

The Impact of Family-School Collaboration on The Behavior of Junior High School Students in the Context of Digital Transformation in Ho Chi Minh City

MA. Nguyen Thi Hong¹, PhD. Nguyen Duc Huan²

^{1,2}Faculty of Education, Thu Dau Mot University, Vietnam

ABSTRACT: This study assesses the current state of collaboration between families and schools in educating students' behavior, the level of application of digital technology in this collaboration process, and students' perceptions of the effectiveness of this collaboration. The study uses a questionnaire survey method with teachers, parents, and students, and the data is processed using descriptive statistics. The results show that while collaboration between families and schools has been implemented, it is not yet strong and synchronized. Digital technology is widely used in information exchange; however, its effectiveness in managing student behavior remains low, and teachers still face difficulties in its use. This research also identifies several challenges and proposes solutions to improve the effectiveness of student behavior education in the current context.

KEYWORDS: Family-school collaboration; student behavior; digital transformation; lower secondary education

I. INTRODUCTION

In the context of digital transformation, the behavior of junior high school students is strongly influenced by family, school, and the online environment (Nguyen Thi Thu Hong, 2017; Tran Van Minh, 2018). The increase in deviant behaviors, especially in cyberspace, poses an urgent need to improve the effectiveness of behavioral education (Nguyen Van Canh, 2015; Ministry of Education and Training, 2022). In this context, the coordination between family and school plays a key role in guiding and shaping positive behavior for students (Epstein, 2011; Tran Van Minh, 2018).

The development of digital technology has changed the way families and schools interact, facilitating convenient and timely information exchange, but at the same time, it also poses challenges regarding misinformation and disparities in technology usage skills (Ministry of Education and Training, 2021; Pham Minh Hac, 2013). However, current research in Vietnam mainly adopts a traditional approach, focusing on academic outcomes rather than behavior, and lacks quantitative studies clarifying the mechanisms of impact and the role of digital technology, especially in junior high schools in Ho Chi Minh City (Nguyen Thi Thu Hong, 2017; Tran Van Minh, 2018).

Based on this, this study aims to analyze the impact of family-school collaboration on the behavior of junior high school students in Ho Chi Minh City in the context of digital transformation, thereby proposing implications for improving the effectiveness of student behavior education.

II. THEORETICAL BASIS AND RESEARCH OVERVIEW

2.1. Some Key Concepts

Concept of Behavior

Behavior is understood as the set of actions, reactions, and ways of behaving of a person in certain situations, reflecting the individual's perceptions, attitudes, and values. In education, student behavior includes both positive behavior (adherence to rules, cooperation, self-directed learning) and deviant behavior (violation of rules, violence, negative behavior in the online environment) (Nguyen Thi Thu Hong, 2017; Tran Van Minh, 2018). Behavior not only shows how students react to the learning environment but also reflects the process of personality formation and social skills (Nguyen Van Canh, 2015).

The Concept of Student Behavior

Student behavior is the set of actions, reactions, and ways of behaving of students in the learning and social environment, reflecting their perceptions, attitudes, social skills, and personal values (Nguyen Thi Thu Hong, 2017).

Student behavior includes:

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Positive behavior: complying with regulations, cooperating with teachers and friends, being proactive in learning, participating in educational activities (Tran Van Minh, 2018).

Deviant/Negative behavior: violating regulations, school violence, cheating, bullying, or negative behavior in the online environment (Nguyen Van Canh, 2015).

Student behavior not only reflects how students interact with the learning environment but also forms the basis for personality and life skills development, as well as evaluating the effectiveness of education in schools (Nguyen Thi Thu Hong, 2017).

The concept of family-school collaboration

It is a systematic collaborative process between parents and schools aimed at supporting the holistic development of students (Epstein, 2011; Fan & Chen, 2001). This includes academic outcomes, behavior, and social skills. This relationship may involve regular communication, participation in learning and educational activities, and jointly guiding students' behavior.

