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Department of Education
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M.Sc. Dissertation

*Parents' and teachers' responsibility assignments for Chinese
primary school children's education*

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Abstract

To build a supportive learning environment for children, healthy and cooperative relationships between parents and teachers can be built through understanding each other's roles and responsibilities. Effective home-school collaborations may be contingent on a sense of shared responsibility between parents and teachers. However, current understandings of obligations in children's education remain implicit and ill-defined. In this exploratory study, responsibility assignments between parents and teachers for Chinese early primary school children's education were investigated.

A mixed design study was conducted. First, twelve individual semi-structured interviews were conducted with Chinese parents and teachers of children in grade one through three. Thematic analysis revealed five responsibility themes: 1) communication between parents and teachers; 2) help with children's learning; 3) help with children's behaviour and social-emotional wellbeing; 4) awareness towards children's development; 5) encouraging the holistic development of children. Although both groups shared the opinion that cooperation between two groups is essential, some discrepancies in the assignment of responsibility were identified. The second part of the study contained a quantitative survey developed with the results from the qualitative interviews. 100 parents and 85 teachers participated in the second part of the research. A total of 27 responsibility items covering the five themes were presented. Participants were asked to indicate how responsible do they think parents and teachers are on each item. The stress and difficulty relating to fulfilling responsibilities was also investigated. The results suggested that in children's education, parents were generally rated as more responsible than teachers in four out of five themes. However, discrepancies in ratings were observed in terms of parents' and teachers' ratings of their own group. Parents rated their own group as highly responsible when it came to helping with children's learning, and teachers tended to assign themselves greater responsibility than how parents rated their group. Finally, teachers reported higher stress levels than parents.

Findings of the current research demonstrated areas of responsibility believed to be important in children's early education. Also, some potential tensions between parents and teachers were explored and both groups' perceptions about the Chinese educational system

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were addressed. Future research in the area can extend from the current study with more diverse samples, higher grade levels, and factors related to perceived responsibility.

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1. Introduction

1.1 Overview

Parents and teachers each play a role in children's education in the early elementary grades; however, each group may hold different perceptions of what they are personally responsible for and what they think the other group should contribute to different domains. When considering the responsibility assignment for children's education, past research was generally led by investigating the role of teachers and typically consider teacher responsibilities only in the school context (Del Schalock, 1998). More recent ones also tend to investigate teacher and parental responsibilities in school and home contexts separately or one at a time. Scholars have started to note how the support of parents is viewed as essential by students, teachers, and parents when it comes to their children's schoolwork (Ballard & Bates, 2008). Although the importance of parents' and teachers' roles in children's education is widely recognized, the conflict remains as for most specific responsibilities. What is lacking is a direct investigation of how the two groups and contexts contribute to children's education. This is because to the complex and numerous obligations in schools are ill-identified and cannot be attributed to one specific person or group of people in a straightforward way (Helker & Wosnitza, 2014). It would potentially lead to ineffective collaborations between home and school due to the vague assignments of specific tasks. Matteucci and Helker (2018) explained that it is because rather few studies explicitly focused on the personal sense of responsibility for educational outcomes among the three main stakeholders of the school context, which are students, parents, and teachers.

When it comes to children's early education in the Chinese context, related existing research is more limited. The traditional working relationship between teachers and parents in China is rather separate (Katyal & Evers, 2007). Typically, teachers were regarded as the experts in educational matters while parents' involvement in school is not expected. The separation between parents' and teachers' responsibility is challenged by recent policies, practices, and social discussions, which have put a focus on teacher-parent relationships in early child education. Moreover, the new generation of parents in China hold a different educational goal for their children compared to the parents in the past. Gu et al. (2018) reported that the new generation of parents in China pay attention to both children's

academic achievement and personal growth, whereas older generations primarily focused on academic matters. The interactive influence between traditional Confucian ideology and popular Western approaches toward children's education under the context of globalization could bring shifts in how people view responsibility assignments in children's learning. Since an effective home-school collaboration may be contingent on a sense of shared responsibility between the two groups, learning about how the two groups hold different perceptions of responsibility over children's education can then bring better teacher-parent relationships and better assistance of children in different aspects of learning at a young age.

1.2 Rationale for the Study

Existing research exploring the responsibility assignment between teachers and parents are predominantly situated in Western contexts or focused on students from a higher grade level. Due to significant cultural and social differences, the results in China would potentially be very different. Investigating Chinese parents' and teachers' perceptions about responsibility over children's education at the early primary school level can fill a gap in the literature and bring insights into how the two groups view education in the current world.

1.3 Aim of the Study

The current study is aimed to investigate the responsibility assignment between parents and teachers for Chinese early primary school children's education (grade 1-3). It is mainly grounded by two theoretical models: 1) Urie Bronfenbrenner's ecological theory (1977; Bronfenbrenner & Ceci, 1994) that indicates how children develop within complex relationships and is influenced by environmental systems; 2) Helker and Wosnitza's (2014) heuristic model wherein a person's sense of responsibility is derived from their interactions and sense of each other's responsibility. The current study will emphasize how parents and teachers in China view their own responsibility and the responsibility of the other group when considering children's education during the early years of primary education.

1.4 Structure of the Dissertation

The second chapter presents the literature review on the topic, starting with definitions and theories of responsibility in school. Then, the discussion is centred around the context of

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elementary level education in China. The roles of parents and teachers are considered separately and followed by an illustration of parent-teacher relationships in China. The research questions of the current study are outlined as well.

The third chapter explains the research method for the first part of the current study: 12 semi-structured qualitative interviews. The chapter contains the description of study sample, participant recruitment, and data collection process. The results for the qualitative interviews are presented in the fourth, which also explains how it informed the follow-up quantitative survey.

The fifth chapter explains the research method for the second part of the study: an online quantitative survey. The sixth chapter outlines its results.

The final chapter reviews the results of the studies. The external validity of the findings is discussed in the context of the study. In addition, the chapter evaluates the limitations of the current study and potential directions for future research.

2. Literature Review

2.1 Definitions and Theories of Responsibility in School

2.1.1 Overview of Responsibility

In the literature, responsibility is often conceptualised in different ways. Lenk (1992, as cited in Helker & Wosnitza, 2014) provided a detailed model of responsibility with six components: who (subject of responsibility) is attributed responsibility for what (object of responsibility), in view of whom (addressee) by whom (judging instance) in relation to what (normative) criteria and in what realm (of responsibility or action)? Within the model, a sense of responsibility can emerge for more than one reason, such as personal disposition or personal sense of obligation, attribution from social environment, and attributions from other people. When responsibility is evoked through oneself, from a self-determination perspective, it could potentially bring positive effects by bringing motivational actions. However, if the responsibility is only attributed to external causes, the level of compliance would play a significant role in the outcome (Lauermann & Karabenick, 2011).

2.1.2 Responsibility in Students' Education

In general, the assignment of responsibilities in education remains implied and ambiguous despite the increased understanding of parental involvement and shared responsibility between schools and home (Helker & Wosnitza, 2016). The majority of the existing research on perceived responsibility in children's education focused on teachers' responsibility in school context. Fischman et al. (2006) found that teachers' perception of students' academic, social, emotional, and developmental needs is related to how much they broaden their responsibilities. The more teachers believe students require their help, the more responsibility they would assign to themselves to help the students to their best ability. Other motivating factors include teachers' personal characteristics, teachers' skills, teachers' personal life outside school, organisational climate, and other bearers of responsibility (students, parents, etc.) (Lauermann, 2014). In several studies that investigated how teachers view their responsibilities, parental involvement and the role of family were addressed from different perspectives. Thrupp et al. (2003) noted that teachers believe they can only be held responsible for students' education outcomes to a limited extent as how supportive the families were can be powerful. When discussing the subject of responsibility (who is) in

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children's education, 90% of teachers mentioned parents/guardians/other family members as significant bearers of responsibility (Lauermann, 2014).

The importance of parents in children's education is not only recognized by teachers, but empirical studies have also suggested that parental involvement can have direct and indirect impacts on student's achievement in school. The way parents support children's learning, parents' communication with children and teachers about school issues, and parents' expectations were identified as several factors that can directly impact how students perform at school (Menheere & Hooge, 2010). Parents' expectations and values can indirectly affect school outcomes through effects on children's expectancies and perceived competence (Hong & Ho, 2005). Despite the importance of parental involvement, the connection between teachers and parents about engagement in school matters is weak. Helker and Wosnitza (2014) concluded that due to the perceived separation of home and school, parental involvement in school is neither supported nor expected. The role of parents is recognized as preparing children for school, providing a loving and supportive home environment, and providing care; while teachers are the ones that should be accountable for all educational matters at school (Katyal & Evers, 2007; Korkmaz, 2007). Lawrence-Lightfoot (2003) noted that it is not difficult to understand the fact that teachers and parents do not always understand each other in children's education considering their different roles and relationships to the child. Also, the spatial separation between school and home, further discouraged the frequent and in-depth cooperation between parents and teachers.

The disconnection and misunderstanding of responsibility are conflicting for both parents and teachers. While the teachers recognize their role in children's education, they also addressed the importance of parental involvement in the process. Parents play a significant role in children's educational process, however, their perceived responsibility for themselves and for teachers may not always overlap with the teachers' perspective. It would bring disagreements when issues about children's education arise in a school context. Peterson et al. (2011) found that when it comes to discussing reasons for student failure (e.g., poor academic performance), students and parents tend to blame the teachers, and the teachers are more likely to take it on students and parents; such patterns also cut across socio-economic backgrounds. The situation calls for an understanding in responsibility assignments for

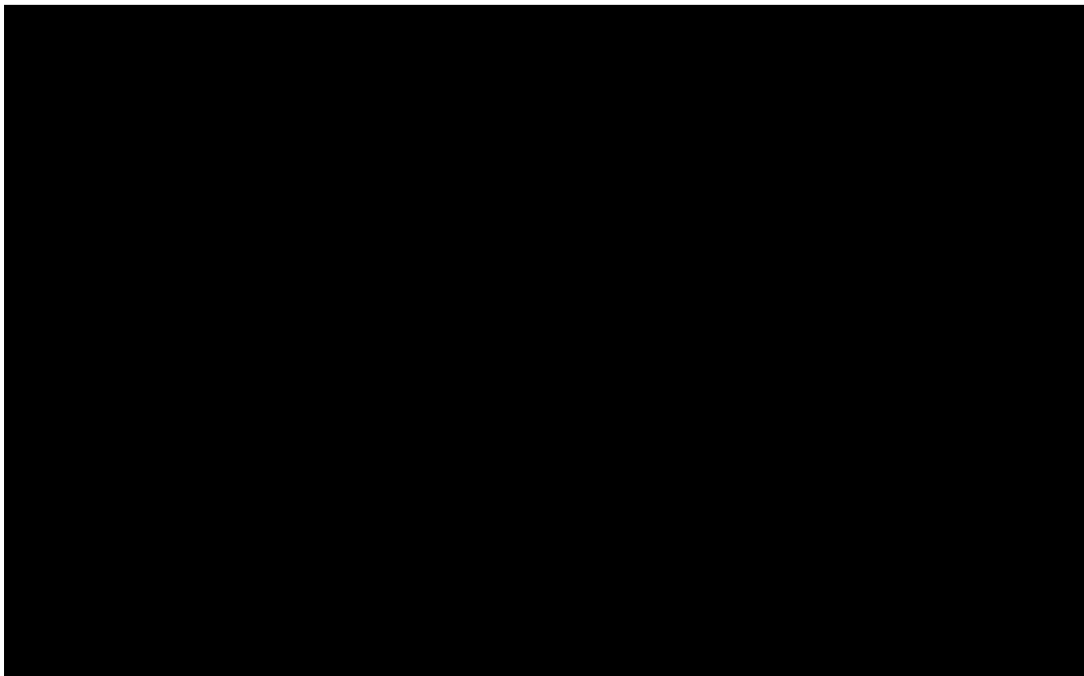
children's education so the impact of disparities in perceived responsibility can be minimized.

2.1.3 Bio-Ecological Theory for Responsibility in School

The ecological theory of development by Urie Bronfenbrenner focuses on the complexity of children's development and the influence of environmental systems (Bronfenbrenner, 1977). The bio-ecological model is a more detailed model revised from the 1977 theory that looks at the relationships among the developmental procedure, context, time, and features of the individual person (Bronfenbrenner & Ceci, 1994). Figure 1 shows the framework of home-school relationships based on the five environmental systems (the microsystem, the mesosystem, the exosystem, the macrosystem, and the chronosystem). In this model, the development of a child is dependent on individual disposition and the environmental circumstances that is around the child. The relationship and interaction between home and school occurs at the level of the mesosystem. Bronfenbrenner (1977) used the mesosystem to describe the interrelations among major settings containing the developing person at a particular point of life. In the setting of the current study, which aims to discuss responsibility in school, the mesosystem is the relationship and interaction between home and school.

Figure 1

A Framework of Home-School Relationships Based on Bio-Ecological Theory.



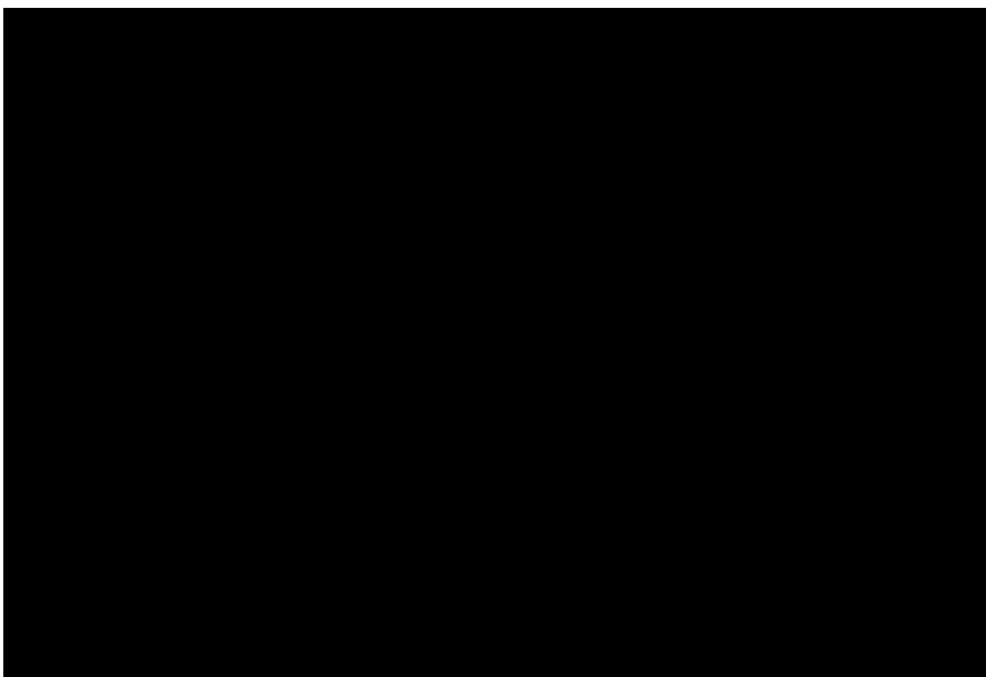
From the figure, when the two microsystems interact or connect through some situations or events, it forms the mesosystem. In the context of children's education, a mesosystem activity can be school meetings with family, communication between parents and teachers, information to the family provided by the school, etc. It is an essential part to a child's development as the mesosystem creates links between separate settings. It can be beneficial for a child, but it can also create stress if the two microsystems hold different beliefs and values (Chen & Agbenyega, 2012). Therefore, it is important to build a healthy mesosystem to best support the children's development and build a supportive relationship between home and school.

2.1.4 Heuristic Framework of Responsibility in School

Helker and Wosnitza (2014) built a heuristic framework to describe and structure responsibility in the school context comprehensively. The base of Helker and Wosnitza's (2014) model is Bronfenbrenner's bio-ecological theory. It assumes that teachers, students, and parents (as three central bearers of responsibility in the school context) share specific microsystems and sum up to build the person's mesosystem, which drives their sense of responsibility and may influence the ascription of responsibility to others. The school context is depicted as containing several microsystems of the person involved. Figure 2 shows the structure of the framework.

Figure 2

Heuristic Framework for Structuring Responsibility in the School Context



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Note. Heuristic framework for structuring responsibility in the school context. Adapted from “Responsibility in the School Context - Development and Validation of a Heuristic Framework,” by K. Helker and M. Wosnitza, 2014, *Frontline Learning Research*, 2(3), 115–139. Copyright 2021 by ProQuest LLC. T = the teacher, S = the student, P = parent(s), C = classmates; STC, ST, STP, TP, SC, and SP refer to the cross-associations of the four groups.

Although the current study primarily focuses on how the parents and teachers assign responsibility for children’s education and does not discuss the responsibility of the students and classmates, the heuristic model can still help to understand the current study. Previous research has mostly worked with higher grade levels, and it was possible to ask students to directly talk about how they viewed the responsibility assignment of their education (Helker and Wosnitza, 2014; Helker and Wosnitza, 2016; Matteucci & Helker, 2018; Peterson et al., 2011). The current study focuses on early primary years, during which the role of parents and teachers would be more significant. The heuristic model suggests that what the individual feels responsible for is assumed to influence their judgements of other people’s responsibility (Matteucci & Helker, 2018). For example, if parents believe they are responsible for helping their children to review, then they would not ascribe the responsibility to the teacher. However, due to bidirectional influences with the environment, multiple agents can function in one mesosystem. Then, a student’s educational outcome cannot be tracked back to one specific role. Helker and Wosnitza (2016) demonstrated how the three agents (teachers, parents, and students) held different views on who is responsible for different aspects of students’ learning, outcomes, and a supportive learning environment. Considering the substantial role of teachers and parents in the early primary years, the differences in responsibility between the two groups are already worth exploring.

2.2 Parenting in China

The traditional cultural and philosophical influence on parenting is deeply rooted in China. For example, as one of the leading philosophers in Chinese history, Confucius and his ideas have considerably influenced how people in China regard parenting and the role of parents in children’s education. Confucius viewed the role of parents as the following: to be the authority, to manage family properties and offer resources, to improve the social status of the family, to oversee and manage children’s behaviour, to ensure that children adhere to

norms of social morality and to establish children's obligations towards the family (Confucius, 1979; Wang, 2014; Guo & Kilderry, 2018).

