfactory level, with an average score of 2.79 points. Specifically:

The content "Establishing a coordinating management board among schools, families, and society" is rated as the highest with an average score of 2.99 points, including 43.86% of opinions evaluating the implementation as good, 19.65% as satisfactory, 27.93% as average, and 8.07% as weak.

The content "Directing, urging, monitoring, supervising, and evaluating the coordination among various forces" ranks second with a score of 2.76. Among the opinions, 34.04% consider the implementation as good, 19.30% as satisfactory, 35.17% as average, and 10.88% as weak.

In third place is the content "Directing the coordination among social forces, mobilizing resources to build supporting infrastructure for care and education activities" with a score of 2.75. Among the opinions, 33.33% evaluate the implementation as good, 22.46% as satisfactory, 30.00% as average, and 13.68% as weak.

Ranked fourth is the content "Directing the capacity development of teachers, reviewing the coordination plan among various forces" with a score of 2.73. Among the opinions, 32.63% consider the implementation as good, 20.53% as satisfactory, 34.14% as average, and 12.28% as weak.

The content "Directing the construction and publicizing of the implementation plan, coordination regulations" is rated as the poorest with an average score of 2.71. Among the opinions, 32.28% evaluate the implementation as good, 21.40% as satisfactory, 30.34% as average, and 15.44% as weak.

#### **4.4. The Situation of Monitoring and Evaluating the Implementation of the Coordination Plan among Families, Schools, and Society in the Care and Education of Children at Preschools in Lap Thach District, Vinh Phuc Province**

To assess the monitoring and evaluation of the implementation of the coordination plan among families, schools, and society in the care and education of children at preschools, the author conducted a survey and obtained the following results:

According to the survey results, the activities of monitoring and evaluating the coordination among families, schools, and society in the care and education of preschool children are considered to be at a satisfactory level. Specifically, the content "Observing and participating in the coordination activities between teachers and parents during child drop-off, parent meetings, and festivals" is rated as the best-performed with an average

score of 3.26. Among the surveyed participants, 50.34% of administrators, teachers, and students rated it as well-performed, while 24.83% rated it as satisfactory. The content "Regular and periodic evaluation of the coordination activities" is ranked second with an average score of 3.23. Among the respondents, 50% evaluated it as well-performed, 23.10% considered it satisfactory, and 26.90% rated it as average. Ranking third is the content "Analyzing and evaluating the products of teacher-parent coordination (communication notebooks, children's health examination results, etc.)" with a score of 3.20. Only 48.62% of respondents evaluated it as well-performed, 22.41% considered it satisfactory, and 28.97% rated it as average, with no evaluations indicating weak performance. The content "Interviewing and discussing with parents about the results of coordination: their satisfaction or concerns" ranks fourth with a score of 3.19. Among the respondents, 46.55% evaluated it as well-performed, 26.21% considered it satisfactory, and 27.24% rated it as average, with no evaluations indicating weak performance. With a score of 3.11, the content "Analyzing the coordination plans and documents of teachers and parents" ranks fifth. Among the respondents, 43.79% evaluated it as well-performed, 23.79% considered it satisfactory, and 32.41% rated it as average, with no evaluations indicating weak performance.

## **5. DISCUSSION**

The majority of administrators, teachers, and parents and students have recognized the important role of coordination activities among families, schools, and society in the care and education of preschool children at kindergarten schools. The coordination between families, schools, and society in the care and education of preschool children at kindergarten schools has established a diverse, rich, and fundamentally appropriate system of measures. The effectiveness of the coordination between schools and families is highly evaluated by administrators, teachers, and parents, and the level of regularity and good results is considered quite high. Most families are interested in and actively participate in socialization activities in education. The increasingly modern means of communication help parents access and promptly grasp scientific information about the care and education of children.

However, the construction and implementation of coordination plans between kindergarten schools and families in the care and education of children still have limitations in terms of execution in some areas. The participation of parents is not regular and complete. The management of coordination forms has received

attention but is not comprehensive, focusing on some traditional forms and content such as parent meetings, communication notebooks, daily meetings and exchanges, without paying attention to modern forms that ensure fast, complete, and timely information (such as email). The effectiveness of managing coordination evaluation, supervision, and inspection is not high.

## 6. CONCLUSION

The survey shows that the majority of administrators, teachers, and parents have recognized the importance of coordination between families and schools. The principles, contents, and forms of coordination are relatively well- implemented. The results of caring for and educating preschool children in kindergartens in Lap Thach district, Vinh Phuc province are relatively good. However, there are still existing weaknesses and deficiencies in the coordination activities and management of coordination between families and schools that need to be considered and researched to find solutions to improve the effectiveness of this work.

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