The concept of digital transformation in education

It is the process of integrating digital technology into teaching, learning, and educational management activities to improve the quality of education, enhance interaction, support personalized learning, and improve the effectiveness of student management (OECD, 2019; Selwyn, 2016).

The concept of online behavior

This refers to the behaviors, interactions, and conduct of students when using digital tools, social networks, and online learning systems, including both positive behaviors (cooperation, online learning) and negative behaviors (cyberbullying, sharing misinformation) (Kowalski et al., 2012; Livingstone & Smith, 2014).

2.2. Theoretical Framework

This research is based on three theoretical foundations: the family-school collaboration model (Epstein, 2011), the ecosystem theory (Bronfenbrenner, 1979), and the social learning theory (Bandura, 1977), combined with studies in the Vietnamese context. These theories show that student behavior is influenced by family, school, and the interaction between the two environments; and is formed through observation and social learning. In the context of digital transformation, this collaboration is extended to the online environment, contributing to the management and guidance of student behavior.

Therefore, the collaboration between family and school, combined with digital technology, is considered the theoretical foundation for analyzing and testing the research model in the context of modern education in Vietnam.

III. RESEARCH METHODOLOGY

The study was conducted using a descriptive-explanatory quantitative design combined with surveys of students, parents, and teachers at several junior high schools in Ho Chi Minh City. The objective was to analyze the relationship between family-school collaboration, digital technology use, and student behavior.

Number of questionnaires: 150 students and a corresponding number of parents; 50 teachers.

Sampling technique: Combined random sampling by class to ensure representativeness.

IV. RESEARCH RESULTS

4.1. Current Status of Family-School Collaboration

Table 1. Current Status of Parent and Teacher Assessments of Family-School Collaboration

Numerical order	Content	Very good	Percentage Percentage (%)	Good	Percentage (%)	Not good yet	Percentage (%)	Not good	Percentage (%)
I	Parents								
1	Talk to the teacher about your child's academic progress and behavior.	33	22,0	40	26,2	42	27,7	35	23,1
2	Attend all parent-teacher meetings organized by the school.	38	25,3	47	31,3	45	29,7	30	19,8
3	Actively collaborate	24	15,8	36	23,8	48	31,7	52	34,3

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	with teachers to educate your child on appropriate behavior.								
4	The school provides timely information about the students' situation.	34	22,7	39	26,0	42	28,0	35	23,3
5	I feel that the relationship between family and school is close.	29	19,1	37	24,4	38	25,1	46	30,4
II	Teacher								
1	Regularly communicate with parents about their child's behavior.	17	34,0	19	38,0	11,0	22,0	3	6,0
2	Parents actively cooperate in the education of their children.	11	22,0	12	24,0	18	36,0	9	18,0
3	The school facilitates cooperation with parents.	15	30,0	22	44,0	13	26,0	0	0
4	Collaboration with parents helps improve student behavior.	18	36,0	18	36,0	8	16,0	6	12,0
5	The exchange of information between teachers and parents is effective.	12	24,0	15	30,0	16	32,0	7	14,0

The survey results from the parent group show that the level of cooperation between families and schools in educating students is not high and still has many limitations. Firstly, the percentage of responses to teachers regarding their children's academic performance and behavior rated as "Very Good" and "Good" is not high, while the percentage of "Not Good" and "Poor" ratings accounts for more than half. This indicates that information exchange between parents and teachers is not frequent or effective, and parents are not truly proactive in understanding their children's situation. Most notably, the content related to actively coordinating with teachers to educate children's behavior received the highest percentage of "Negative" ratings among the surveyed content. This indicates that parents still lack initiative and are not actively involved in the process of educating students' behavior, still having a mentality of delegating educational responsibility entirely to the school.

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Regarding the relationship between family and school, the percentage of "Poor" ratings is quite high, indicating that parents do not yet feel a strong connection between the two sides. The collaborative relationship remains largely formal and has not truly become a cooperative educational partnership.