Under such premises, for the families that embrace Confucianism, children's education would be regarded as a family obligation. It is typical for Chinese parents to carry high expectations for their children and try their best to shape them to be an ideal child (Ko, 2015). However, because of the changes in social and cultural context in contemporary society, some recent studies have suggested a reshaping of parenting practices and beliefs in China. The strong focus on autonomy, respect, choice, and independence in Western values have impacted many parents in China (Way et al., 2013; Luo et al., 2013). Wang (2014) argued that the new generation of parents in China are embracing many modern and Westernized approaches while educating children. The narratives from mothers of middle school students in China suggested that besides academic expectations for their children, the primary prospect the mothers hold for their children is to be socially and emotionally well-adjusted (Way et al., 2013). The typical strategy for achieving the goal is giving the children freedom to decide and not forcing them, which contrasts with traditional Confucianism that considers the parents as the guiding person for their children's lives.

Besides cultural influences on Chinese parenting, changes in policy and human capital investment also significantly impacted people's views on children's education. The One-Child Policy was implemented in China since 1979 as a measure to control population growth, and it has a great impact on how parents invest in their children's education (Tan, 2019). One of the virtues according to Confucianism, is Xiao (孝) or filial piety. It is commonly practiced through honouring and support parents, especially when they grow old. Moreover, the responsibility of taking care of elderly parents is classified as a legal obligation in China (Ren & Yang, 2015). With the One-Child Policy, the one child in the family becomes the hope to carry on family responsibilities and take care of parents and grandparents when they grow up. Therefore, parents have started to invest more in their children's education. To ensure that their child would not lose at the starting line, parents spend significant amounts of time and money to enhance their children's competitiveness in all areas. It is estimated that parents spend about 23% of household income on childcare and 32% on education (Zhu et al., 2014). The competitiveness among families has called for greater demand within the education market, leading to increased prices in all sorts of after-

class programs: math, English, arts, music, etc. The costing of raising a child then increases accordingly.

As a response to the aging population and labour shortage, the Chinese government ended the thirty-year-long One-Child Policy and started to implement the Universal Two-Child Policy in 2016, which allowed all couples to have two children. While the response toward the new policy is still limited, some researchers have suggested that the Universal Two-Child Policy may not have the expected effect because of the high cost of raising children, large investments in education, and people's preferred lifestyles (Tan, 2019). However, to meet the challenges in the global world and to create the labour force that can adapt to unpredictable changes, human capital investment in education is essential. Chinese parents want to equip their children with the skills needed for future jobs. The next section will discuss parents' responsibilities and roles in children's education in China, a context wherein raising a child is a high-cost, extremely competitive, and potentially stressful journey.

2.3 Parents' Responsibility in China

Although very few studies have directly explored how parents perceive their responsibility in children's education at elementary level in China, the expectation that parents should take responsibility in guiding children has permeated through society. The construct of 'parental educational involvement' is multidimensional and involves parental behaviours and beliefs in children's education both at home and in school (Englund et al., 2004). With parents in China, their involvement in children's education is not only expected through several ways, but also in many aspects.

To start with, the Chinese cultural environment emphasizes the family's involvement in children's growth, especially the involvement of parents. The premise of Confucianism puts the parents as the authority and sole responsible people in leading children to success, which would make children's education as a family obligation. However, with an increased embrace toward Western values, the younger generation of parents are starting to adopt a combination of traditional and modern beliefs. The influence in educational values and beliefs would also shift how parents perceive their role and responsibilities in children's education. A typical word used to describe traditional Chinese parenting style is *guan* (管),

which depicts parents as the one to govern, teach, and discipline children in order to achieve harmony and integrity of the family (Tan, 2019; Chao, 1994; Lau & Yeung, 1996). In more recent studies, Chen-Bouck et al. (2017) found that modern urban mothers not only believe monitoring children's behaviours as essential, but also noted that reasoning with children about the consequences of behaviours and modelling appropriate behaviours as effective. The new notions that are adopted by modern parents in China highlighted that apart from supervising and correcting children's behaviour, parents also need to be a role model and behave in the way that they want their children to do so. This added another layer to parents' roles and responsibilities compared to the traditional view.

Parents are also expected to provide educational opportunities to their children by law. According to the Compulsory Education Law of the People's Republic of China (National People's Congress, 1986), all children and teenagers from age six to fifteen are obligated to receive compulsory education, and parents have the responsibility to send children to school when they have reached school age. In China, public schools and private schools are two common choices for families at primary school level. With public schools, the local government is responsible for raising funds for the operating expenses of implementing compulsory education, meaning that public school education within the compulsory education stage should be free of charge or the tuition should be very low. Another popular type of elementary level education in China is the private school. Private schools are funded by student fees or private investments and typically owned by a local company. Therefore, in comparison to public schools, private schools would need students to pay a significant amount of tuition. To gain a competitive edge over public schools, private schools seek to provide different school and course systems, up-to-date facilities, better educational conditions, and most importantly, higher educational quality (Qu, 1996). The educational quality advantage of private schools have urged families to send their children there in order to ensure a good start in academic learning. However, the high tuition can become a financial burden to a lot of families. Providing education and sending children to school are recognized as a responsibility in China; however, if parents want children to receive better educational quality at school, it will come with a greater financial responsibility as well.

A number of studies have investigated teachers' perspectives on parental involvement in children's education, and it is suggested that teachers regard the role of parents as significant

and believe that parents share great responsibility. In a study with Hong Kong elementary and secondary schools, Sui-Chu (2003) found that teachers welcome and actively request parental assistance in education-related activities at home, such as guiding homework, providing an ideal study environment, restricting children's time on TV, etc. The range of activities suggested by teachers indicated multiple aspects of children's education that parents are expected to be responsible for, including monitoring children's behaviour and being aware of what is good for children's development. Parents are also expected to be role models for children. In another study, Guo and Kilderry (2018) found that while kindergarten teachers believed many parents lack parenting knowledge, they positioned parent modelling and parents' knowledge about children's development as important for children's education. As teachers described, parents should be role models for their children and parents' behaviour can influence children to change their behaviours, especially at a young age (Guo & Kilderry, 2018). Therefore, from the perspective of a schoolteacher, the responsibility of parents in children's education starts early and can be multifaceted.

Parents themselves also recognized the importance of parental involvement in children's learning, especially when considering that the Chinese education system highly values educational attainment. The effect of parents' involvement in children's academic learning has been identified in previous research. Parental support for children's learning at home can be recognized through activities like monitoring schoolwork. For example, Tam and Chan (2009) found that parents' help with student's homework is beneficial for academic performance. In an environment where academic achievement is emphasized, parents are encouraged to help their children succeed. The methods that families adapt to approach parental educational involvement can be different as well. Families with higher socioeconomic status tend to be involved with parental homework support, parent-child communication, and quality time with children, while families with lower socioeconomic status tend to support children through strict discipline (Li et al., 2020). Different styles of parental involvement indicate that many families recognize the importance of being engaged in children's learning and educational process, and that they are taking actions to be actively involved so that children can achieve academically.

From literature and previous studies, parents' responsibility in children's education is acknowledged at different levels: cultural, legal, teachers' expectations, and parents

themselves. Also, the range of aspects that parents are considered as being responsible for is wide, including monitoring behaviours, providing guidance, helping with children's academic learning, financial responsibility, etc. While a lot of aspects are covered, there is little known about how parents understand or fulfil these responsibilities and expectations. It is without question that parents should be a huge part of children's growth, but very few studies have investigated this from the perspective of Chinese parents and their view on their responsibility in children's education. Given the distinct social, political, and economic context in China, parenting practices and beliefs are worth exploring as they can provide an understanding of the contextual basis of parenting for young Chinese children.

2.4 Teaching in China

Traditionally, teaching is a highly respected profession in Chinese culture. A very essential traditional Chinese virtue is called *zun shi zhong dao* (尊师重道), meaning that one needs to respect teachers and value the things that teachers have taught. The notion deeply influences everyone in China until today. In more recent years, although a teacher's income can be modest, their social status has never been considered lowly in society (Lo, 2019). When a child enters school, one of the first things that he or she needs to know is to be respectful toward teachers and be obedient in school. The support and positive attitudes toward teachers from society are also reflected in teacher's professional attitudes. Organisation for Economic Co-operation and Development (OECD) reports showed that teachers in Shanghai, one of the major cities in China, showed high degrees of professional self-efficacy (OECD, 2014, 2015). It is reported that teachers indicated confidence in their subject knowledge and teaching competence, motivation to further develop through professional training, readiness to cooperate with other teachers, and willingness to work under the direction of school leadership (OECD, 2014, 2015). While teaching in urban centres like Shanghai can be considered as more prestigious than teaching in rural areas, the praise and respect that Shanghai teachers received from students and society (Tan, 2013) still exhibited that the general social attitude toward teachers in China is very positive.

In Chinese schooling, teaching is typically recognised as directly instructing students to acquire academic subject knowledge that is embodied in a centrally designed curriculum (Lo, 2019), and the presence of a good teacher is considered very valuable for students'

educational process. Teachers are the employees of the state in China, which means that teachers work under the political influence of the Chinese Communist Party and the local government holds administrative power. Therefore, the role of a teacher is typically perceived as rule-abiding, disciplined in their approach to work, respectful toward authority, and concerned about students' examination performance (Wang, Lai, & Lo, 2016; Wang, 2015). These features are also reflected among teachers', students', and parents' perceptions of the qualities of good teachers in China. Liu and Meng (2019) outlined the traditional evaluation of a teacher in China, which has four major components: 1) morality (which considers aspects like teachers' political stand and vocational morality), 2) diligence (assesses whether the teacher is devoted to the job, through measurable qualities like attendance rate), 3) ability (includes teaching ability and/or research ability), and 4) student performance (largely based on student test scores). Their analysis resulted in four themes that describe the characteristics of good teachers in China: teacher ethics, professional skills, professional development, and students' test scores. Both traditional evaluation methods and current opinions, which stressed student performance, contrasted with Western countries' notion of a good teacher, which did not include students' achievement in tests (Liu & Meng, 2019). This is because the National Uniform College Entrance Exam in China has been the one and only route for students to be accepted by universities, and it only evaluates students' exam performance. Good test scores and setting a good academic foundation early then becomes extremely important. Within a local school, a good teacher's reputation is built through the final examination performance of his or her graduating class. Under these conditions, the mode of teaching in China follows a very teacher-centred and examination-oriented pedagogy.

School culture and collective goals shaped by the educational system in China also affects teaching and teachers' teaching experiences. In China, schools in the same district are constantly compared with each other. Especially at the end of the school year, it is typical for all the elementary students in the same city to take the same set of final exams, and the results will be ranked. This system builds competition among schools and potentially influences teachers' teaching agenda and priorities. Previous research with a school in Beijing suggested that Chinese school teachers reflected rather high goal orientation, innovativeness, and formal relations among fellow colleagues (Zhu et al., 2011).

Also, teachers reported high organizational commitment and well-being at school, which is associated with higher productivity and greater willingness to assume larger responsibilities (Ward & Davis, 1995). However, teachers show low participation in decision-making and informal relations among the teachers, and researchers believed it to be the result of high workload, strict administration, and social and economic pressures (Zhu et al., 2011). Therefore, the competitiveness of the educational system shaped the highly goal-oriented teaching in China, but brought heavy workloads and pressure to teachers as well.

In conclusion, teaching in China shows several distinct characteristics. First, the social attitude toward teachers is very positive due to the influence of traditional culture. Then, given strict teacher evaluation criteria and focus on examination outcomes, teachers are regarded as significant in children's education process. Also, because of the competitiveness among schools in the education system, teaching can be very goal-oriented and stressful at the same time. They are important to consider as they can affect the way that teachers and other groups like parents perceive teachers' responsibilities in children's education. The next section will discuss how previous literature have explored teachers' responsibility in China.

2.5 Teachers' Responsibility in China

Similar with parents' responsibility, very few studies have directly investigated teachers' perception of their responsibility in children's education at the elementary level in China. However, teachers undoubtedly play a significant role in children's education. The following paragraphs will outline some perceived responsibilities of teachers in China from different perspectives.

The Chinese government put great emphasis on education and holds expectations for the teachers as well. Ministry of Education of the People's Republic of China (MOE) published the newest guidelines on Elementary Education Teachers' Professional Ability Standard in April of 2021. Within the guidelines, several expectations toward teachers were defined. Among the main categories included the ability to follow teaching ethics, ability to conduct qualified teaching, ability to nurture students, and focus on professional growth (MOE, 2021). Each category contained specific items and explanations. "Ability to follow teaching ethics" described qualities such as being passionate about education, caring toward each individual student, being patient and detail-oriented, having a presentable personal

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appearance, etc. Then, under the second category “ability to conduct qualified teaching”, a teacher should be knowledgeable about their teaching subject and understand effective methods of teaching. Several specific details were included as well. For example, the teachers should be able to encourage students to be interested in learning and protect children’s curiosity and interest. With the third aspect “ability to nurture students”, teachers should be accountable for students’ behaviour at school, be mindful of students’ mental wellbeing, actively communicate with families, and organize extracurricular activities. Finally, “focus on professional growth” meant that teachers are expected to be reflective about their teaching and be open toward learning innovative ideas of education. From the guidelines, a teacher in China is faced with multifaceted expectations about the things that they should be responsible for. From delivering academic knowledge to caring students at a personal level, teachers are expected to be attentive not just to the scores that students receive in exams, but also students’ personal growth and individual characteristics.

Besides government authorities, a previous study also demonstrated the way that Chinese parents perceived the role of teachers. Guo et al. (2018) conducted interviews with elementary school teachers and parents whose children are in elementary schools and found that parents’ expectations of teachers’ responsibilities can bring a certain level of pressure to teachers. One issue was students’ behaviour management at school. Teachers wanted to have more authority toward how to manage children’s behaviour in classrooms; however, younger parents tended to have a more liberal attitude toward children’s education and would be more likely to challenge teachers’ authority than parents in the past. Also, for some parents who sent their children to private schools, they expected frequent and specific communication with the teachers because they paid a high tuition fee and felt that they deserve good service from the school and teachers (Guo et al., 2018). Teachers expressed stress when handling challenges like disagreements with parents or parents’ requests because a small conflict could turn into a serious dispute if one handled it inappropriately. Although teachers are at the position of authority in children’s education according to traditional views, young parents who received a higher level of education than previous generations are changing the dynamic. With parents holding more expectations toward teachers’ service in children’s education and assigning more responsibility toward teachers’

daily jobs, the social status of teachers needs to be reclaimed through renewed professionalism (Zhou, 2002).

Based on limited sources, teachers in China are faced with a lot of expectations from both governmental authorities and parents. Like that of parents, the range of aspects that teachers are believed as being responsible for is wide. From a previous study, some teachers have expressed stress toward the high expectations from parents, but not enough was understood from teachers' perspectives. It would be helpful to understand how teachers view the responsibilities assigned to them by different agents, what are the responsibilities that they assign to themselves, and how do they fulfil these responsibilities on a daily basis.

2.6 Parent-Teacher Relationships in China

The traditional view of the parent-teacher relationship in China depicts the two groups as serving rather separate roles because the type of learning in school is different from that of at home. Teachers are considered as knowledgeable and the expert in areas like subject and academic knowledge, while parents' responsibilities are within families and life at home (Guo & Kilderry, 2018). Lau et al. (2012) suggested that teachers in China tend to view themselves as experts in educational matters and expect parents to be supportive toward teachers in children's education. In terms of Chinese parents' involvement in children's education, previous research suggested that Chinese parents exhibited two common patterns. One was "no involvement", which was described as parents' belief that education is the responsibility of schools and teachers, and parents should only be responsible for providing living necessities (Gu, 2008; Gu & Yawkey, 2010). Another was "home-based involvement", which referred to parents who believed that their role in children's education should only be played in home settings (Gu, 2008; Gu & Yawkey, 2010). The reason behind these patterns is due to the huge influence of Confucian tradition, in which teachers are viewed as experts in education and parents' involvement is unnecessary. Also, the education system in China is relatively centralized and structured, leaving little space for parental involvement (Gu, 2008).

However, the model of parent-teacher relationship in China started to shift during the last two decades. In more recent reviews of parental involvement in schools, Gu (2008) found that many schools provided more opportunities and options for parents to be involved. Some

of the choices included athletic games, picnics, field trips, fundraising, etc. Due to China's economic growth, education is going through marketization and privatization (Guo et al., 2019). Guo et al. (2018) conducted individual interviews with teachers and parents and found several changes in parent-teacher relationships in China during the recent years. The development of new technologies helped to form faster, more frequent, and more diverse communication between parents and teachers. Tools like QQ and WeChat (both are commonly used social media communication platforms in China) are popular for parent-teacher communication and increased interactions between home and school. Also, parents have become more active when it comes to being involved in children's education, both at home and at school. Some common activities include helping teachers to organize events, forwarding collective requests, sharing daily updates about children, etc. Finally, the market economy brought challenges and changes in these relationships. The market economy brought wealth to some people and led to the belief that education is not as necessary to gain wealth and a good future life. As a result, some parents may not value teachers' roles as much and would have disagreements regarding children's education or even refuse to cooperate.

The changing dynamic in parent-teacher relationships in China suggested that parents and teachers in China formed new understandings and perceptions about their role in children's education as well. In the past, parents did not view their involvement in children's education as necessary, but now they are becoming more active and hold more personal opinions about children's learning. For teachers, having parents more engaged in education can make things both more efficient and more challenging, as this would potentially bring teachers more responsibility and a heavier workload. However, there is little known about parents' and teachers' personal sense of responsibility toward children's education, especially the aspects that they themselves feel responsible for and the aspects that they believe to be the responsibility of others. It would be valuable to investigate how parents and teachers perceive their and each other's roles to better understand children's education in China, which would also help to form a better and more effective collaborative relationship between parents and teachers.

2.7 Current Study

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The goal of the study is in three parts. First, to investigate areas of responsibility that parents and teachers assign themselves and each other during the early years of elementary school. Second, identify the aspects of responsibility in children's education where parents and teachers hold significantly different perceptions. Third, as the existing literature is rather limited to Western contexts and higher grade levels, the current research intends to shed light on the topic among a sample of teachers and parents of early elementary students in China.

The study addressed the following research questions:

1. How do parents and teachers view their and the other group's roles in children's education?
2. Do parents and teachers hold different perceptions of responsibility?
3. If so, what are the areas of responsibility in children's education that parents and teachers hold different opinions of?

Given the lack of existing studies that are suitable to the early primary context in China, it was considered best to take a grounded approach by consulting parents and teachers directly on their views of responsibility with qualitative interviews, then using those results to design a quantitative survey that will serve to triangulate these views with a larger set of parents and teachers. Therefore, to realize the goal and answer the questions of the study, a mixed-design study was conducted through individual semi-structured qualitative interviews and a follow-up quantitative survey.

