

Chapter 5

Discussion

Summary of the research results

It is an inevitable trend of education reform and development for schools, and education stakeholders to collaborate in educating people. It is important to improve the mechanism of collaborative education among colleges and universities and families to bring together the education resources of the three parties, form a system of education elements and unite the synergy of education.

Discussion of the research results

Certain guidelines for establishing effective collaboration between colleges and educational stakeholders facilitate effective communication, collaboration, and educator and family empowerment to raise students' academic achievement (Turnbull & Turnbull, 2001, pp. 56-62). The fundamental principles of effective collaboration between colleges and educational stakeholders for improving student learning achievement remain consistent regardless of context. However, depending on the particular requirements of a given family, those guidelines may not always be applied in the same way (Martin & Hagan-burke, 2002, pp. 62-65).

Concerns about the effectiveness and distribution of the advantages of parental participation are significant considerations in establishing practices that support learning for all students in developing sustainable establishing of effective cooperation between college and educational stakeholders' practices for schools to employ and facilitate parental involvement and participation. Teachers face a challenge in addressing the educational needs of students and families from various socio-cultural backgrounds. This challenge extends to teacher education and professional learning programs as well, which are hampered by the current under-theorized and inadequately conceptualized foundations of parental involvement and participation practice. It is necessary to conduct research into and identification of effective practice in a variety of contexts, as well as critical research into the effectiveness of these practices in providing equitable and socially just support for students, in order to develop the theoretical foundations of educationally and socially sustainable strategic guidelines and practice. In order for teacher education

and professional learning programs to address the observed lack of instruction within current educational programs, these strategic guidelines of educational stakeholders and college partnerships must be established (Daniel, 2011, pp. 165-176). As a result, this study showed that there is a highest level of issues and needs of higher education institutions in collaboration with stakeholders.

A construct of strategic guidelines for establishing of effective cooperation between vocational college and educational stakeholders that has potential application to university–educational stakeholder partnerships for the enhancement of learning achievement of the student is Sargent and Water’s (2004, pp. 308-319) framework of academic collaboration. It implies that the cycles of collaboration have distinct phases. The motivation of the participants is the main topic of the initiation phase. Motivation can be either intrinsic (enjoyment of teamwork, friendships/relationships), instrumental (due to complementary skills, specific knowledge, data access, and resume benefits), or both. Participants in the clarification phase provide clarification on matters like the project(s)’ duration, scope, number of collaborators, and objectives. Roles and responsibilities are defined during the "implementation phase." The roles of mentor, colleague, apprentice, and sponsor may not be the same as those described above. The fourth phase, completion, is where participants evaluate the success of their project in terms of objective outcomes, such as publications, subjective outcomes, such as satisfaction with the collaborative process, and learning outcomes, such as expanding their content knowledge.

Educational partnerships necessitate a diverse set of contributors in order to function. Several factors that contribute to successful educational partnerships are identified in this paper. These determinants are classified into five categories: partnership commitment, curriculum and learning, quality and risk management, geographic and economic context, and change management (Chou, 2012, p. 84). The findings of this study propose a similar construct strategic guidelines for establishing effective cooperation between vocational colleges and educational stakeholders in order to improve student learning achievement. More than that, This study backs up the findings of The teaching alliance is not a static achievement, but rather a continuous process, an evolving subtext to the overt proceedings that necessitates frequent maintenance as new challenges arise during the relationship (Urano et al., 2007). Furthermore, each teacher and student brings lessons learned from previous encounters to their relationship. These previous successes and failures will inevitably color what happens between these people (Williams et al., 2004, pp. 111-115).

Recommendation

Create a three-dimensional connection between schools and education stakeholders. Strengthen the cultivation of family education philosophy. In order to unify the educational philosophy with stakeholders, the school through stakeholder to construct vocational education classes, it was using a combination of online and offline education methods. We have improved the constitution of the parent committee, in order to cooperate better, the school already set up an "air classroom" to provide training for stakeholders and built the school's family education system. The school has established a family education lecturer group and invited experts from outside the school to give lectures at the school. The "Parent Credit System" was developed to motivate stakeholders to participate in school activities and work closely with the school to solve the problems with low effectiveness of home-school cooperation. Develop the "Excellent Parent Selection Method" system to encourage the cultivation of good family traditions, promote family virtues, and facilitate the healthy growth of students. Strengthen the construction of parent committees, set up education classes for stakeholders to participate in school management, and increase the synergy of home-school co-education.