Overall, the survey results show that the level of cooperation between parents and schools in educating students is still at an average level, lacking proactiveness and regularity, especially in coordinating the education of students' behavior. This is one of the reasons for the reduced effectiveness of comprehensive education for students.

The survey results among teachers show that teachers play a more proactive role in their collaborative relationship with parents. Specifically, regarding teachers' frequent communication with parents about student behavior, the percentage of "Very Good" and "Good" ratings was very high, indicating teachers' proactiveness in exchanging information and coordinating student education. However, when assessing parental cooperation, the percentage of "Not Good" and "Not Good" ratings was quite high. This suggests that, from the teachers' perspective, parents have not been actively cooperating and fully participating in the student's education process.

However, the content regarding the effectiveness of information exchange between teachers and parents still has a relatively high percentage of "Not Good" ratings, indicating that although information exchange activities are carried out, their effectiveness is not high, possibly due to inappropriate exchange methods or limited feedback from parents.

Overall, the survey results show that in the collaborative relationship between family and school, teachers play a more proactive role, while parents have not been truly active in the process of educating students. Although the school has facilitated collaborative activities, the effectiveness of collaboration remains low due to ineffective information exchange and limited cooperation from parents. This indicates the need for measures to strengthen engagement and enhance parental responsibility in the education of students.

4.2. The Level of Digital Technology Application by Parents and Teachers in Family-School Collaboration

Regarding the assessment by parents and teachers on the level of digital technology application in family-school collaboration, the results are shown in Table 2.

Table 2. Current Status of Parents and Teachers' Assessment of the Level of Digital Technology Application in Family-School Collaboration

No.	Content	Very good	Percentage (%)	Good	Percentage (%)	Not good yet	Percentage (%)	Not good	Percentage (%)
I Parents									
1	Use applications (Zalo, LMS, etc.) to communicate with teachers.	18	36,0	16	32,0	10	20,0	6	12,0
2	Technology helps me monitor my child's behavior and learning more effectively.	14	28,0	15	30,0	14	28,0	7	14,0
3	It feels easy to use technology tools to communicate with the school.	19	38,0	6	12,0	19	38,0	16	32,0
4	Information exchanged through technology is comprehensive and easy to understand.	17	34,0	13	26,0	11	22,0	9	18,0
5	Regularly check for information from the school through digital platforms.	16	32,0	16	32,0	12	24,0	6	12,0
II Teacher									
1	Use digital platforms to communicate with parents.	42	27,7	48	31,9	36	23,8	24	15,8
2	Technology helps me monitor and manage	19	12,5	31	20,5	53	35,0	47	31,2

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	student behavior more effectively.								
3	Using technology helps save time in communicating with parents.	20	13,2	32	21,1	52	34,3	46	30,4
4	Challenges arise when using technology in collaborative education.	21	13,9	31	20,5	53	35,0	45	29,7
5	Technology helps increase interaction with parents.	21	13,9	32	21,1	48	31,68	49	32,34

The survey results show that parents have a fairly positive assessment of the application of digital technology in coordinating with the school; however, the level of effectiveness is not entirely uniform.

Firstly, regarding the use of applications such as Zalo and LMS to communicate with teachers, the percentage of ratings as "Very Good" and "Good" is high (over 60%). This indicates that parents are familiar with using digital technology in communication with the school, and digital platforms have become a common communication channel between families and teachers.

Regarding the technology that helps parents monitor their children's behavior and learning more effectively, the ratings are fairly evenly distributed across different levels. This indicates that technology has assisted parents in monitoring their children, but the effectiveness is not yet truly significant, possibly because parents have not fully utilized the system's features.

Regarding the ease of using technological tools, the majority of parents rated it as "Not good" and "not good," suggesting that most parents face difficulties with technological skills and the application of technology in collaboration with others.

Overall, parents have a positive view of the application of digital technology in collaboration with schools, especially in information exchange and communication. However, the effectiveness of technology in supporting parents in monitoring and educating students is not yet fully apparent, indicating that current technology applications are mainly limited to information exchange and have not fully utilized their role in supporting education.