3. Methodology, Part One

3.1 Introduction

The current study used a mixed-methods design, and this chapter describes the research methodology of the first part of the study. Descriptions of the study design, recruitment procedure, and participants will be outlined, followed by the study procedure. Then, the analysis and coding system for the data will be explained. Finally, ethical considerations will be addressed.

3.2 Study Design

For the first part of this mixed-methods design study, individual semi-structured qualitative interviews were conducted. The purpose of the interview is to identify areas of responsibility that parents and teachers assign to themselves and potential areas of discrepancy in parents' and teachers' assignments of responsibility. The transcripts of the interviews were thematically analysed and used to develop quantitative survey items for the second part of the study.

3.3 Study Location

The study was carried out through online interviews using Microsoft Teams meetings. All the participants were located in Mianyang, Sichuan, China. Mianyang is the second largest city in Sichuan province, with a population of approximately 4.6 million.

3.4 Participants

3.4.1 Participant Recruitment

All the participants were recruited using a convenience sample, through the researcher's personal networks with teachers and parents in China. Researcher's personal contacts reached out to potential participants. If they expressed interest and agreed to share their contact details, the researcher's personal contact shared the WeChat IDs with the researcher (WeChat is a widely used social networking app in China). Then, the researcher added the participants through WeChat and used the 'chat only' function for the purposes of privacy. The general information of the study was given on WeChat by sending the participants the

participant information sheet (Appendix A). The researchers answered any questions they had about the study and highlighted that their participation is completely voluntary.

Afterwards, if they were willing to participate in the study, they filled the electronic consent form through Microsoft Forms (Appendix B). The researcher then provided instructions about installing Microsoft Teams and scheduled the voice call interview.

3.4.2 Description of Participants

A total of 12 participants were recruited for the semi-structured interviews, including six teachers and six parents. For the teacher participants, there were two teachers who are currently teaching each grade level: therefore, the sample comprised two grade one teachers, two grade two teachers, and two grade three teachers. Between the two teachers from each grade level, one was a less experienced teacher (one-three years of teaching experience in primary school), and another was a more experienced teacher (five or more years of teaching experience in primary school). All the teacher participants were female.

For the parent participants, two parents (one mother and one father) representing each grade level were recruited. Therefore, the parent participants consisted of two parents of grade one students, two parents of grade two students, and two parents of grade three students.

3.5 Procedure

After obtaining consent from the participant and agreeing on an interview time, a Microsoft Teams meeting invitation was sent. Both the researcher and the participant attended the interview at the agreed day and time on Teams. A total of twelve interviews were carried out as there were twelve participants in total. Each interview lasted around 30-45 minutes and recorded with Microsoft Teams. The language used during the interview was Mandarin Chinese.

The interview started with researcher greeting the participant and informing them that the recording would start. As the interviews were semi-structured by design, five broad questions were prepared with follow-up probes depending on the participants' responses. The interview questions are listed in Appendix F.

After discussing all the questions, the researcher would thank the participant and end the recording. The researcher kept a reflective memo after each interview to note the topics and

issues that stood out during the conversation. The recording files were then written into both Chinese and English transcripts for the analysis. For privacy considerations, transcript files were named using generic descriptors (e.g., Teacher_Grade 1_Experienced.doc, Father_Grade 2.doc).

3.6 Analysis

A thematic analysis was carried out to obtain and systemize the participants' responses and opinions, following Braun and Clarke (2006). First, the recordings were transcribed into Chinese transcripts. The initial coding framework was based on the researcher's memo, which noted down the themes that were identified by the parents and teachers to be important responsibilities during children's education. After discussions with the research supervisor, the number of the codes were reduced, and the coding framework was refined. For responsibility-related coding, there were five main coding nodes: parents' perceived parental responsibility, parents' perceived teachers' responsibility, teachers' perceived parental responsibility, teachers' perceived teachers' responsibility, and shared responsibility. As stress related to children's education and difficulties in fulfilling responsibilities was a topic that came up in all the interviews, items related to these topics were coded as well. The researcher invited another Mandarin Chinese speaking graduate student to help code the Chinese transcripts independently to increase reliability. The percentage of agreement among the two coders was 97% when coded individually. The coders discussed any differences in coding until they arrived at an agreement for every item. After coding all the transcripts, codes were collated into themes. Through several discussions with the research supervisor and reviewing of the themes, a total of five responsibility themes were defined and named along with one stress-related theme. The results of the thematic analysis were used to develop follow-up quantitative survey items. Coding was carried out in NVivo 12.

3.7 Ethical Considerations

Several ethical considerations for the interview were addressed. The study was approved by the Central University Research Ethics Committee (CUREC) (Appendix C). As the study was conducted online, a Data Privacy Assessment was conducted and approved by an

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appointed contact person of the Department of Education (Appendix D). The participants were initially contacted through WeChat, an app that many users use to post about their personal lives on the social page. Thus, when approaching the participants on WeChat, the researcher selected the 'chat only' function so that WeChat does not give researchers or the interviewees the permission to view the social page of the other person. The interviewees' WeChat contact details were deleted upon the completion of the study. The participants were informed about the research and consent was obtained before each interview (Appendix A & Appendix B). In line with the EU GDPR, cameras were turned off during interviews to avoid the overcollection of personal data. The interview recordings were generated through Microsoft Teams and uploaded for storage on OneDrive electronically. Upon the completion of the study, the original recordings were deleted.

Other ethical issues during the interview included pressure to provide socially desirable answers and risk of fatigue or boredom. To mitigate them, participants were reminded that there are no right or wrong answers and the interview was designed to have open-ended and non-leading questions. Also, the participants were told that if they felt the need, they can take a short break in the middle of the interview.

4. Results, Part One

The goal of the first part of the study was in two parts. First, to identify areas of responsibility that parents and teachers assign to themselves and others, and potential areas of discrepancy in parent and teacher assignments of responsibility. Second, use the results to develop a follow-up survey for the second part of the study. To achieve such purposes, semi-structured qualitative interviews were conducted with 12 participants: six teachers of grade one through three and six parents with children who are currently in grade one through three.

This chapter presents the results of the interviews. First, the responsibility themes that were generated from thematic analysis will be described. Then, the way that parents and teachers viewed each category of responsibility will be discussed.

4.1 General Views on Responsibility

In all twelve interviews, parents and teachers all shared the opinion that both groups are responsible towards children's education, and that cooperation between two groups are essential. Collaboration and understanding are the most used words by both groups when describing the relationship between parents and teachers. As one grade two teacher mentioned, "parents and teachers should be collaborators in children's educational process and guide children together". Some parents specifically expressed an understanding towards teachers' workload, like "...parents should understand that teachers are facing a lot of students at the same time", and "...parents should understand the teacher's workload and cooperate with the school as much as possible". Moreover, both groups recognize that when it comes to children's education, they all share the same goal, which indicated that they understand the importance of their own and each other's role. Some discrepancies in assignments of responsibility were found when it comes to more specific responsibility items, and they will be discussed within each responsibility theme.

Through thematic analysis, five responsibility themes were defined, and they are listed below:

1. Communication between parents and teachers.
2. Help with children's learning.

3. Help with children's behaviour and social-emotional wellbeing
4. Awareness towards children's development.
5. Encouraging the holistic development of children.

In the sections below, details are provided for each of five responsibility themes and views from parents and teachers.

4.2 Theme One: Communication Between Parents and Teachers

When it comes to communication between the two groups, all the participants expressed that they feel generally satisfied, and mostly agreed that the most effective communication is achieved when it comes from both directions. Several aspects about communication were mentioned during the interviews. The first one is reaching out to the other group to discuss updates about a child. For the parents, knowing how the children are doing at school can help them better understand their children and they would be able to help children better if an issue comes up. As one father described:

The teachers would also provide a lot of advice in children' education and tell us about the issues that came up at school. It would really help for parents to better understand how the child behaves when family is not around... they would hope the parents can help with that when the child is outside the classroom.

For the teachers, sharing updates about a child is more essential if there was a problem at school. A grade one teacher mentioned it is because they hope the parents can pay more attention to that at home, so that it can be monitored when the children are out of school and can be addressed with the child if necessary.

The second aspect of communication is to communicate with the other group to create shared educational values and goals. Teachers talked about "creating consistency between school and home", and it means that they hope the parents can be their partners in children's education and share the same aims through communication. A grade two teacher said, "I would tell the parents about the values and ideas of my education and hope that they can share a similar view". A grade three teacher gave an example: "If I told the parents that the upcoming exam is very important, I hope the parents can uphold that idea as well and they

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should not tell the child it does not matter if they prepare for it or not”. From the teachers’ perspective, sharing the same set of educational values or hold the same goal can help the communication become easier and make the work in the classroom smoother. For the parents, they expressed that they liked their children’s teachers and felt positive towards their educational values. When it comes to sharing values or communicating goals with the teachers, parents are more concerned about wanting the teachers to know that they are actively involved in children’s education as father or mother and want the teachers to know more about their child. For example, one mother said, “I want the teachers to know that I value children’s education, so I often reach out to the teachers to discuss how things are going with my daughter”.

The third aspect of communication is regarding responding to the other group’s message promptly, and the two groups had relatively varied opinions on this topic. About half of the parents in the interview shared that they have daily contact with the teachers; however, they also noted that due to the fact that one teacher can be responsible for more than 50 children, it would affect the depth and frequency of their communication. Parents also noted that teachers hold expectations for how promptly parents should respond to the messages. One mother identified it as a source of anxiety and said, “The teachers would expect parents to check the messages in the group chat regularly... it is not asking us to check once a day, but every two or three hours”. From the teachers’ perspective, prompt replies from parents can be a sign of them caring about children’s education and also help with better communication. For example, a first grade teacher shared:

Like when I send some notice in the group chat, most parents would respond very soon. It would really help with the communication, and I think it is good for the teachers to know that the message has been received, so it can be effective.

Especially for teachers teaching in private boarding schools who do not meet parents every day (four out of the six teacher participants teach in private boarding schools), seeing parents’ replies to their messages is a sign of them knowing and being updated about what is going on at school. However, teachers did not mention if they too should be responsible towards replying to the parents’ message promptly.

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The final aspect regarding communication is about providing suggestions to the other group on how to work with children on specific problems. From parents' perspectives, they expressed the value of teachers' suggestions or advice on how to work with children. Parents noted that when a teacher reaches out to parents about a specific problem that the child has, it is usually very accurate and the teachers can provide very good ways of helping the child to improve. A father said:

It would be great if teachers can provide some advice on how to work with children on specific issues... maybe teachers can hear more about what the parents want for the child and provide some help as well.

For the teachers, many of them recognized a popular saying among teacher groups: Teaching a child is also teaching their parents. On the one hand, teachers feel very understanding towards parents wanting advice from them about children's education. A grade two teacher shared:

I understand that many parents can feel like they lack the skills to deal with some aspects of children's education. So, I would explain the 'why' and 'how' to parents as well. ... I would give different suggestions considering the different situations of the student.

On the other hand, teachers expressed that some parents feel very protective toward their children and during their communications, parents would not appreciate teachers when they offer criticism. Even if teachers point out that the child has some issues and want the parent to help, the parent will refuse to cooperate because they believe it is teachers being too strict towards the child.

To sum up, both parents and teachers recognize the importance of effective communication. It can help both groups to better understand children's daily situation, share the same vision, and understand what each other want for children's education. Parents appreciate conversations with the teachers because they believe that it is beneficial to share information. Teachers expressed understanding towards parents' need to be in touch and

view the communication as an opportunity to reach out to parents when there are issues that require help from the parents' side.

4.3 Theme Two: Help with Children's Learning

As the Chinese education system puts great emphasis on academic achievement, both parents and teachers are aware of the importance of setting a good foundation for learning at an early age. When it comes to being responsible in helping children's learning, a lot of aspects were discussed. Generally, parents suggested that teachers hold high expectations of them with regard to assisting children's academic learning, and it is unexpected for them considering that the children are only in elementary level. A father shared some of the teachers' expectations:

Teachers want the parents to assist more with children's learning at home... they also think parents should help children with completing homework during weekends... helping with homework or sending my child to some tutoring sessions during weekends.

The parents' attitude towards the fact that teachers expect parents to provide help in different aspects of learning is mixed. One mother thought that too much help from parents is limiting children in developing independence and creativity in solving problems. Almost all the parents agree that the workload for children is too much, especially considering that they are still in the lower grades of elementary school. It can be described as a source of stress for some parents as there are a lot of aspects that teachers expect them to be attentive to, including establishing good learning habits, checking homework, motivating children to learn, talking to children about difficulties they encounter, etc. Parents with children in the third grade also noted that at the moment, teachers are stressing the importance of preparing students for middle school, although it is still three years away. Also, parents would personally tutor children or enrol them in tutoring classes because of the concern that children cannot understand everything when they are taught at a fast pace in school. Despite feeling obliged, stressed, or even unenthusiastic, parents understand that it is not because teachers are not being responsible, but because of the competitive and selective educational system. Thus, despite the mixed emotions towards all the academic work, they also hold

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some understanding towards teachers.

As for the teachers, they share the understanding that the larger educational environment is stressful and competitive. However, when it comes to parents' attitudes towards children's learning, many of them thought that although many parents are unwilling to admit it, they regard the score that children get at exams as very important. One teacher shared that some parents tend to get very nervous if the child did not perform well in an exam. Another teacher noted that if the parents could pay more attention to how the child is learning on a daily basis, the parents would not hold too high an expectation towards children's exam scores because they would know if the children had a real problem with what they are learning, or if they just made minor errors. Most teachers suggested that parents should pay more attention to children's learning process because children will know learning is important if the parents make them feel that way. Some comments from the teachers are:

I do always tell parents to encourage students to read more books and form a reading habit, because it is not something that grows easily.

The parents should concentrate more on building a learning environment at home. I hope they can care more about the educational process, instead of only focusing on the result.

I also suggest that when the child is doing homework, the parent should read a book instead of watching TV or using their phones.

...Like help children to go through the mistakes they made in homework, help them to review, and talk to them about what happened at school.

In conclusion, it is true that teachers hope the parents to be more involved in children's learning. On the one hand, it can be beneficial for children to establish better learning habits at a young age and create a good learning environment at home; on the other hand, parents can better understand how their children are doing at school. From parents' perspective, although they recognize that their involvement in children's learning is important, they

expressed that it can also be stressful considering the workload. Both groups share the understanding that the emphasis on learning is mostly brought by the larger educational environment and system. As there are limited ways for them to change it, they can only adapt to the system.

4.4 Theme Three: Help with Children's Behaviour and Social-Emotional Wellbeing

The third theme is related to children's behaviour and social-emotional wellbeing. Similar to the second theme, there are a lot of aspects within the theme. While both groups recognize its importance, teachers and parents have some varied opinions. From parents' perspectives, children's social-emotional wellbeing is an important aspect. Parents mentioned communicating with children about how they are doing as something they would pay attention to on a daily basis. It is viewed as forming a positive relationship with children at a young age, so that the family can have smooth communication. One mother shared:

The child is still very young and can be immature with how to deal with negative emotions, I try to be an emotional support on a daily basis. So, I would communicate with her every day and ask her about what happened at school, good and bad.

Social-emotional care also applies to helping children to develop social skills. Many parents noted that sometimes their children would have arguments with friends and classmates. They would step up and help them to solve the problem. One father thinks parents are the only ones that can provide the most honest discussions with children. While many parents mentioned they would want the teachers to be attentive to children's emotional wellbeing on a daily basis, they also understand that it can be a difficult task. As one father shared:

...another thing I believe as really important is emotional support. I think parents should be highly involved in children's education, because for a teacher, he or she would be facing about 40 students; but for us parents, it is usually only one or two children of your own. Considering the reality, the parents would just have to do more.

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When considering children's behaviour management, it is mostly perceived as an expectation from teachers from the viewpoint of parents. It is typical for teachers to notice some behavioural issues that children have at school and want the parents to help with monitoring them. Since classrooms in China tend to have strict expectations for classroom decorum, teachers shared that parents are very essential in forming children's behaviours. Most of the parents in the interview have had experiences of getting advice from teachers about managing children's behaviour. One mother mentioned that her child's teacher would post weekly updates in the class group chat and point out things that they hope the parents can pay attention to during weekends and they are usually related to children's behaviours, such as sitting upright when writing, not leaning too close to the books when writing, concentrating when reading, etc. She further commented:

The teachers always tell me that we should guide my son to hold a higher standard for himself... teachers noticed at school and believed it to be an issue; then they would hope the parents can help with that when the child is outside the classroom.

For teachers, responsibility related to children's socio-emotional welling and behaviour is multifaceted. Teachers mentioned that they hope children can have a good time and enjoy learning at school, therefore, they would provide emotional support in different ways. During class time, they would encourage children to answer questions in front of the big group and give praise when they did well. During recess time, teachers said they like to spend time with children and get to know more about them. A grade three teacher said, "the students are very willing to share with us teachers, sometimes more than with parents". Another teacher said when each child comes to class in the morning, she would give them a hug or a pat on the shoulder to encourage them to start a great day. These are actions that teachers take to care for children on the socio-emotional level. Further, teachers mentioned what parents can do to help. One of the most significant aspects is to create a loving environment at home. One teacher also mentioned that when children share their negative emotions, parents should guide them to process their feelings or even share with children about how they deal with unpleasant things. Some teachers shared concern as well because they feel that some parents are not supportive enough towards children's emotional

wellbeing:

I hope more parents can pay more attention to the detailed changes of their children, like their emotions, learning habits, learning attitudes, etc.... maybe the parents are not giving their children enough attention. I think sometimes parents do not notice the changes or experiences that their children are going through, and they do not have enough quality time and effective communication at home. It is also related to the fact that school hours are long for children nowadays.

Teachers' concerns also apply when it comes to children's behaviour management. Most teachers agree that parents are a significant influence on children when it comes to forming behaviours. If the parents never read at home and only spend time on TV shows or smart phones, the child would be reluctant to read as well. Thus, teachers hoped that if they told the parents about some aspects that they want the child to improve, the parents can be attentive and understand the importance of it. It is the best situation from teachers' perspectives because they can form a collaborative relationship with parents. One grade one teacher shared a story that made her teaching very difficult because parents are unwilling to cooperate:

Sometimes it is like, no matter what happens at school, the parents would just say 'as long as he/she is happy' ... Even if the child does something wrong, the parent can ask the teacher to ignore it because they only want the child to be happy. The child would gradually become lazy and cannot form a good learning habit.