Increase face-to-face communication at the school and help students to improve their scores. Create a parent committee to serve as a link between home and school and then also develop a home visit system to deepen communication between school and home. Hold regular parent-teacher conferences to unite educational forces. Give full play to the role of the home-school committee, encourage stakeholders to actively participate in school education, discuss and modify work plans, and select outstanding courses for school teachers. Every semester, teachers are required to regularly communicate with families and students via WeChat and phone calls to understand their actual needs. Home visits are also made frequently. The termly parent-teacher conferences are used to analyze students' problems and the reasons for their formation, to discuss educational mistakes and improvement measures with educational stakeholders, to enhance the educational consistency between parents and educational stakeholders, and to improve educational synergy through reports, interactions, demonstrations, and talks. The content of strategic guidelines for establishing effective cooperation between vocational colleges and educational stakeholders for the enhancement of learning

achievement of student. It was evaluated and approved by three specialists and possessed. The IOC value ranging from 0.66-1 it is considered acceptable for using as a guideline for establishing Effective Cooperation Between Vocational Colleges and Educational Stakeholders for the Enhancement of Learning Achievement of the Students.

Establish regional consortia to continuously explore the fit between schools and education stakeholders, integrate efforts, and create innovative initiatives to build "bridges" between schools and education stakeholders. To create an effective interface between home and school, promote each other's "joint", promote the healthy growth of students, the implementation of hierarchical management; highlight the three-dimensional connection with the school , the school as the core point, the establishment of the school family guidance institutions, built the society between the schools and families , to enhance cooperation docking; normalize the work of home-school cooperation, improve the cooperation system, standardize the rules of cooperation, to ensure the effectiveness of cooperation. Standardize the rules of cooperation to guarantee the effectiveness of cooperating.

The first and second classrooms should be coordinated to cultivate students. It is necessary and feasible for the first classroom and the second classroom in colleges and universities to collaborate in educating people, and it is necessary to adhere to the student-oriented approach, unify the ideological understanding of collaborative education, do a good job of overall planning, penetrate the cultivation program of collaborative education, strengthen the linkage of departments, enhance the institutional support for collaborative learning and consistently provide top-notch collaboration between the two classrooms, coordinate and plan out an integrated education program, integrate the resources and strength of the school and society, and explore a variety of strategies , We have formed an all-round and whole-process pattern of educating people. Vocational institutions establish effective cooperation with educational stakeholders so as to develop strategies to enhance the standard of instruction for students.

Create effective cooperation between schools and education stakeholders to promote "union" with each other, facilitate students to improve the Achievement of learning, and implement tiered management; highlight the three-dimensional connection with the school as the hub and the school as the core point, and establish a guiding body for schools and education stakeholders, so that schools,

families, and society can build together and strengthen cooperative docking; normalize the cooperation between vocational schools and education stakeholders, improve the cooperation system, standardize Cooperation rules to ensure the effectiveness of cooperation. The original intent of education was to advance both students' learning and network information technology, it is important to establish education system, diversified and richer way of learning. Through the practical verification of the three-dimensional integrated home-school collaborative education system, the educational "silos" of schools and families are broken, the bridge between home-school education is opened through typical practices and case summaries of education-related parties, effective organizational training is utilized, and through industry-education integration, school-enterprise collaboration, and multidimensional education training for stakeholders, the quality of home-school education is increased. The three-dimensional cooperation between home and school produces a leap in students' practical and ideological education and improves the quality of instruction in colleges and universities. The top-level design and guidance operation make the three-dimensional integration of home-school education common interests, implement the fundamental task of establishing moral education, improve the effectiveness of collaborative education and share the effect of education. Always adhere to the cooperation concept of student development as the core, through the "Internet + platform", "a main line, all parties to explore, online and offline" and other forms of interactive cooperation, such as online home visits, online family meetings, online interviews, online micro-classes, cloud platform, to build a diversified dialogue platform to effectively achieve effective docking of educational work, improve the quality of home-school cooperation and optimize the partnership. The school's cooperation mechanism has been established. By establishing three network platforms and clarifying the positioning of responsibilities at each level, district-level co-construction members are committed to collaborative management and specialized services, district-level leads focus on the synergy and support of various resources, and schools carry out specific home-school education activities. In order to promote collaboration between schools and educational stakeholders, we should actively engage the full participation of educational stakeholders to create a favorable environment for mutual cooperation and achieve a win-win situation. Home-school cooperation in raising children together includes

providing guidance on home education, school life education, and promoting home-school interaction and community integration and collaboration. On the one hand, through unified goal setting and resource sharing, homeschools can establish effective partnerships with educational stakeholders to achieve collaboration, co-parenting, co-production, and win-win scenarios in order to raise the standard of student learning.