Unlike parents, the survey results show that teachers rate the effectiveness of technology in collaborative education as not very high and still face many difficulties.

First, regarding the use of digital platforms to communicate with parents, the percentage of "Very Good" and "Good" ratings is quite high, indicating that teachers frequently use technology in communicating with parents.

However, when evaluating the effectiveness of technology in monitoring and managing student behavior, the majority of ratings are "Not Good" and "Not Good". This suggests that current technology does not effectively support teachers in managing student behavior, possibly due to a lack of sophisticated management systems or incomplete data updates.

Regarding the use of technology to save time in communicating with parents, the majority of teachers rated it as "Not good" and "Not good." This indicates that technology has not truly reduced teachers' workload, and may even increase it due to the need to update information, respond to messages, and enter data into the system.

Regarding difficulties in using technology, many teachers admitted to encountering challenges, suggesting that their technological skills, software systems, or technological infrastructure are not yet suitable or that they have not received adequate training.

Regarding the level of interaction with parents, the percentage of unsatisfactory and poor ratings is quite high, indicating that while technology facilitates faster communication, it hasn't truly improved the quality of interaction between teachers and parents.

Overall, while teachers do use digital technology in collaboration with parents, the effectiveness is not highly rated, especially in managing student behavior, saving time, and increasing interaction with parents. This suggests that the application of digital technology in collaborative education has not been implemented uniformly and has not yet yielded truly effective results.

4.3. Current state of student behavior and students' perceptions of the effectiveness of family-school collaboration

Table 3. Assessment of the current state of student behavior and students' perceptions of the effectiveness of family-school collaboration

No.	Content	Very often	Percentage (%)	Frequent	Percentage (%)	Not often	Percentage (%)	Not often	Percentage (%)
I	Awareness of family-school collaboration								
1	My parents frequently spoke with my teachers about me.	1 8	11,9	34	22,4	5 2	34,3	4 6	30,4

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2	I sensed a strong collaboration between family and school.	2 1	13,9	31	20,5	5 5	36,3	4 3	28,5
3	I received warnings about my behavior from both teachers and parents.	2 5	16,5	41	27,5	4 3	28,5	4 1	27,1
II Student behavior									
a Positive behavior:									
1	I abide by the school's rules.	2 6	17,3	38	25,3	4 6	30,7	4 0	26,7
2	I collaborate with my friends and teachers in my studies.	2 9	19,3	37	24,7	4 5	30,0	3 9	26,0
3	I actively participate in class/school activities.	2 5	16,7	32	21,3	4 7	31,3	4 6	30,7
b Negative behavior									
1	I once violated school rules.	9	6,0	44	29,3	4 8	32,0	4 9	32,7
2	I have engaged in inappropriate behavior on social media.	4	2,7	42	28,0	4 3	28,7	5 1	34,0
3	I am easily influenced by the behavior of my friends online.	2 2	14,7	48	32,0	4 4	29,3	3 6	24,0
III Digital technology									
1	I use social media every day.	2 9	19,3	52	34,7	4 0	26,7	2 9	19,3
2	I use technology to learn.	3 1	20,7	59	39,3	3 8	25,3	2 2	14,7
3	I received guidance from family/teachers on using the internet.	2 1	14,0	48	32,0	4 8	32,0	3 3	22,0

The survey results show that students' awareness of the collaboration between family and school is not high. Specifically, regarding the content of parents regularly communicating with teachers about their children and the content of students' perception of collaboration between family and school, a high percentage of students chose "Not frequently" and "Not often". This indicates that, from the students' perspective, communication between parents and teachers does not occur frequently and is not clearly perceived by students; that is, collaborative activities may exist but do not have a direct and significant impact on students.

Regarding the content where students receive reminders about behavior from both teachers and parents, the results are somewhat more positive; however, the percentages of "Not frequently" and "Infrequently" remain quite high. This indicates that the coordination of behavior education between family and school is not yet truly synchronized and consistent.