To sum up, while children's socio-emotional wellbeing is the aspect that both parents and teachers regard as important in children's education, both have indicated that they hope the other group could do more, especially from the teachers' perspectives. When it comes to children's behavioural management, parents shared that teachers expect help from their side when issues are brought up. For the teachers, they want help with monitoring children's behaviours because they believe parents are meaningful influences towards children.

4.5 Theme Four: Awareness Towards Children's Development

The theme of awareness towards children's development describes knowledge about children's education and knowing how to teach or work with children depending on their individual personalities and issues. For the teachers, it is the aspect that many of them described as something that parents could do better. For the parents, while most of them believe that they hold some understanding in the area, they also noted that teachers' help or advice can be helpful.

During interviews with the teachers, they shared the concern that at the elementary level, many parents do not have an objective view of their children. From the teacher's perspective, some parents tend to believe that their children are perfect in every way, which would make the education process difficult. Also, the teachers described that as some parents are too focused on grades that children receive in exams, they overlook the other aspects of children's education. One teacher shared her opinion on this topic:

I think during elementary school level, most parents would feel that their child is perfect... I think the parents should be aware about being more educated to know what is good for their children. Some of them focus too much on grades, even though the children are just in the first grade of primary school.

Teachers believe this aspect to be important because depending on the personality and traits of a child, the best way to teach them would be different. If the parents only see the strength and ignore the weakness of their children, they would not be guiding their children with the best method if they have social or behavioural problems. Some teachers also mentioned that parents should educate themselves about children's developmental patterns and that they are happy to provide help if the parents are willing to communicate with them. One teacher mentioned:

Sometimes it has to be the teacher's responsibility to guide the parents so that they would not only see the good things, and I would be happy to provide help to parents who reach out and discuss the issues they have encountered.

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From the parents' perspective, they mentioned that it is important for them to know their children. One mother mentioned, "...parents need to understand and respect the child... we should know the child's personality, what they like, etc." However, unlike the teachers' opinions, parents believe knowing children's strengths and weaknesses is more connected to considerations about the children's future career plans. While parents understand that teachers cannot take care of every student as thoroughly as two parents can care for one child, some also hold the expectation that teachers should be somewhat knowledgeable about the distinct personalities of the children in the class. In one parent's story, she regards her child's teacher highly because she thinks that the teacher can spot the good side of all the students and work with them accordingly. A father also noted:

One aspect is that teachers should value children's different personalities and work with them accordingly. The teachers should spend more time on understanding children and getting to know the students in the class.

During the interviews, parents rarely talked about being educated about children's development or the best ways to teach or work with a child. However, they feel very comfortable to discuss how they work with their children when there is an issue or to share their opinions about children's education. Parents also acknowledged that it is important to change methods considering children's personality and noted that teachers can provide valuable advice when they reach out. One mother shared a story of her son:

My son has been having some difficulty in Chinese and he did not do very well in the last few exams. I reached out to his teacher and discussed the situation with her. After our communication, I come to understand that my son is the type of child who would need to take some extra time when it comes to learning language. The teacher also reassured me that she thinks my son is very hardworking in general, and the exam result does not reflect what he knows. It made me feel better and helped me to see that I need to be more patient with him.

Although this theme was not discussed in depth in all of the interviews, it would be

valuable to investigate further as teachers hold an expectation for parents to be more attentive in the area while parents may not see it in the same way. It would be most interesting to explore the parents' opinion in this area and see whether they would agree with the teachers.

4.6 Theme Five: Encouraging the Holistic Development of Children

The final responsibility theme is encouraging the holistic development of children. Throughout the interviews, parents and teachers both expressed that receiving good grades in exams is not the only aspect that signifies the success of a child's education. The goal of education should help children to develop in all areas; both parents and teachers shall provide help as needed. While both groups share the same general understanding, there are some discrepancies when it comes to specific responsibilities in this area.

All the six parents in the interview shared that their children are participating in at least one extracurricular activity, such as painting, dancing, tennis, basketball, etc. Parents agree that if children showed interest in an area, parents should help them to pursue it if the financial situation allows. Some parents also perceive learning one more skill as one more possible direction for the children's career when they are adults. However, parents also shared that pursuing these interests can be conflicting when considering whether children are getting enough rest and if family can spend quality time together. As children spend long hours at school (typically from eight a.m. until seven or eight p.m. for private schools and eight a.m. until five or six p.m. for public schools), parents mentioned that when they arrive home by the end of the day, they would want them to relax and have fun. Weekends are usually the time for extracurricular activities or additional tutoring classes. The time can easily be used up and parents feel that they do not spend enough time with their children. One father shared that he felt that it is difficult to arrange a movie night with family because his daughter is very tired after one dance class and one English tutor session on Saturday, and she needs to go back to school on Sunday night for a self-study session. On the one hand, parents want the children to explore their interest and hobbies; on the other hand, they need to make sure that children are having enough rest time. Parents shared that they would keep track of children's health and nutrition because it ensures that they can study well at school, and they hope that teachers can do it as well because some children have meals at school during

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school days. Some parents suggested that teachers should be considerate in this aspect and give less homework for children to do during weekends so that children can use the time to do something else.

Teachers also recognized that children seem to be very “busy” during weekends even after a long week of study. Many teachers commented that sometimes they would assign home activities, for example, ask parents to teach children to cook one dish. These activities are designed for children to step away from homework or study-related tasks and have some interactive time with the family. From teachers’ perspectives, some parents fit too many things in their children’s schedule because they hold very high expectations and want children to achieve in everything.

Besides encouraging children to pursue interests and ensuring that children have enough rest, some other topics in this theme evolves around building children’s moral values and being a positive influence for children. Both groups have shared that they believe building correct moral values for children is essential at elementary level:

Grade 1 teacher 1: ...as a head teacher, the most important thing is to help and lead the students to build a positive and correct set of values.

Grade 2 teacher 1: There’s helping them to establish moral values, life skills, learning habits, etc., which are all reflected in daily responsibilities of teachers

Grade 3 father: I try to intentionally guide my daughter to have healthier values.

Grade 2 father: ...the essential thing about children’s education is more with guiding them in understanding what is important for them.

While the goal seems to be similar for both groups, neither teachers nor parents only assign the responsibility in this aspect to themselves. Teachers have mentioned that parents should consider their behaviours in very specific aspects. From their point of view, parents are the best guidance for children in behaviour and children would follow what the parents

do. Parents think the same for the teachers, as they believe children really respect their teachers and would model teachers' behaviours.

In conclusion, from the interviews, when discussing responsibility in children's holistic development, both groups have shown a willingness to take the responsibility and an expectation for the other group to support in some ways. While both groups may hope the children can excel in many aspects and be nurtured in a healthy way, how much they believe themselves or the other group to be responsible is worth exploring.

4.7. Stress and Difficulty in Fulfilling Responsibility

After analysing the interview transcripts on responsibility themes and items, stress and difficulty in fulfilling responsibility was a topic that was very relevant in all interviews. While it is not directly related to how parents and teachers view their responsibility in children's education, the fact that all the participants perceived it as an issue makes it a valuable aspect to explore further.

For the parents, stress in children's education during elementary level is somewhat unexpected. They reflected on their years at primary school and recalled it as relaxing with a lot of free time to play. However, for their children, parents believe that elementary school students have a lot of academic work to do and are facing too much pressure. At the same time, teachers expect them to help in a lot of ways. One father shared, "I did not think I would need to do anything for academic learning at the elementary level". It limited the ways that they would like to spend time with their children and forced them to become more competitive. Parents recognize that the pressure comes from the education system that is highly dependent on exam scores. Also, parents believe that the education environment and system limits what they want for children's education:

I guess my unexpected pressure with my son's education is mostly coming from the larger social environment because the educational system in China values performance at exams. I believe my son cannot develop into a 'complete' person or explore his interests when the environment does not allow it. I don't think the problem is with teachers, but with the large educational system in China.

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From the teacher's perspective, when discussing the difficulty and stress in their job, some teachers expressed a sense of powerlessness. While the teachers recognize both parents and teachers are sharing more stress than they should, the larger system prevents them from making changes to children's workload or teach what they want children to learn at elementary level. Also, teachers shared that the stress can also come from high expectations from parents. Some parents would ask teachers to pay extra attention to their children, but it can be very difficult considering teachers are facing large classes every day. As one teacher described:

I know a lot of parents expressed pressure when it comes to children's education. I think mostly the pressure is imposed by parents' high expectations towards their children... now, with more competition and comparison, a lot of parents hold great expectations for their children's educational outcomes, which brought a lot of pressure and anxiety.

From the response of teachers and parents, although in different ways, all of them have expressed stress regarding children's education during the elementary level. It can be influential towards how they perceive their responsibility and other group's responsibility. Thus, the topic will be explored further in the step two of the study along with the five themes of responsibility assignment questions.

5. Methodology, Part Two

5.1 Introduction

This chapter describes the research methodology of the second part of the study. The following sections will outline the study design, recruitment procedure, description of sample, and study procedure. The statistical analysis plan will be explained as well. Finally, ethical considerations will be addressed.

5.2 Study Design

The second part of this mixed-methods design study is an online survey conducted through Qualtrics. The purpose of the survey is to identify aspects of children's education that parents and teachers hold significantly different perceptions of responsibility, and recognise the potential reasons for the disparity. Based on the results from previous qualitative interviews, two types of questionnaires were created: responsibility assignment questions and stress/difficulty related questions. For the responsibility assignment questions, a total of 27 responsibility items (of five different themes) regarding children's education were generated. The participants reviewed each item and used a 5-point Likert scale to indicate how responsible do they think parents and teachers are on each item. After reviewing all the responsibility items, the participants will complete a questionnaire regarding their perceptions of stress and difficulty in fulfilling their responsibilities in children's education. Stress and difficulty in fulfilling responsibilities was a theme that was apparent across qualitative interviews. A total of eight statements based on qualitative interview results were presented, and the participants indicated how much they agree with each of them on a 5-point Likert scale. A power analysis for a two-way mixed ANOVA was carried out with G*Power, with a small effect size to detect subtle differences in responsibility assignments in the two groups. The power analysis indicated a target sample size of 150.

5.3 Participants

5.3.1 Participant Recruitment

The participants were recruited through researcher's personal connections to help with distributing a recruitment message, with the link to an anonymous Qualtrics survey attached to it. If interested, the participants would click on the survey link to proceed. The beginning of the survey contained written information about the research (Appendix E). The participants were given the option to confirm that they are 18 years or older and that they agree to participate in the study. The survey would only proceed if the participants gave consent. No names, contact details, or identifying data were collected.

5.3.2 Description of Participants

A total of 185 participants completed the survey, with 100 parents and 85 teachers. They were only eligible to participate in the study if they are parents or teachers of grade 1-3 students in China. More specific demographic information if the participants will be addressed in the next chapter.

5.4 Procedure

The survey was designed in four main parts. First, participants read the study information and gave online consent. Second, basic demographic information about the participants was collected. The participants confirmed whether they are a parent whose children is currently in grade 1-3 or a teacher currently teaching grade 1-3. Demographic questions included gender, age, educational level (elementary school, middle school, high school, occupational high school, occupational university, bachelor's degree, master's degree or higher), school type (public/private), current teaching grade (for teachers)/children's current enrolled grade (for parents), and years of teaching (for teachers only).

The third part of the survey was for the participants to indicate how responsible do they think parents and teachers are on each responsibility item. Items of the same theme were presented in one page, and the order of the items in each page were randomized. The participants rated each item on a scale from 1 (not responsible) to 5 (entirely responsible). At the end of each page, the participants answered whether they think the other group would agree with their ratings, and they were given a column to add optional comments (e.g., Is there anything you would like to add about communication between parents and teachers?). The themes and the complete list of responsibility items are presented in Appendix G.

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After reviewing all the responsibility items from the five themes, the participants would reach the final part of the survey. The participants read eight statements regarding perceptions of stress and difficulty in fulfilling their responsibilities in children's education. For each statement, they rated on a scale from 1 (completely disagree) to 5 (completely agree) to indicate how much they believe the statement is true from their perspective. The statements are shown in Appendix H.

5.5 Analysis

First, each individual responsibility item scores by participant group will be summarized. Then, an average score will be taken for the items that are from the same responsibility theme. The analysis will be focused on the type of rater (teacher or parent) and target of rating (teacher or parent). Thus, a two-way mixed ANOVA with one between-subjects factor (type of rater) and one within-subjects factor (target of rating) will be conducted for each theme to determine whether there are statistically significant differences in ratings. For the stress subscale, a t-test between the two rater groups will be conducted.

5.6 Ethical Considerations

As with the qualitative analysis, ethics approval was obtained from the Central University Research Ethics Committee (CUREC) (Appendix C) and a data protection assessment was approved by an appointed contact person of the Department of Education (Appendix D). Information regarding the study and consent form were presented to participants at the beginning of the survey, and the survey would only proceed if they confirmed that they are 18 years or older and give consent for participation (Appendix E). To protect the participants' privacy, location tracking was disabled and personal data in the survey were limited to participants' characteristics that confirm inclusion/exclusion criteria (e.g., grade levels taught/attended by children, confirmation that they are in China) and demographic details that are relevant to data analysis (e.g., gender). For each demographic question, a choice of 'prefer not to say' was always presented. Downloaded data were uploaded to researcher's university OneDrive account for storage. To limit risk of fatigue or boredom during the survey, the survey was designed concisely and would take up to 10-15 minutes to complete.

6. Results, Part Two

The goal of the second part of the study is to identify aspects of early primary school children's education wherein parents and teachers hold significantly different perceptions of responsibility. An online quantitative survey was developed based on results from the previous qualitative interviews and distributed among teachers of grade 1-3 and parents with children in grade 1-3.

This chapter presents the results of the survey, beginning with the descriptive statistics of the sample. Then, individual responsibility item scores by participant groups will be outlined. Results of the mixed ANOVA analysis will be reported to determine statistically significant differences for ratings on each responsibility theme. Also, the t-test analysis on stress and difficulty of fulfilling responsibilities will be presented. All analysis were carried out in SPSS 27.

6.1 Descriptions of Sample

A total of 85 teachers of grade one through three participated in the online survey. Details of the descriptive data are presented in Table 1.

Table 1

Descriptive Statistics of Teachers in the Survey

Category	Number	Percentage
Gender		
Male	5	5.9
Female	76	89.4
Prefer not to tell	4	4.7
Education level		
Elementary school	4	4.7
Occupational high school	1	1.2
Occupational college	5	5.9
Bachelor's degree	72	84.7

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Master's degree or higher	3	3.5
Grade level currently taught		
Grade one	25	29.4
Grade two	18	21.2
Grade three	42	49.4
School type		
Public school	23	27.1
Private school	62	72.9
	Mean	SD
Age	35.76	6.93
Years of teaching	13.78	8.56

A total of 100 parents with children currently in grade one through three completed the survey. Descriptive statistics are presented below in Table 2.

Table 2

Descriptive Statistics of Parents in the Survey

Category	Number	Percentage
Gender		
Male	21	21
Female	78	78
Prefer not to tell	1	1
Education level		
Elementary school	2	2
Middle school	3	3
High school	8	8
Occupational high school	4	4
Occupational college	16	16
Bachelor's degree	53	53
Master's degree or higher	14	14

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Children's current grade level		
Grade one	23	23
Grade two	49	49
Grade three	28	28
Children's school type		
Public school	27	27
Private school	73	73
	Mean	SD
Age	36.26	3.47

6.2 Analysis for Responsibility Items

All participants rated 27 responsibility items related to children's education. The value of Cronbach's Alpha was $\alpha = .97$, which indicates a high level of internal consistency. The following Table 3 summarized each item's mean rating scores and standard deviation (in parentheses) by participant group.

Table 3

Rating for Each Responsibility Item by Rater

Responsibility item	Teacher rating		Parent rating	
	Teachers	Parents	Teachers	Parents
<i>Communication between parents and teachers</i>				
Reach out to the other group to discuss updates about a child	4.29 (.78)	4.39 (.82)	4.01 (1.02)	4.33 (.96)
Communicate with the other group to create shared educational values and goals	4.28 (.80)	4.35 (.78)	4.03 (1.03)	4.27 (.96)
Respond to the other group's message promptly	4.01 (1.12)	4.20 (.88)	4.01 (.98)	4.38 (.91)

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Provide suggestions to the other group on how to work with children on specific problems	4.24 (.84)	4.44 (.75)	3.95 (1.01)	4.27 (.87)
<i>Help with children's learning</i>				
Help children to get good grades	4.39 (.74)	4.25 (.83)	4.19 (.86)	4.31 (.84)
Help children to establish good learning habits	4.45 (.80)	4.51 (.77)	4.03 (.98)	4.52 (.80)
Check children's homework	4.29 (1.03)	4.11 (1.05)	4.13 (1.03)	3.83 (1.07)
Guide the step-by-step process of children's learning	4.40 (.86)	4.26 (.83)	4.18 (.87)	4.33 (.79)
Motivate children to enjoy school	4.49 (.72)	4.44 (.73)	4.30 (.99)	4.52 (.81)
Prepare children for middle school	4.22 (.88)	4.44 (.78)	4.02 (.97)	4.31 (.93)
Talk to children about difficulties in school	4.42 (.71)	4.29 (.88)	4.11 (.95)	4.31 (.83)
<i>Help with children's behaviour and social-emotional wellbeing</i>				
Form a close emotional bond with children	4.21 (.93)	4.71 (.61)	3.83 (.93)	4.72 (.47)
Communicate with children about how they are doing	4.07 (.91)	4.46 (.73)	3.63 (.99)	4.53 (.66)
Help children to deal with negative emotions	4.35 (.83)	4.60 (.69)	3.94 (1.05)	4.56 (.76)
Help children to develop social skills	3.93 (.99)	4.49 (.78)	3.63 (1.06)	4.49 (.81)
Praise or reward children when they do well	4.66 (.59)	4.66 (.66)	4.37 (.97)	4.58 (.73)

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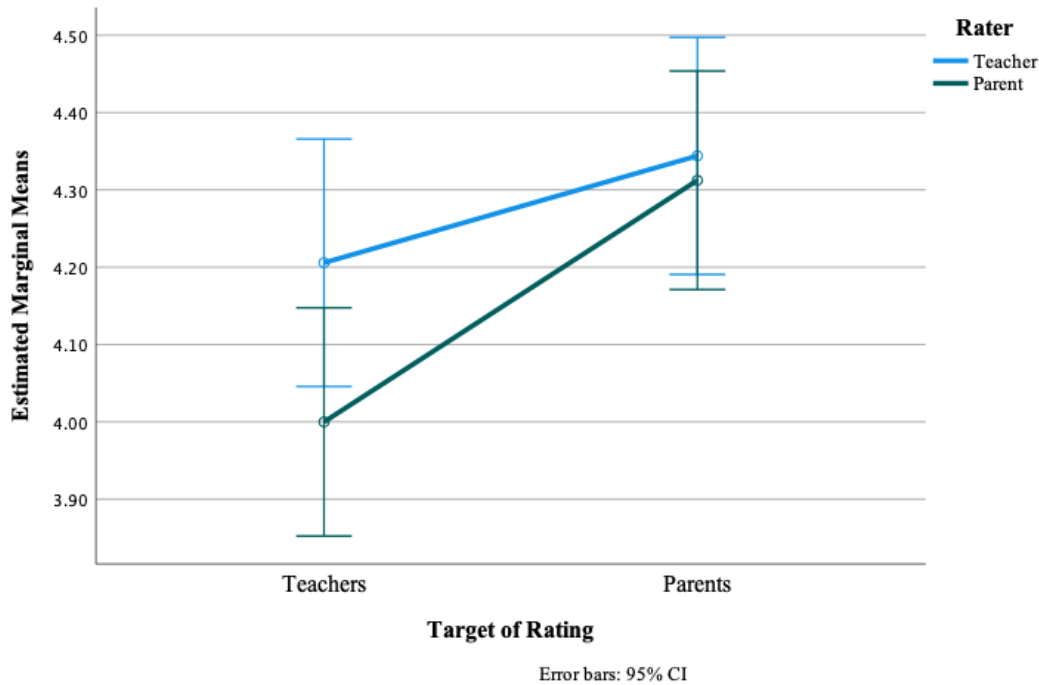
Give criticism when children do something wrong	4.45 (.75)	4.52 (.70)	4.06 (.95)	4.49 (.77)
Be attentive to children's emotional wellbeing	4.35 (.81)	4.64 (.70)	3.90 (1.03)	4.61 (.69)
<i>Awareness towards children's development</i>				
Be aware of children's individual strengths and weaknesses	4.08 (.88)	4.58 (.68)	3.76 (.98)	4.50 (.75)
Know the best ways to teach or work with a child	4.45 (.78)	4.36 (.77)	4.19 (.93)	4.25 (.81)
Be educated about what is good for children's development	4.34 (.78)	4.56 (.70)	3.84 (1.03)	4.54 (.72)
Know the best ways to guide children with social or behavioural problems	4.36 (.70)	4.36 (.77)	4.10 (.94)	4.36 (.84)
<i>Encouraging the holistic development of children</i>				
Encourage children to pursue their hobbies and interests	4.38 (.72)	4.65 (.65)	3.94 (1.02)	4.68 (.63)
Make sure that children get enough rest and free time	4.25 (.82)	4.54 (.72)	3.97 (1.00)	4.46 (.81)
Keep track of children's health and nutrition	3.95 (.96)	4.74 (.58)	3.65 (1.10)	4.70 (.58)
Guide children to build correct moral values	4.66 (.63)	4.67 (.59)	4.50 (.90)	4.78 (.58)
Model positive behaviours that children should follow	4.65 (.74)	4.72 (.65)	4.46 (.90)	4.69 (.65)

For further analysis, average scores were taken for each of the five themes. A two-way mixed ANOVA was conducted for each theme with one between-subjects factor (type of rater) and one within-subjects factor (target of rating). Therefore, a total number of five mixed ANOVA were ran. Effect size interpretations for the partial eta-squared are: $\eta_p^2 = 0.01$ indicates a small effect, $\eta_p^2 = 0.06$ indicates a medium effect, $\eta_p^2 = 0.14$ indicates a large effect. The following paragraphs will present the results.

For the first theme (communication between parents and teachers), the results of the two-way mixed ANOVA showed that there was no main effect of type of rater ($F(1, 183) = 1.61$, $p = .21$, $\eta_p^2 = .009$) on assigning responsibility, with teachers (EM mean = 4.27, Std. error = .069) and parents (EM mean = 4.16, Std. error = .063) rating similarly on the items of this theme overall. There was not a significant interaction between type of rater and target of rating ($F(1, 183) = 2.59$, $p = .109$, $\eta_p^2 = .014$). Teachers' rating on teacher's responsibility (EM mean = 4.21, Std. error = .081) and parents' responsibility (EM mean = 4.34, Std. error = .078) were similar to parents' rating on teacher's responsibility (EM mean = 4.00, Std. error = .075) and parents' responsibility (EM mean = 4.31, Std. error = .072). However, there was a significant main effect of the target of rating ($F(1, 183) = 17.35$, $p < .001$, $\eta_p^2 = .087$). Teachers and parents generally rated greater responsibility for parents (EM mean = 4.33, Std. error = .053) than for teachers (EM mean = 4.10, Std. error = .055). See Figure 3 for a graphic representation.

Figure 3

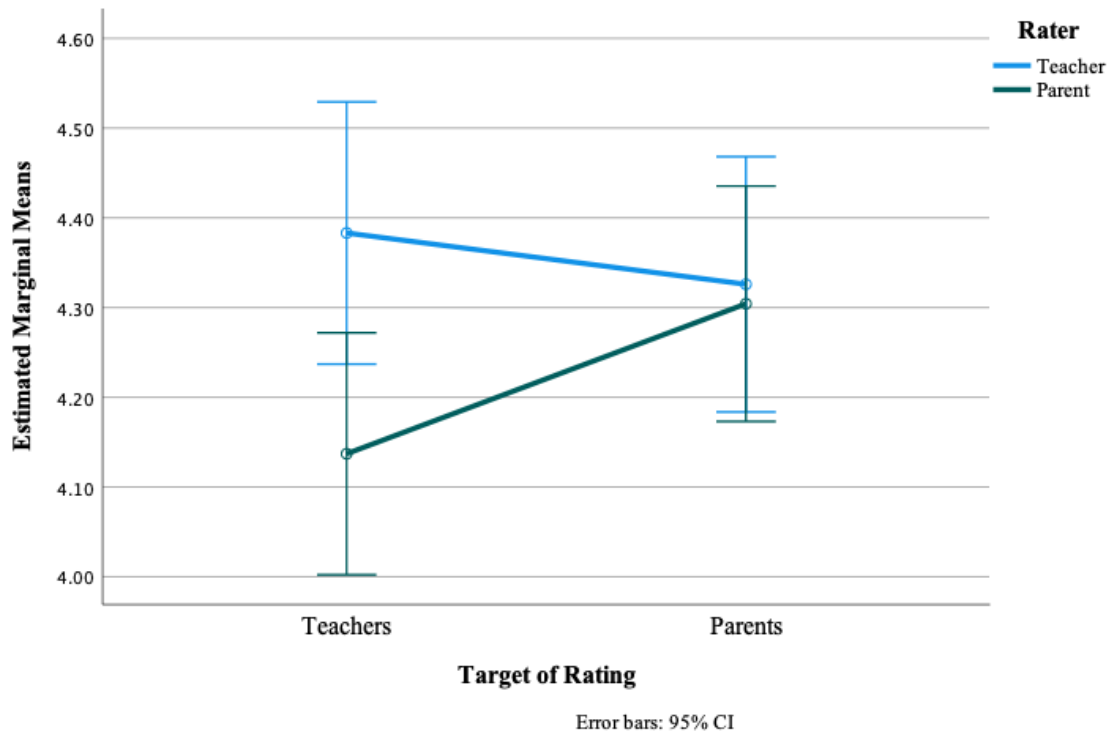
Two-Way Mixed ANOVA Output for Theme One: Communication Between Parents and Teachers



For the second theme (help with children's learning), the results showed no main effect of target of rating ($F(1, 183) = 1.04, p = .31, \eta_p^2 = .006$) or type of rater ($F(1, 183) = 2.57, p = .11, \eta_p^2 = .014$). Teachers and parents rated similar levels of responsibility for teachers (EM mean = 4.26, Std. error = .050) and for parents (EM mean = 4.32, Std. error = .049); also, teachers (EM mean = 4.36, Std. error = .061) and parents (EM mean = 4.22, Std. error = .057) rated similarly on the items of this theme overall. However, there was a significant interaction effect ($F(1, 183) = 4.30, p = .039, \eta_p^2 = .023$). A simple effects analysis indicated that parents significantly ($p = .028$) rated greater responsibility for parents (EM mean = 4.30, Std. error = .066) than for teachers (EM mean = 4.14, Std. error = .068). In contrast, while teachers rated greater responsibility for teachers (EM mean = 4.38, Std. error = .074) than for parents (EM mean = 4.33, Std. error = .072), the effect was not significant ($p = .461$). Also, teachers rated teachers ($M = 4.38, SD = .62$) as significantly more responsible than how parents rated teachers ($M = 4.14, SD = .73$), $t(183) = 2.44, p = .016$. This difference represents a medium to large effect (Cohen's $d = .68$). Figure 4 presents the finding in a graph.

Figure 4

Two-Way Mixed ANOVA Output for Theme Two: Help with Children's Learning



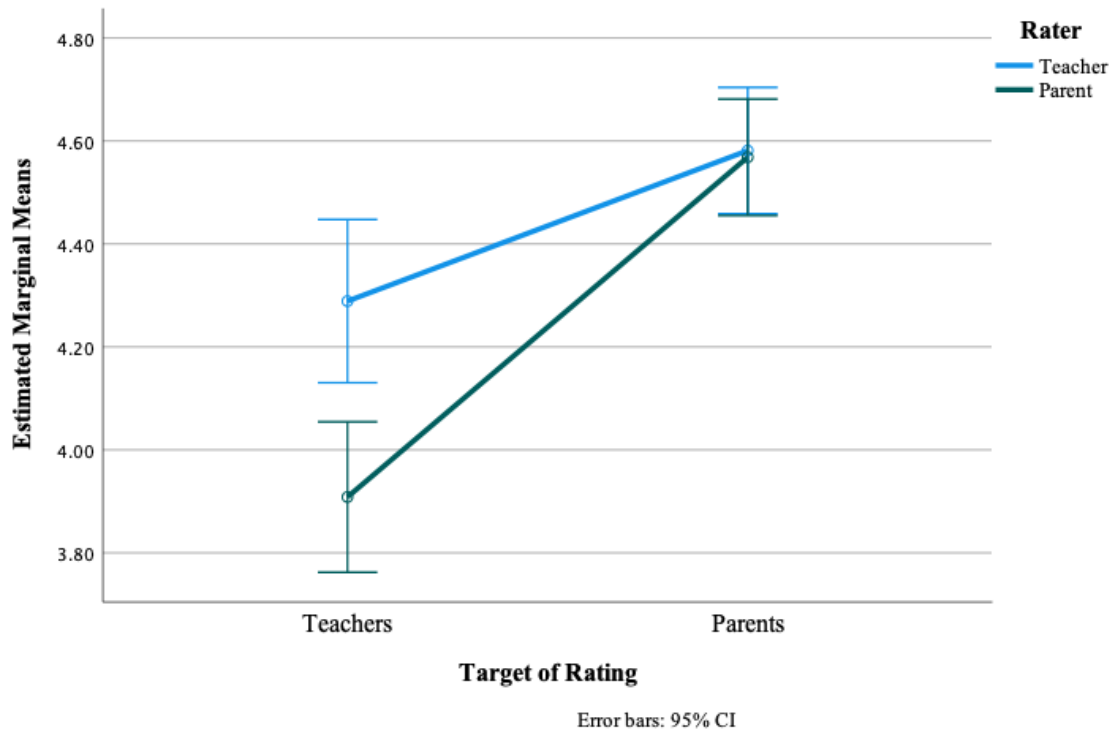
For the next theme (help with children's behaviour and social-emotional wellbeing), there was a significant main effect of target of rating ($F(1, 183) = 82.44, p < .001, \eta_p^2 = .311$). Parents (EM mean = 4.58, Std. error = .042) were rated as more responsible than teachers (EM mean = 4.01, Std. error = .055) in general. There was also a significant main effect of type of rater ($F(1, 183) = 5.69, p = .018, \eta_p^2 = .030$). Teachers (EM mean = 4.44, Std. error = .061) gave higher responsibility ratings on the items of this theme overall than parents did (EM mean = 4.24, Std. error = .056). Moreover, there was a significant interaction effect ($F(1, 183) = 12.28, p = .001, \eta_p^2 = .063$). A simple effects analysis indicated that teachers significantly ($p < .001$) rated parents (EM mean = 4.58, Std. error = .062) as more responsible than teachers (EM mean = 4.29, Std. error = .080); parents also significantly ($p < .001$) rated parents (EM mean = 4.57, Std. error = .057) as more responsible than teachers (EM mean = 3.91, Std. error = .074). Also, teachers rated teachers ($M = 4.29, SD = .65$) significantly more responsible than how parents rated teachers ($M = 3.91, SD = .81, t(183)$

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= 3.48, $p = .001$. This difference represents a medium to large effect (Cohen's $d = .74$). See Figure 5.

Figure 5

Two-Way Mixed ANOVA Output for Theme Three: Help with Children's Behaviour and Social-Emotional Wellbeing



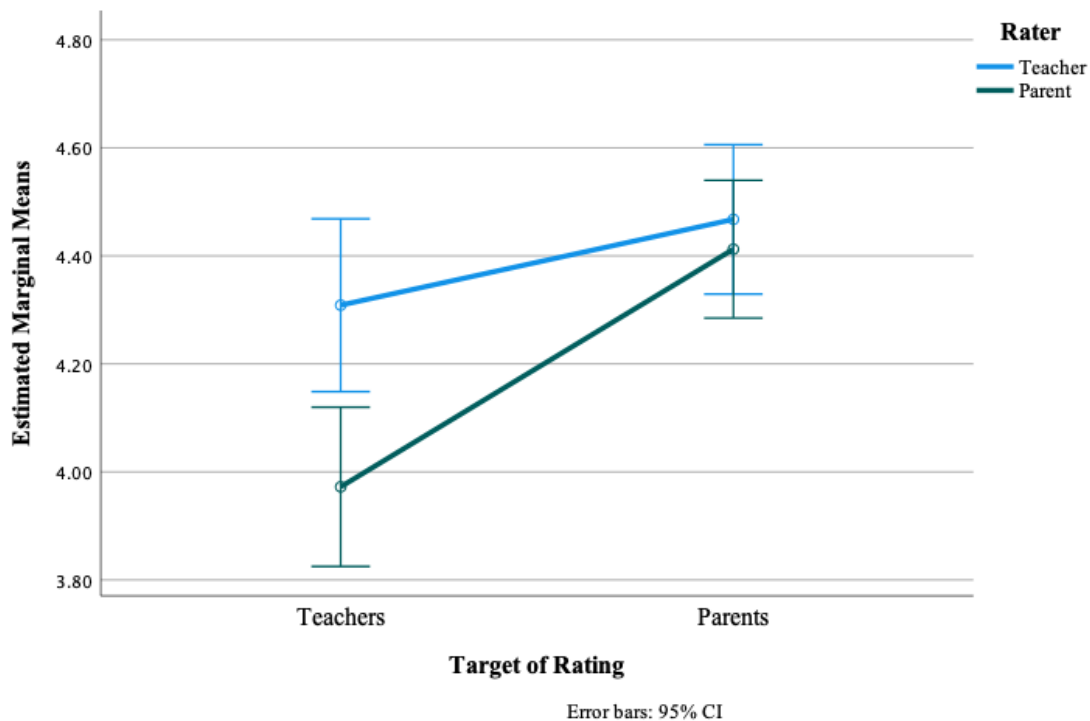
Analysis on data from the fourth theme (awareness towards children's development) showed that there was a significant main effect of target of rating ($F(1, 183) = 29.45$, $p < .001$, $\eta_p^2 = .139$). Parents (EM mean = 4.44, Std. error = .048) were rated as more responsible than teachers (EM mean = 4.14, Std. error = .055) in general. There was also a significant main effect of type of rater ($F(1, 183) = 5.05$, $p = .026$, $\eta_p^2 = .027$). Teachers (EM mean = 4.39, Std. error = .064) rated higher responsibility on the items of this theme overall than parents did (EM mean = 4.19, Std. error = .059). Further, there was a significant interaction effect ($F(1, 183) = 6.49$, $p = .012$, $\eta_p^2 = .034$). A simple effects analysis indicated that teachers significantly ($p = .025$) rated parents (EM mean = 4.47, Std. error = .070) as more responsible than teachers (EM mean = 4.31, Std. error = .081); parents also significantly ($p < .001$) rated parents (EM mean = 4.41, Std. error = .065) as more

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responsible than teachers (EM mean = 3.97, Std. error = .075). Also, teachers rated teachers ($M = 4.31$, $SD = .63$) significantly more responsible than how parents rated teachers ($M = 3.97$, $SD = .84$) ($t(183) = 3.05$, $p = .003$). This difference represents a medium to large effect (Cohen's $d = .75$). See Figure 6 for the graphic representation of this result.