Regarding awareness: In general, students do not yet fully perceive the collaboration between family and school, suggesting that current collaborative activities may still be administrative or focused on information exchange, and do not have a strong impact on students.

The overall survey results show that students exhibit a relatively high level of positive behavior; however, some negative behaviors still exist, particularly those related to social media. The use of digital technology among students is quite common, but primarily for communication and entertainment rather than learning. Furthermore, while collaboration between families and schools in student education has been implemented, it is not yet consistent or effective. The research indicates that student

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behavior is influenced by multiple factors such as family, school, and the digital environment, with collaboration between families and schools playing a crucial role in shaping behavior and improving the effectiveness of student education in the current context. The survey results show that students use digital technology and social media quite frequently. Many students use social media for learning. However, this is not adequately guided or supervised, which may lead to inappropriate behavior in the online environment.

V. DISCUSSION

The research results from the data tables provide a relatively comprehensive picture of the level of cooperation between family and school, the application of digital technology, and its influence on students' behavior and perceptions. From this, several noteworthy academic issues can be drawn as follows:

5.1. Discrepancies in Perception and Participation Levels Among Stakeholders

One of the most striking findings is the lack of synchronization between parents, teachers, and students. While teachers play a relatively active role in communication and coordination, parents are less proactive and less assertive, especially in coordinating behavioral education for their children. This is further reinforced by students' perceptions, as the majority of students do not clearly perceive the coordination between family and school. This highlights an important reality: while coordination activities exist formally, they have not created a unified and significant impact on learners.

5.2. Family-School Collaboration Has Not Yet Translated into Effective Behavioral Education

Although there is exchange between the parties, the results show that positive student behavior is not consistently maintained. Negative behavior still persists at a noticeable level, implying that current collaboration mainly stops at information exchange and has not reached the level of synchronized and strategic educational collaboration. In other words, the collaboration process lacks pedagogical depth, has not formed a unity in educational methods, and has not achieved continuity in the interaction between family and school.

5.3. The Role of Digital Technology

Despite its great potential, the effectiveness is not commensurate. Research reveals a paradox: parents have a positive view of digital technology, while teachers perceive its effectiveness as low and face many difficulties regarding time, skills in using technology, etc. Thus, digital technology has not truly become an educational tool, but only a tool for transmitting information.

5.4. The Impact of the Digital Environment on Student Behavior

The results show that students use social media frequently and are easily influenced by online behavior. However, they have not received regular guidance from their families and schools. This indicates an "educational gap" in the digital environment, where while students access technology daily, families have not effectively controlled their children's behavior, and schools have not systematically integrated digital behavior education. This is a potential cause of deviant online behavior and negative influences from online peers.

5.5. Scientific and practical implications

From the above results, several important implications can be drawn: Firstly, there needs to be a shift from "formal cooperation" to "substantive cooperation," not just exchanging information but also unifying goals, methods, and educational interventions. Secondly, the proactive role of parents needs to be enhanced, their awareness of educational responsibility increased, and their skills in coordinating with schools improved. Thirdly, the application of digital technology needs to be restructured, shifting from a communication tool to an educational support tool, building a system for monitoring behavior and providing two-way feedback, and reducing the workload for teachers. Fourthly, it is necessary to strengthen education on behavior in the digital environment, guiding students to use the internet safely and responsibly, and enhancing the supervisory and supportive role of families.

6. CONCLUSION

The study shows that students exhibit a fairly high level of positive behavior, but some negative behaviors influenced by the social media environment still exist. Digital technology has been used in collaboration between families and schools and has initially proven effective in information exchange and student management. However, the application of technology and the collaboration between families and schools are not yet truly synchronized and effective. Therefore, it is necessary to strengthen the collaboration between families and schools, and at the same time improve the effectiveness of applying digital technology in student management and education to enhance the quality of education in the current context.

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