Figure 6

Two-way Mixed ANOVA Output for Theme Four: Awareness Towards Children's Development



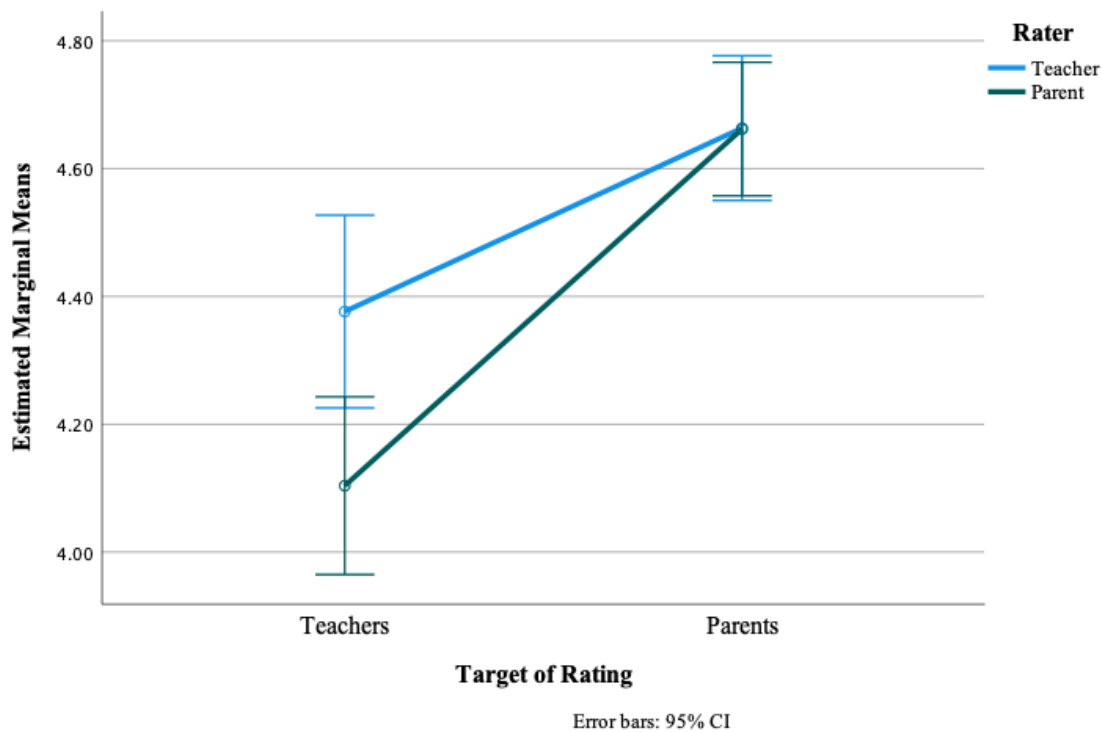
Output from the final theme (Encouraging the holistic development of children) showed no significant main effect of type of the rater ($F(1, 183) = 2.94$, $p = .088$, $\eta_p^2 = .016$). Teachers (EM mean = 4.52, Std. error = .059) and parents (EM mean = 4.38, Std. error = .054) rated similarly on the items of this theme overall. There was a significant main effect of target of rating ($F(1, 183) = 86.80$, $p < .001$, $\eta_p^2 = .322$). Parents (EM mean = 4.66, Std. error = .039) were rated as more responsible than teachers (EM mean = 4.24, Std. error = .052) in general. There was also a significant interaction effect ($F(1, 183) = 8.92$, $p = .003$, $\eta_p^2 = .046$). A simple effects analysis indicated that teachers significantly ($p < .001$) rated parents (EM mean = 4.66, Std. error = .076) as more responsible than teachers (EM mean =

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4.38, Std. error = .076); parents also significantly ($p < .001$) rated parents (EM mean = 4.66, Std. error = .053) as more responsible than teachers (EM mean = 4.10, Std. error = .070). Also, teachers rated teachers ($M = 4.38$, $SD = .58$) significantly more responsible than how parents rated teachers ($M = 4.10$, $SD = .80$) ($t(183) = 2.62$, $p = .010$). This difference represents a medium to large effect (Cohen's $d = .70$). Figure 7 presents the results in a graph.

Figure 7

Two-Way Mixed ANOVA Output for Theme Five: Encouraging the Holistic Development of Children



6.3 Analysis for Stress/Difficulty in Fulfilling Responsibility Items

All participants rated eight items related to stress/difficulty in fulfilling responsibility in children's education. The stress/difficulty items scale had a Cronbach's alpha value of $\alpha = .81$, which indicates a high level of internal consistency. Table 4 summarized each item's mean rating scores and standard deviation (in parentheses) by participant group.

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Table 4

Rating for Each Stress/Difficulty in Fulfilling Responsibility Item by Rater

<i>Stress/Difficulty Items</i>	<i>Teacher</i>	<i>Parent</i>
I feel that teachers expect a lot from me / I feel that the parents expect a lot from me	4.58 (.79)	3.67 (1.09)
I do not have enough time with my child / my students	3.20 (1.39)	2.89 (1.37)
I feel that teachers / parents do not pay enough attention to my child / my students	3.76 (1.25)	2.63 (1.24)
My educational values are not the same as my child's teacher / my students' parents, and it makes education more difficult	3.60 (1.26)	2.44 (1.43)
I think the competitive nature of the education system have impacted my choices with children's education	3.72 (1.30)	3.47 (1.44)
I think children face too much pressure at the elementary school level	4.11 (1.10)	3.59 (1.22)
The grade that children receive in exams is a major source of stress for me	3.68 (1.27)	3.01 (1.36)
Although I would like to focus on something else for children's education during elementary school level, the education environment and system makes it difficult	4.15 (1.12)	3.62 (1.34)

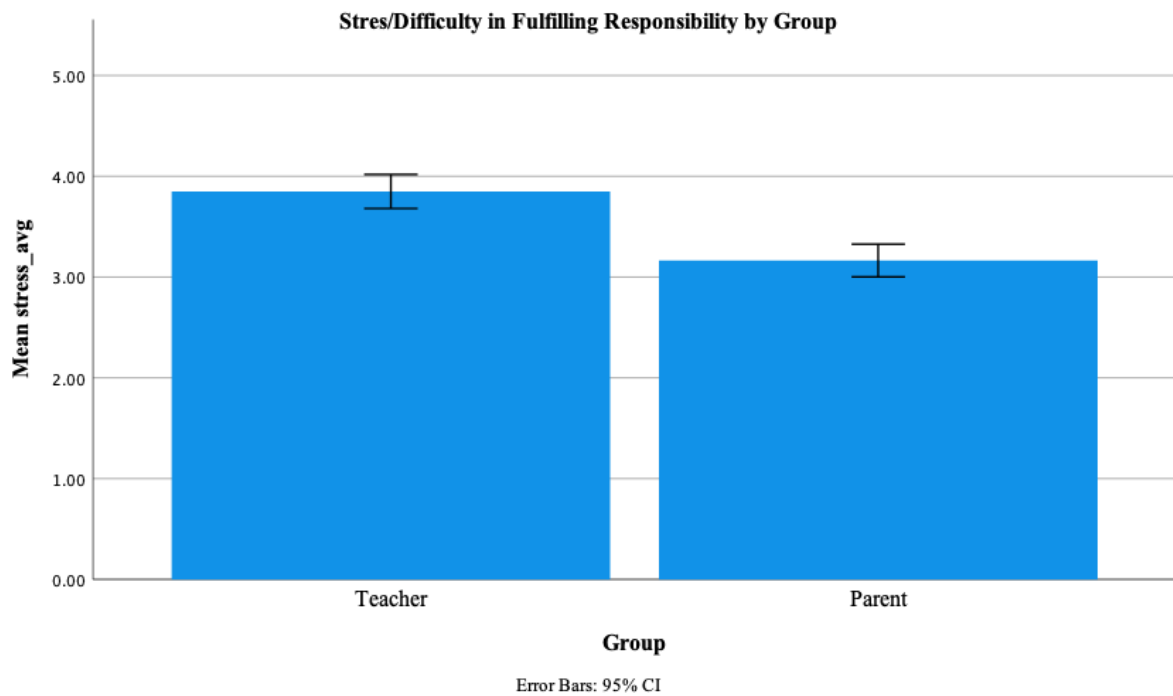
To analyse if there were a significant difference for perceived stress/difficulty in fulfilling responsibilities between parents and teachers, participants' ratings on the eight items were taken together for an average and then an independent samples *t*-test was conducted. There was a statistically significant difference between the two groups ($t(183) = 5.78, p < .001$).

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The results showed that teachers ($M = 3.85$, $SD = .78$) feel significantly greater stress and difficulty in fulfilling their responsibilities than parents do ($M = 3.17$, $SD = .82$). This difference represents a medium to large effect (Cohen's $d = .80$). Figure 8 shows the output in a bar graph.

Figure 8

T-Test Output for Stress/Difficulty in Fulfilling Responsibility by Group



7. Discussion

7.1 Summary of Findings

In general, both parents and teachers regard their and the other group's role in children's education as essential. The interviews revealed five key aspects of responsibility over children's education. The first was communication, which encompassed multiple aspects like reaching out to other group, prompt response to messages, etc. The second one concerned children's learning, with areas like homework supervision, establishing learning habits, etc. The third one was about children's behaviour and socio-emotional wellbeing, involving aspects like building emotional connection, model children's behaviours, etc. The fourth was educational awareness, containing responsibilities like obtaining knowledge about children's development. The final one was about the holistic development of children, comprising aspects like attention towards children's physical health, encouraging children's interests, etc.

The quantitative surveys revealed the following trends in responsibility assignments by group. In most aspects of children's education (communication between parents and teachers, help with children's behaviour and social-emotional wellbeing, awareness towards children's development, and encouraging the holistic development of children), parents were generally rated as more responsible than teachers.

However, some trends varied when the type of rater and the recipient of the rating were considered separately. In three aspects (help with children's behaviour and social-emotional wellbeing, awareness towards children's development, and encouraging the holistic development of children), both parents and teachers rated parents as highly responsible over these.

Discrepancies in ratings were also observed in terms of parents' and teachers' ratings of their own group. Parents rated their own group as highly responsible when it came to helping with children's learning. In contrast, teachers tended to assign themselves greater responsibility than how parents rated their group – this was evident in four out of five aspects of children's education: help with children's learning, help with children's behaviour and social-emotional wellbeing, awareness towards children's development, and encouraging the holistic development of children.

Finally, teachers reported higher stress levels than parents, as seen in the scale for perceived difficulty and stress toward fulfilling their responsibilities.

7.2 Parents' and Teachers' Responsibility Assignments

7.2.1 General Views Towards Responsibility in Children's Education

In general, it was evident from the interviews and the survey that parents and teachers in China shared the perception that both groups should share responsibility toward children's education. The finding was in line with the heuristic framework for responsibility in the school context proposed by Helker and Wosnitza (2014), which described parents and teachers as having shared responsibilities in education and that there are overlapping areas. In the current research, five responsibility themes were identified through a thematic analysis: 1) communication between parents and teachers, 2) help with children's learning, 3) help with children's behaviour and social-emotional wellbeing, 4) awareness towards children's development, 5) encouraging the holistic development of children. The way that parents and teachers assigned responsibility within each theme revealed some distinct patterns.

7.2.2 Parents Rated as More Responsible for the Communication Between Parents and Teachers

In the interviews, both groups regarded communication as essential and that it can bring better understanding between the groups. For parents, communicating with teachers meant sharing information about the child and recognizing that teachers are being responsible towards their children. Teachers expected that more effective communication can help both groups to hold the same educational values for children's education so that their work at school can be supported. While in the interviews, neither group suggested whether parents or teachers should be more responsible, the survey helped to better understand perceptions with a larger group. The survey result was consistent with Lau et al. (2012), who noted that both parents and teachers proposed that parents should communicate with teachers through in-person meetings or phone calls to discuss opinions about children's learning and development, and it could potentially help both groups to understand reasons for children's behavioural problems. According to the survey, both teachers and parents perceived parents as more responsible for the communication between parents and teachers.

These patterns can be explained in two ways. First, class sizes in China are relatively big, ranging from less than 30 to more than 70 (Jin & Cortazzi, 1998). It is typical for fifty or even more students to sit in the same class, while there is only one head teacher. One parent commented in the survey that there is little communication due to the class size; therefore, the parents have to be the one to reach out to the teachers if they want to know more about how the child is doing at school. Second, teachers hold expectations for parents to be active in communicating with them. In the interviews, teachers pointed out that when they receive prompt replies from the parents, they would feel that the parents are paying attention and caring about children's education. One parent also indicated that teachers expect parents to monitor the class group chat frequently in the interview. Both reasons describe why parents are rated as more responsible for both groups.

7.2.3 Both Groups Recognize Their Own Responsibility in Helping with Children's Learning

Due to the selective and competitive education system, children in China start to put academic learning as priority at an early age (Liu & Wu, 2006). Teachers expressed in the interviews that since it is beneficial for children's learning process, parents should be actively involved in this aspect. In the interviews parents also recognized the expectations from teachers, but many felt that the workload can be heavy. However, the survey suggested that both groups assign themselves great responsibility in children's learning. From the survey results, parents rated themselves as more responsible for than teachers. Teachers rated greater responsibility for themselves than how parents rated teachers. It is different from what Helker and Wosnitza (2016) found with participants in Germany, in which parents assigned themselves as less responsible in children's learning process and learning outcomes than teachers.

The trend that both teachers and parents assign great responsibility for themselves can be attributed to the educational system in China. In the interviews, both groups recognized that the education system brings a lot of pressure in children's learning and there is a need for children to excel academically. In the current study, many teachers expressed in the interviews that parents expect their children to receive high grades. On the one hand, it can bring some pressure towards teachers; on the other hand, the expectation from parents can urge teachers to assign themselves greater responsibility. Also, as the parents understand

that the teacher is not solely responsible for their own child, they can potentially take more responsibility for themselves. One parent reported in the survey that parents should help as much as they can, especially during the early grades. Another potential reason why the findings were different from that of Helker and Wosnitza (2016) was because they focused on parents of older children; specifically, secondary school students. Results from a more similar educational system and with a more similar age group is more comparable. In Lau et al.'s (2012) study, parents in Hong Kong expressed that they are actively involved in homework supervision and home learning activities with their pre-school children. However, the situation could look different when children get older. Helker and Wosnitza (2016) demonstrated that secondary level students tend to identify themselves as most responsible for learning processes and outcomes. This points to the possibility that parents want to help their children to develop good learning habits with the expectation that they can be more responsible for themselves at a higher grade level.

7.2.4 Parents Rated as More Responsible in Helping with Children's Behaviour and Social-Emotional Wellbeing

From the interviews, both groups regarded helping with children's behaviour and social-emotional wellbeing as essential, especially for early graders. Teachers particularly expressed the hope for parents to do more and help more if issues arise. Parents acknowledged the expectation from teachers and suggested that parents can provide emotional support on a daily basis. The results from the survey reflected the findings in the interview. Both parents and teachers rated parents as more responsible for this aspect. Also, teachers gave higher rating scores than parents overall and assigned themselves greater responsibility than parents assigned to them.

The belief in the effect of modelling could be a big part in explaining these trends. In Guo and Kilderry's (2018) study with kindergarten teachers in China, teachers emphasised the influence of parent modelling for children's behaviour and children's emotions. Teachers in the current study expressed similar opinions in the interviews and noted the importance of parent modelling in the optional qualitative feedback of the survey as well. Especially with young children, one teacher suggested in the interviews that parents are the first teachers for children on how they behave and deal with negative emotions. Another explanation is that parents could feel more personally involved with children's emotional wellbeing and did not

expect teachers to be as involved. One parent wrote in the survey that for monitoring children's behaviour and attention towards children's emotional wellbeing, the family never asked for help from the teacher's side. It also partly explained why parents did not view teachers as highly responsible.

7.2.5 Parents Rated as More Responsible in Awareness Towards Children's Development

The theme of awareness towards children's development is not fully explored in all of the interviews but was included since a potential disparity was identified. In the interviews, teachers expected the parents to be more caring and attentive in this area, while very few parents expressed their opinion on this matter. The quantitative analysis for this theme is very similar to the previous one on children's behaviour and social-emotional wellbeing. Parents were rated as more responsible overall and by both groups, and teachers gave a higher rating score overall and assigned themselves greater responsibility than parents assigned to them.

It is very interesting to note the trend for this theme. In the interviews, teachers noted that parents are not very objective when it comes to their own child and that parents tend to ignore the process of learning and only focus on the result. Similarly, Guo and Kilderry (2018) found that teachers think parents lack parenting knowledge and are "too lenient" that they refuse to see children's problems. However, in the survey, parents rated themselves as more responsible than teachers in this aspect. An explanation could be found in the open-ended comments of the survey. One parent pointed out that parents are the ones who know their children best; therefore, parents should have a better understanding about the best way to teach their own child. It can also be the effect of parents being aware of teacher's workloads and not expecting teachers to have full knowledge about every child's personality and traits. Therefore, the reason behind the disparity between interview results and survey results is worth investigating in future studies.

7.2.6 Parents Rated as More Responsible in Encouraging the Holistic Development of Children

Although the education system in China emphasized grades in exams, both parents and teachers expressed that it is best for children to develop in different aspects and take time to develop their interests. For the final responsibility theme, both parents and teachers expressed that they are willing to take responsibility in this area. The quantitative results

showed that parents are rated as more responsible overall and by both groups. Also, similar to the previous themes, teachers assigned themselves greater responsibility than parents assigned to them.

The first and foremost explanation for why parents are rated more responsible is that some items in this theme are traditionally perceived as the parent's role or can be perceived as extracurricular activities that is out of the teacher's control. For example, Gu (2008) suggested some parents in China believe that they should be responsible at home settings and provide living necessities for children. This could be related to individual survey items in the current study like "keep track of children's health and nutrition" and "make sure that children get enough rest and free time". As for the item "encourage children to pursue their hobbies and interests", many children's hobbies and interests are not included in the school curriculum. In the interviews, many parents mentioned that their children are interested in tennis, basketball, piano, modern dance, etc., but they can only register them to classes outside school because it is not part of the school's teaching subjects. However, teachers still rated themselves as more responsible than how parents rated them. This illustrated similar information from teachers' interviews: teachers would design family activities for children to take a break from homework, be attentive about whether children are eating enough at school, encourage children to hone their talents, etc.

7.3 Perceived Difficulty and Stress Towards Fulfilling Responsibilities

In general, teachers reported more perceived stress and difficulty towards fulfilling their responsibilities in children's education. This can be explained in several aspects. First, teachers have expressed in the interviews that they feel parents expect a lot from them. At the same time, they said that are always some parents who are difficult to communicate with in each class. If the parent does not cooperate with the teacher's work in school, it can be very stressful for the teachers. Second, when the parents and teachers do not share the same educational values, it can be challenging for teachers. Guo et al. (2018) noted that the new generation of Chinese parents are more likely to challenge teacher's authority because they have diverse values of education and have distinctive methods to educate their children. It can be difficult for teachers because if this is not handled in a good way, it can damage the relationship or even trust between two groups. Third, besides stress brought by parents,

teachers also face the pressure of their career evaluation and competition between schools. Both the evaluation for teachers and the ranking of the school are highly reliant on exam results, which would bring more pressure to teachers to help the students to receive better grades. Finally, the workload of teachers in China is significantly heavy. As many parents in the current study have recognized, teachers are responsible for a class of 50 students, but each family only has one or two children.

7.4. Parent-Teacher Relationships as a Mesosystem for Children's Learning

According to Bronfenbrenner's bio-ecological model, the relationship and interaction between home and school occurs at the level of mesosystem. With consideration of the current study's results, the mesosystem demonstrates both agreements and tensions. Although both groups agree that the activities in the mesosystem should be linked through cooperation and shared responsibility between parents and teachers, perceived disparities also exist. Several discrepancies stood out from the current study, such as: parents are generally expected to be communicative and actively involved in different aspects of children's learning, there are differences in how parents see teachers compared to how teachers see themselves, teachers report more stress about fulfilling responsibilities, etc. A healthier mesosystem for Chinese primary children would be beneficial for their learning and development.

The focus of the current study is regarding the mesosystem of children's learning, but the larger system significantly influenced the perceptions and attitudes of parents and teachers. The education system and the pressure exerted by the way it is set up demonstrated the influence of the exosystem, which includes the evaluation system of teachers and emphasis on grades. Moreover, the impact of cultural values in China exhibited how the macrosystem shaped people's views. It is evident that broader systems have been influencing the mesosystem interactions, and inevitably affected the relationships that were investigated in the current study.

7.5 Limitations

There were a number of limitations to the current study. First and foremost is that the participants of the current study are not diverse enough, which can potentially lead to biased

results. For example, the majority of the parents who participated in the study enrolled their children in private schools. The considerable tuition difference between private schools and public schools in China indicates that parents of the study would come from a higher socioeconomic background, which may affect their views on responsibility assignments in children's education. Also, most of the teacher participants are working in private schools as well. Guo et al. (2018) showed that many parents believe that because private school teachers receive a better income, they are more responsible than public school teachers. It would be valuable to examine the perspectives of public school teachers and parents who enrolled their children in public schools. At the same time, over 80% of the participants in the current study were female. Whether gender influences the perception of responsibility assignment is worth exploring. Moreover, the participants of the current study were mainly from Sichuan Province due to the personal connections that are available to the researcher. Therefore, the current study could not explore any regional differences across China, which could potentially be significant,

Second, to keep the participants from getting tired during the online survey, the survey was designed in a concise way. It could have been possible to include a comment box under each responsibility item to gain more qualitative data, which would then bring valuable insights. However, as the number of responsibility item was relatively large (27 in total), it would significantly extend the response time for participants. Therefore, each theme only had one comment box, and very few participants put down their thoughts in the boxes. This design was able to shorten the response time, but it sacrificed opportunities to gain more insightful opinions as well.

Third, due to social desirability bias, participants may tend to answer the interview or survey questions depending on how they want to present themselves or what they believe would be favoured by others. It is one aspect to take into consideration when reviewing the results for the current study.

7.6 Implications and Directions for Future Research

The current study is a pilot study to investigate the parents' and teachers' perceptions of responsibility in children's education at the early primary level. Also, it is the first study to our knowledge that explores the topic in the context of the Chinese education system. It

demonstrated that both parents and teachers understand the importance of cooperating with the other group and are willing to take responsibility in children's education. At the same time, the current research explored some potential tensions between parents and teachers, as well as their perceptions about the Chinese educational system. The results provide a lot of information about the way they view their and each other's responsibility. Also, the current study explored the areas of responsibility that both groups believe to be important in children's early primary education. It showed that although participants were inside a system that largely values examination outcomes, both groups believe that caring for children's education is complex and should be multi-layered.

The present study could inform several possible future research directions on the topic. First, the responsibility themes and items can be further validated with more diverse participant populations. Second, the focus can be expanded to higher grade levels to explore developmental differences and similarities in the results. Third, it is worth exploring factors that would be related to the way that parents or teachers perceive responsibility, e.g., socioeconomic status, educational level, or age. Fourth, as teachers suggested more stress and difficulty in fulfilling their responsibilities, it can be useful to understand why this is the case. Finally, according to the heuristic framework for responsibility in the school context proposed by Helker and Wosnitza (2014), students are considered the third bearer of responsibility. It would be interesting to explore children's own awareness or perceptions of responsibility at an early age.

7.7 Conclusion

The current research aimed to answer how parents and teachers view their and other group's responsibility and whether there are areas of responsibility wherein parents and teachers hold different opinions. The perceived stress and difficulty in fulfilling these responsibilities was also investigated.

The results reflected key theoretical ideas by Bronfenbrenner's bio-ecological model of children's development and Helker and Wosnitza's heuristic framework for structuring responsibility in the school context. Both parents and teachers understand the importance of their cooperation and how their relationship can affect children's learning experience. However, parents and teachers may view their specific responsibilities differently, hold

perceptions of themselves that are not congruent with the other group, and may feel stress from expectations held by others and the larger society. As a topic that is little studied, the present study added another piece of information to the larger picture.

In a broader sense, the current study highlighted that a lot remains unknown about the relationship between parents and teachers. A better understanding for each other's role can bring a more effective cooperation between two groups, which would be beneficial for children's education. The research also revealed the pressure brought by the exam-focused educational system, which may bring insights for education policy makers and administrators in China.

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Appendix A. Participant Information Sheet for Interviews (English & Chinese)

Department of Education

University of Oxford, 15 Norham Gardens, Oxford, OX2 6PY



Dr Katrina May Dulay

katrina.dulay@education.ox.ac.uk

Langyi Ye, MSc Student

langyi.ye@education.ox.ac.uk

Parents' and teachers' responsibility assignments for Chinese primary school children's education

PARTICIPANT INFORMATION SHEET

Central University Research Ethics Committee (CUREC) Approval Reference: [ED-CIA-21-216]

1. *Why is this research being conducted?*

This research aims to know more about how Chinese parents and teachers perceive their responsibilities over children's education at the early primary school level (grade 1-3). This is to understand better how parents and teachers view their roles and what they do to fulfil these responsibilities.

2. *Why have I been invited to take part?*

You have been invited because you are a teacher who is currently teaching grade 1-3 or a parent whose child is currently attending grade 1-3.

3. *Do I have to take part?*

No. You can ask questions about the research before deciding whether or not to take part. If you do agree to take part, you may withdraw yourself from the study, without giving a reason, by advising me of this decision.

4. *What will happen to me if I take part in the research?*

If you are still happy to take part, I will ask you to sign a consent form.

If you are happy to take part in the research, you will be interviewed through a Microsoft Teams call to discuss your opinion on your responsibilities for children's education. I am interested in your honest opinions. There are no right or wrong answers in this interview.

The interview should take approximately 45 minutes. You can also ask to pause or stop the interview at any time.

With your consent, I would like to audio record you because so I can have an accurate record of your thoughts and to create a transcript later.

5. *Are there any potential risks in taking part?*

The interview should take approximately 45 minutes. You might get tired or bored of discussing the interview topic. Please feel free to tell me whenever you want to take a short break before continuing the interview.

6. *Are there any benefits in taking part?*

There will be no direct or personal benefit to you from taking part in this research.

7. *Expenses and payments*

There will be no payment for taking part in this study.

8. *What happens to the data provided?*

The information you provide during the study is the **research data**. Any research data from which you can be identified (names, audio recording) is known as **personal data**.

Personal data, particularly the audio recordings, may be stored in a password-protected folder of the researcher's computer during the transcription stage. They will also be stored in an Oxford-based online storage folder. The audio recordings will be deleted from the researcher's computer after transcription and from the online storage folder when the research project is finished.

Other research data, including consent forms and transcripts of the audio recordings, will be stored for at least 3 years after publication or public release of the work of the research. The transcripts will be written using pseudonyms instead of real names. Any identifying information (e.g., contact information or addresses) will be kept blank in the transcripts to protect your identity.

The researcher and supervisor will have access to the research data. Responsible members of the University of Oxford may be given access to data for monitoring and/or audit of the research.

I would like your permission to use direct quotes against a pseudonym in any research outputs.

9. Will the research be published?

The University of Oxford is committed to the dissemination of its research for the benefit of society and the economy and, in support of this commitment, has established an online archive of research materials. This archive includes digital copies of student theses successfully submitted as part of a University of Oxford postgraduate degree programme. Holding the archive online gives easy access for researchers to the full text of freely available theses, thereby increasing the likely impact and use of that research.

The research will be written up as a student's thesis.

On successful submission of the thesis, it may be deposited both in print and online in the University archives to facilitate its use in future research. If so, the thesis will be openly accessible.

10. Who has reviewed this study?

This study has been reviewed by, and received ethics clearance through, the University of Oxford Central University Research Ethics Committee (Reference number: ED-CIA-21-216).

11. Who do I contact if I have a concern about the study or I wish to complain?

a) For studies reviewed by a University research ethics committee only:

If you have a concern about any aspect of this study, please contact Langyi Ye (langyi.ye@education.ox.ac.uk) or Dr Katrina May Dulay (katrina.dulay@education.ox.ac.uk), and we will do our best to answer your query. We will acknowledge your concern within 10 working days and give you an indication of how it will be dealt with. If you remain unhappy or wish to make a formal complaint, please contact the Chair of the Research Ethics Committee at the University of Oxford who will seek to resolve the matter as soon as possible:

Departmental Research Ethics Committee (DREC)] Chair, Prof Liam Gearon; Email: student.curec@education.ox.ac.uk or liam.gearon@education.ox.ac.uk

12. Data Protection

The University of Oxford is the data controller with respect to your personal data, and as such will determine how your personal data is used in the study.

The University will process your personal data for the purpose of the research outlined above. Research is a task that is performed in the public interest.

Further information about your rights with respect to your personal data is available from <http://www.admin.ox.ac.uk/councilsec/compliance/gdpr/individualrights/>.

13. Further Information and Contact Details

If you would like to discuss the research with someone beforehand (or if you have questions afterwards), please contact:

Langyi Ye

Department of Education

Department of Education, University of Oxford, 15 Norham Gardens, Oxford, OX2 6PY

University email: langyi.ye@education.ox.ac.uk

Participant Information Sheet for Interviews (Chinese)

Department of Education

University of Oxford, 15 Norham Gardens, Oxford, OX2 6PY



Dr Katrina May Dulay
katrina.dulay@education.ox.ac.uk
Langyi Ye, MSc Student
langyi.ye@education.ox.ac.uk

关于中国小学儿童教育的家长和教师责任分配的研究

参与者信息表

牛津大学研究伦理委员会(CUREC)批准参考:[ED-CIA-21-216]

1. 为什么要进行这项研究?

本研究旨在了解中国家长和教师如何理解他们在小学早期阶段(1-3 年级)对孩子的教育责任。这是为了更好地理解家长和教师如何看待他们的角色, 以及他们如何履行这些责任。

2. 为什么邀请我参加?

您被邀请是因为您是目前教 1-3 年级的老师或您的孩子正在上 1-3 年级的家长。

3. 我必须参加吗?

不。在决定是否参加之前, 您可以询问有关研究的问题。如果您不同意参加, 您可以在不给出任何理由的情况下, 通知我您的决定, 从而退出研究。

4. 如果我参加这项研究，下一步是什么？

如果您仍然愿意参加，我将请您签一份同意书。

如果您愿意参加这项研究，我们将通过微软团队电话采访您，讨论您对孩子教育责任的想法。我感兴趣的是您真实的意见。在面试中没有正确或错误的答案。

采访大约需要 45 分钟。您也可以在任何时候要求暂停或停止采访。

如果您同意的话，我想通过录音录下我们的对话。因为这样我就能准确地记录下您的想法然后再做一份文字记录。

5. 参与有任何潜在的风险吗？

面试大约需要 45 分钟。您可能会厌倦讨论面试的话题。如果您想在继续面试期间休息一会儿，请随时告诉我。

6. 参加有什么好处吗？

参与这项研究不会给您带来直接的个人好处。

7. 费用和支付

参加本研究将不收取任何费用。

8. 我提供的信息会怎样处理？

您在研究过程中提供的信息即为研究数据。任何可以识别你的研究数据(姓名、录音)都被称为个人数据。

个人数据：在转录阶段，个人资料，特别是录音资料，会储存在研究人员电脑中有密码保护的文件夹中。它们也将被存储在牛津大学的在线存储文件夹中。录音将在转录后从研究者的电脑中删除，研究项目完成后从在线存储文件夹中删除。

其他研究数据：包括同意书和录音文字记录，将在研究工作发表或公开发布后保存至少 3 年。录音文字记录将使用假名而不是真实姓名。任何身份信息(如联系信息或地址)将在录音文字记录中保留空白，以保护您的身份。

研究人员和导师将获得研究数据。牛津大学的负责人员可以获得数据，用于监测和/或审计研究。

我希望您允许在任何研究成果中直接引用假名。

9. 研究结果会发表吗？

牛津大学致力于传播其研究成果，以造福社会和经济。为了支持这一承诺，牛津大学建立了一个研究材料的在线档案。该档案包括作为牛津大学研究生学位课程的一部分成功提交的学生论文的电子副本。在线保存档案使研究人员可以很容易地获得免费获得的论文全文，从而增加了该研究的可能影响和使用。

本项研究将作为研究生学生论文写出来。

成功提交论文后，可将论文以印刷版或网上形式存入大学档案室，以便日后研究使用。

10. 谁审核了这项研究？

该研究已由牛津大学研究伦理委员会审查并获得伦理许可(参考编号:ED-CIA-21-216)。

11. 如果我对学习有疑问或想要投诉，我应该联系谁？

a)仅由大学研究伦理委员会审查的研究:

如果您对本次研究的任何方面有疑问, 请联系叶朗奕 (langyi.ye@education.ox.ac.uk) 或 Dr Katrina May Dulay (katrina.dulay@education.ox.ac.uk), 我们将尽力回答您的疑问。我们将在 10 个工作日内答复你的关注, 并告知您将如何处理。如果您仍然不满意或希望进行正式投诉, 请联系牛津大学研究伦理委员会主席, 他将寻求尽快解决问题:

学系研究伦理委员会(DREC)主席, Liam Gearon 教授; 邮箱:
student.curec@education.ox.ac.uk 或 liam.gearon@education.ox.ac.uk

12. 数据保护

牛津大学是您个人数据的保护人, 因此将决定您的个人数据如何在研究中使用。

大学将处理您的个人资料用于上述研究。研究是一项为了公众利益而进行的任务。

有关您的个人资料权利的进一步信息, 请访问
<http://www.admin.ox.ac.uk/councilsec/compliance/gdpr/individualrights/>。

13. 进一步的信息和联系方式

如果您想提前与某人讨论研究(或者如果您在之后有问题), 请联系:

Langyi Ye (叶朗奕)

教育系

牛津大学教育系, 15 Norham Gardens, Oxford, OX2 6PY

大学电子邮件: langyi.ye@education.ox.ac.uk

Appendix B. Participant Consent Form for Interviews (English & Chinese)

Department of Education

University of Oxford, 15 Norham Gardens, Oxford, OX2 6PY



Dr Katrina May Dulay

katrina.dulay@education.ox.ac.uk

Langyi Ye, MSc Student

langyi.ye@education.ox.ac.uk

PARTICIPANT CONSENT FORM

Central University Research Ethics Committee (CUREC) Approval Reference: ED-CIA-21-216

Parents' and teachers' responsibility assignments for Chinese primary school children's education

Purpose of Study: This research aims to know more about how Chinese parents and teachers perceive their responsibilities over children's education at the early primary school level (grade 1-3). We will conduct a 45-minute interview with you through Microsoft Teams online call. The interview aims to understand better how parents and teachers view their role in children's education and what they do to fulfil these responsibilities.

Please initial each box

- | | | |
|---|--|----------------------|
| 1 | I confirm that I have read and understand the information sheet for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily. | <input type="text"/> |
| 2 | I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason, and without any adverse consequences or penalty. | <input type="text"/> |
| 3 | I understand that research data collected during the study may be looked at by authorised people outside the research team. I give permission for these individuals to access my data. | <input type="text"/> |
| 4 | I understand that this project has been reviewed by, and received ethics clearance through, the University of Oxford Central University Research Ethics Committee. | <input type="text"/> |

- | | | |
|----|--|--------------------------|
| 5 | I understand who will have access to personal data provided, how the data will be stored and what will happen to the data at the end of the project. | ☐ |
| 6 | I understand how this research will be written up and published. | ☐ |
| 7 | I understand how to raise a concern or make a complaint. | ☐ |
| 8 | I consent to being audio recorded. | ☐ |
| 9 | I understand how audio recordings will be used in research outputs. | ☐ |
| 10 | I agree to the use of anonymised quotes in research outputs. | ☐ |
| 11 | I agree to take part in the study ¹ | ☐ |

_____	<u>dd / mm / yyyy</u>	_____
Name of Participant	Date	Signature

Participant Consent Form for Interviews (Chinese)

关于中国小学儿童教育的家长和教师责任分配的研究

牛津大学研究伦理委员会(CUREC)批准参考:[ED-CIA-21-216]

参与者同意书

研究目的：本研究旨在了解中国家长和教师如何理解他们在小学早期阶段(1-3 年级)对孩子的教育责任。我们将通过微软团队在线电话对您进行 45 分钟的采访。此次访谈旨在更好地了解家长和教师如何看待他们在孩子教育中的角色，以及他们如何履行这些责任。

- 1 本人确认已阅读及理解上述活动的信息表。我有机会考虑了这些信息，提出了问题，并得到了令人满意的答复。
- 2 我明白我的参与是自愿的，我可以随时退出，不需要给出任何理由，也不会有任何不良后果或处罚。
- 3 我理解在研究期间收集的研究数据可能会被研究团队之外的授权人员查看。我允许这些人访问我的数据。
- 4 我了解这个项目已经被牛津大学研究伦理委员会审查并通过了伦理审查。
- 5 本人明白谁会查阅所提供的个人资料，资料将如何储存，以及在项目结束时资料会如何处理。
- 6 我理解这项研究将被撰写和发表。

- 7 我知道如何提出疑问或投诉。
- 8 我同意采访过程被录音。
- 9 我理解录音将被用于研究目的。
- 10 我同意在研究成果中使用匿名引用。
- 11 我同意参加这项研究。

参与者姓名

日期

签名

Appendix C. CUREC Approval

Dear Langyi,

Title: Parents' and teachers' responsibility assignments for Chinese primary school children's education

Ref: ED-CIA-21-216

The above application has been considered on behalf of the Departmental Research Ethics Committee (DREC) in accordance with the procedures laid down by the University for ethical approval of all research involving human participants.

I am pleased to inform you that, on the basis of the information provided to DREC, the proposed research has been judged as meeting appropriate ethical standards, and accordingly, approval has been granted.

Please continue to follow all current guidance issued by CUREC during the pandemic, notably COVID-19: CUREC guidance on research involving human participants,

<https://researchsupport.admin.ox.ac.uk/governance/ethics/coronavirus>. The best practice guidance for internet-based research may also prove useful:

<https://researchsupport.admin.ox.ac.uk/governance/ethics/resources/bpg>

Should there be any subsequent changes to the project which raise ethical issues not covered in the original application you should submit details to student.curec@education.ox.ac.uk for consideration.

Good luck with your research study.

With best wishes,

Laura Molway

Member of DREC

CENTRAL UNIVERSITY RESEARCH ETHICS COMMITTEE (CUREC)

CUREC 1A Checklist for the Social Sciences and Humanities



The University of Oxford places a high value on the knowledge, expertise, and integrity of its members and their ability to conduct research to high standards of scholarship and ethics. The research ethics clearance procedures have been established to ensure the University is meeting its obligations as a responsible institution. They start from the presumption that all members of the University take their responsibilities and obligations seriously and will ensure that their research involving human participants is conducted according to the established principles and good practice in their fields and in accordance, where appropriate, with legal requirements. Since the requirements of research ethics review will vary from field to field and from project to project, the University accepts that different guidelines and procedures will be appropriate.

Please refer to [Where and how to apply for ethical review](#) and the [CUREC flowchart](#) first to see if you need ethics approval.

Please complete this form using a word processor and email it, together with your [supporting documents](#), to your [Departmental Research Ethics Committee \(DREC\)](#) (if applicable). If you don't have a DREC please email this form to ethics@socsci.ox.ac.uk using your official ox.ac.uk email address. Only type-written, emailed applications will be accepted.

SECTION A: Filter for CUREC 2 application

This section determines whether your study raises more complex issues requiring the completion of a full application for ethical review, known as the CUREC 2 application. **(Please mark 'X' in the Yes/ No column.)**

1. Are research participants classed as people whose ability to give free and informed consent is in question ? (This may include under 18s (although see competent youths), prisoners, or adults at risk.) Your attention is drawn to the University's Safeguarding Code of Practice and its implications for researchers involving children or adults at risk. This includes the need for the work to be risk assessed and for researchers to undertake related training. (Note: If any of your participants are aged 16 or under, answer 'Yes' here and also answer question 5 below.)	Yes ☐	No ☒
2. By taking part in the research, will participants be at risk of criminal prosecution (e.g. by providing information on drug abuse or child abuse)?	Yes ☐	No ☒

3. Does the research involve the deception of participants?		Yes ☐	No ☒
4. Does your research raise issues relevant to the Counter-Terrorism and Security Act (the Prevent duty), which seeks to prevent people from being drawn into terrorism? Please see advice on this on our Best Practice Guidance web page .		Yes ☐	No ☒
If you answered 'No' to all the questions above, go to Section B. If you answered 'Yes' to any question above, continue to question 5 below.			
5. Is your project covered by a CUREC Approved Procedure (formerly known as "CUREC Protocols")?		Yes ☐	No ☐
If yes, give the specific Approved Procedure number(s):			
If you answered 'Yes' to ANY of questions 1-4, and answered 'No' to question 5, stop completing this checklist and do not submit it for ethical review. Instead, complete the CUREC 2 application form from the CUREC website, then submit that for ethical review. If you answered 'Yes' to ANY of questions 1-3, and answered 'Yes' to question 5, go on to Section B.			

SECTION B: Contact details and project description	
Contact details:	
1. Principal Investigator or supervisor (if student research) (give title and full name)	Dr Katrina May Dulay
2. Name of student (if student research)	Langyi Ye
3. Degree programme (if student research), e.g. BA, BSc, MSc, MPhil, DPhil	MSc in Education (Child Development and Education)
4. Department or Institute name	Department of Education
5. Address for correspondence (if different from above)	
6. University (not private) e-mail address and telephone number	katrina.dulay@education.ox.ac.uk langyi.ye@education.ox.ac.uk
7. Name and status of others taking part in the project (e.g. third year undergraduate; postdoctoral research assistant)	

Project description:	
8. Title of research project	Parents' and teachers' responsibility assignments for Chinese primary school children's education
9. List of location(s) where project will be conducted	Remote: in Oxford, UK through online interviews and surveys with participants in China
10. If your research involves overseas fieldwork or travel and your department requires a travel risk assessment, will you have completed and returned a risk assessment form beforehand? (This must be approved by your department before you travel. If you are travelling overseas, you are strongly advised to take out University travel insurance .) Please also address any physical or psychological risks for Oxford researchers and local	Yes ☐ No ☐ Not required in this instance ☒

fieldworkers in question 16 below and discuss with your Safety Officer.	
11. Anticipated duration of overall research project	5 months
12. Anticipated start and end dates of the part of the research project involving human participants and/or personal data	From: 15/04/2021 To: 30/09/2021 Note: You will need ethics approval before you start your research. CUREC 1As may take up to 30 days to process. Retrospective ethics approval cannot be granted.
In the case of international or collaborative research, will you submit or have you submitted this project for ethical review or consideration elsewhere (e.g. collaborator's/ local ethics committee, or other local approval)?	Yes ☐ No ☒ If 'Yes', please attach ethics or other approvals and give more details below. If 'No', please explain your reasons below. Please also refer to the Best Practice Guidance on Ethical Review of social-sciences based research conducted outside the UK (BPG 16), which includes an Ethics Issues Checklist for International Research (Appendix A)
The research is a straightforward short-term research project that does not pose a high level of risk and only involves adults as participants.	
13. External organisation funding the research (if applicable)	
14. Brief description of research (about 150 words) in lay language. a) When describing the research, include your methodology, how you are applying professional guidelines, and the use to which results/ data will be put. Please also declare any conflicts of interest here.	
Parents and teachers each play a role in children's education in the early primary grades; however, each group may hold different perceptions of what they are personally responsible for and what they think the other group should contribute in different domains. Effective home-school collaborations may be contingent on a sense of shared responsibility between the two groups. However, few studies have explored responsibility assignments; existing evidence typically focused on the higher grades and not a lot were focused on the Chinese context. The current study will investigate how Chinese parents' and teachers' perceptions of responsibility over children's education at the early primary school level (grade 1-3). The research will be in two parts.	

First, individual semi-structured qualitative interviews will be conducted through WeChat online voice calls with a total of 12 parents and teachers. The purpose of the interview is to identify areas of responsibility that parents and teachers assign to themselves and potential areas of discrepancy in parent and teacher assignments of responsibility. This will then be used to develop survey items for the second part of the study.

Second, with an online Qualtrics survey, around 150-200 parents and teachers will respond to responsibility items developed on a Likert scale. The participants will indicate how responsible do they think parents and teachers are on each item. Results of an analysis by rater (parent or teacher) and who is being rated (parent or teacher) will identify aspects of children's education that parents and teachers hold significantly different perceptions of responsibility.

b) Description of participants and how you will [obtain informed consent](#) to take part in the research.

i. Description of participants and your criteria for inclusion/ exclusion.

INCLUSION CRITERIA

(1) Semi-Structured Interviews (total of 12 participants)

Teachers

- A total of six teachers teaching grades 1, 2, and 3 in China will be recruited.
- Two teachers currently teaching each grade level; therefore: 2 grade 1 teachers, 2 grade 2 teachers, and 2 grade 3 teachers.
- Between the two teachers from each grade level, one will be a less experienced teacher (1-2 years of teaching experiences in primary school) and another will be a more experienced teacher (5 or more years of teaching experience in primary school).

Parents

- A total of six parents of children in grades 1, 2, and 3 in China will be recruited.
- Two parents per grade level (ideally one mother and one father); therefore, 2 parents of grade 1 students, 2 parents of grade 2 students, and 2 parents of grade 3 students.

Participants who are recruited for the interviews will be excluded from the survey study.

(2) Survey (total of 150-200 participants)

Teachers

- Must be currently teaching grade 1, 2, or 3 in China.

Parents

- Must have a child who is currently in grade 1, 2, or 3 in China.

EXCLUSION CRITERIA (Interview & Survey)

- Teachers who are not currently teaching grade 1, 2, or 3 in China.

- Parents who do not have a child who is currently in grade 1, 2, or 3 in China.
- Participants who do not consent to participate in the study.

ii. Your method(s) of recruitment.

Semi-structured interview: The participants will be recruited using a convenience sample; particularly through the researcher’s personal networks with teachers and parents in China. Participants will be invited using a recruitment brochure and will fill out a Microsoft Form to provide the researcher their WeChat ID (see Appendix page 1). The researcher will then add the participants through WeChat and use the “chat only” function for purposes of privacy.

Survey: The participants will be recruited through the researcher’s personal connections to help with distributing a recruitment brochure. The link for the Qualtrics survey will be attached to the recruitment information (see Appendix page 2).

iii. Your processes for obtaining informed consent from participants.	
Semi-structured interview: Interested participants will be given a Microsoft Forms link. This contains the participant information sheet (see Appendix page 3-5) and an online consent form (see Appendix page 8-9). In the form, participants are reminded to read the participant information sheet carefully and to contact the researcher if they have questions about the study. If there are no questions, then they are free to fill the electronic consent form. After consent is obtained, the researcher will contact the participant to schedule the voice call interview. Survey: Interested participants may access an anonymous Qualtrics survey link. The survey will contain written information about the research and its aims, following Research Support guidance and templates for internet-based research (see Appendix page 6-7). They will be given the option to confirm that they are 18 years or older and that they agree to participate in the study. The survey will only proceed if the participant has given consent.	
Please attach separate supporting documents (in Word), if appropriate, for your research (English language versions only). Tick those you are submitting below. If appropriate supporting documents are not submitted, you will be asked to provide these separately, which may delay the ethical review process.	
Recruitment and advertisement material (e.g. a poster, social media recruitment text, or brief invitation letter/ email).	☒
Information for participants to read (or hear) before they agree to take part (e.g. written information or, if applicable, an outline oral information script).	☒
A document to record informed consent. Templates for written consent forms and/ or oral information scripts (in case of an oral consent process) are available from the CUREC website.	☒
Questions to be asked of participants (e.g. interview questions, or a preliminary scope of questions, or a sample questionnaire).	☒
(If applicable) debriefing document after participants have taken part.	☐
Please add any further details. If you feel the above approaches are not appropriate for your study, provide details on how you will obtain consent from participants Please answer question 15 if you cannot obtain informed consent.	
All the documents will be translated into Chinese. For recruitment materials, see Appendix page 1 (interview) and page 2 (survey). For information for parents and teachers to read, see Appendix page 3-5 (interview) and page 6-7 (survey). For a document to record informed consent, see Appendix page 8-9 (interview) and page 6-7 (survey). For interview and survey questions to be asked of participants, see Appendix page 10-11.	
15. If you cannot obtain informed consent from participants according to CUREC guidelines and good practice in your discipline, please give a brief explanation and justification of this decision below.	

N/A
16. What are the ethical issues connected with your research and what steps have you taken to address them? Please do not answer 'none'. We need to see that you have identified potential ethical issues with respect to your research and have taken steps to address them. If applicable, please address:
a) Participant burdens and/or risks
(1) Semi-Structured Interviews Pressure to provide socially-desirable answers: Participants may feel pressured to give answers that are seen as “ideal” or showing desirable facets of being a parent or teacher. They may be reluctant to speak candidly about negative perceptions or experiences with others. How to mitigate: Participants will be reminded that there are no right or wrong answers. The interview is also designed to have open-ended and non-leading questions. The researcher will use prompts and follow-up questions to encourage participants to speak more openly about the topic. Risk of fatigue or boredom: Due to the one-on-one nature of the interview, participants may feel tired of answering questions in detail. How to mitigate: Participants will be told that they can take short breaks in the middle of the interview if they prefer. The interview is designed to last for around 45 minutes. (2) Surveys Risk of fatigue or boredom: Participants may feel fatigue or boredom from filling up the survey. How to mitigate: The survey will be designed concisely so that the participants do not feel tired or bored with the questionnaire. It will take up to 10-15 minutes to complete. Data privacy risks and mitigation will be discussed in the next sections.
b) Your own physical and psychological safety as a researcher or of fieldworkers you may employ (see the University's and Social Science Division's Safety in Fieldwork guidance)

No travel-related or physical risks involved. The interactions between the researcher and the participants will be online only; as such, the researcher does not face increased physical risks from conducting the research.

Protecting privacy. Interviews via WeChat will be voice-only and will be conducted in a quiet room to maintain the researcher's privacy. The researcher will use the "chat only" function on WeChat, which will restrict the access to WeChat Moments for both ends to maintain personal privacy, and delete them from the contact list when the study is finished.

For the surveys, the researcher will only be available to contact using an Oxford e-mail address. No other mode of communication will be used to address participant concerns or queries.

c) Data protection/ confidentiality (also see Section 18).

(1) Recruitment

For recruitment and consent steps, the researcher will use approved online platforms (Microsoft Forms and Qualtrics, through Oxford institutional accounts). For Qualtrics, location tracking will be disabled to ensure that no unnecessary personal data is collected.

(2) Data collection

Semi-structured interviews will be carried out through WeChat, an app that includes features for instant messaging, audio calls, and video calls. This app was chosen due to familiarity among participants and also due to reports of difficulties in using Microsoft Teams in China.

- a. **Privacy considerations:** Most users use WeChat to post about their personal lives on their social page. Participants may feel reluctant to show that aspect to the researcher; whereas the researcher may be exposed to more personal data than is necessary for the research.

How to mitigate: When adding the participants on WeChat, the researcher will select the function "chat only" so that WeChat does not give researcher or the interviewees the permission to view the social page of the other person. The researcher will delete the interviewees as contacts upon completion of the study.

Audio recording and transcription: The interviews will be audio-recorded to enable written transcription and thematic analysis. A department-owned device (i.e., iPad or audio recorder) will be borrowed for the specific purpose of recording the interviews. If an iPad is used, Voice Memos will be used to record the call and store it locally on the iPad. The iCloud sync function will be disabled to ensure that no unauthorised cloud-based backups are created. The audio file will then be uploaded to OneDrive. The

original voice recording will be deleted from the audio capture device before returning it to the department.

Names and identifying information (e.g., addresses, contact details) will be pseudonymised at the point of transcription. Transcript files will be named using generic descriptors (e.g., Teacher_Grade2_Experienced.doc). The raw audio files will be deleted upon completion of the study.

Surveys: Surveys will be conducted via Qualtrics. Location tracking will be disabled to ensure that no unnecessary personal data is collected. Personal data in the survey will be limited to participant characteristics that confirm inclusion/exclusion criteria (e.g., grade levels taught/attended by children, confirmation that they are in China) and demographic details that are relevant to data analysis (e.g., gender). Participants' names and contact details will not be collected; therefore, there is no need for a linkage list or further anonymisation.

- (3) **Data storage:** Interview consent responses are stored on Microsoft Forms. Downloaded or archived versions of the consent form spreadsheet will be kept in a password-protected file and/or folder and will be stored for 3 years after the completion of the study. No linking document will be created to tie the consent list with the interview transcripts or audio files.

Survey data are stored on Qualtrics and do not contain names or contact details. Data downloaded from Qualtrics will be uploaded to the researcher's university Nexus365 OneDrive account.

Any other ethical issues. For more guidance on ethical issues, please see <http://researchsupport.admin.ox.ac.uk/governance/ethics/resources>

N/A

17. Will your research involve discussing sensitive issues? This could be information relating to race or ethnic origin, political opinions, religious beliefs, physical/ mental health, trade union membership, sexual life or criminal activities. If you answered 'Yes', make sure you include some supporting information (as directed in **section 14b** above, showing the range of questions covering these issues.

Yes
☐

No ☒

N/A

18. Management and handling of personal and other research data

All information provided by participants is considered research data for the purpose of this form. Any research data from which participants can be identified is known as [personal data](#); any personal data which is sensitive is considered [special category data](#).

Management of personal data, either directly or via a third party, must comply with the requirements of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018, as set out in the [University's Guidance on Data Protection and Research](#). In answering the questions below, please also consider the points raised in the [Data Protection Checklist](#) and whether, for higher-risk data processing, a separate Data Protection Impact Assessment (DPIA) may also be required for the research. Advice on research data management and security is available from [Research Data Oxford](#) and your local IT department. Advice on data protection is available from information.compliance@admin.ox.ac.uk.

a) Please mark 'X' against the data you will collect for your research

Consent records (written consent forms, audio-recorded consent, assent forms (for research involving minors) including participant name)	☐
Online consent (may be anonymous)	☒
Opt-out forms	☐
Contact details for research purposes only (destroyed when no longer needed for this research)	☒
Contact details kept for future studies	☐
Audio recordings (preferably using PIN-protected audio recorder and stored on device's hard drive)	☒
Video recordings	☐
Transcript of audio/ video recordings	☒
Photographs	☐
Task results (e.g. paper/ online tasks, diary completion)	☐
Questionnaire answers	☒

Field notes	☐
Other (please specify below)	☐
b) For each of the types of data selected above, state how this will be physically transferred from where it is collected to a local secure storage site (and backed up as necessary). This includes paper records and data captured electronically.	
All data are generated and stored electronically. • Online consent. Online consent for the interview will be completed via Microsoft Forms and stored on the researcher's university Nexus 365 OneDrive account. Online consent for the survey will be confirmed and stored via Qualtrics. • Contact details. Interview participants will provide their WeChat ID for purposes of the interview only. They will be deleted from the researcher's contact list upon completion of the study. Interview or survey participants may contact the researcher via an Oxford e-mail address for queries or concerns. No e-mail lists will be created in the course of the study. E-mail records will be destroyed at the end of the study. • Audio recordings. The researcher will use a department-owned iPad or audio recorder to record the voice call interview. The original recording will be stored on the audio recorder or iPad (with the iCloud sync function disabled). The recording will be downloaded from the device and uploaded for storage on OneDrive. The original recordings will be deleted from the device before it is returned to the department. • Transcripts of audio recordings. Transcripts for the audio recordings are typed up electronically using a word processing document with pseudonymisation already implemented. The transcripts will be stored on OneDrive. • Questionnaire answers. The questionnaire answers will first be exported from Qualtrics and uploaded to OneDrive.	
c) How and where will each type of data be stored during the research (until the end of all participant involvement)? Describe the arrangements for ensuring confidentiality, i.e. location of storage (e.g. Nexus 365 OneDrive for Business, SharePoint), security arrangements and de-identification of such data. Do not store unencrypted data in freely available cloud services or unprotected USB drives.	
• Consent records for the interviews are stored directly on a spreadsheet generated by Microsoft Forms. This spreadsheet is stored on OneDrive. Qualtrics data, which contain consent confirmation (but no names or contact details), will be downloaded from Qualtrics and stored on OneDrive. • Audio recordings will be downloaded from the recording device and uploaded for storage on OneDrive. The file name will contain generic information about participant characteristics only (e.g., Parent_Grade1_Male.mp3 or Teacher_Grade2_Experienced.mp3). The audio recordings will be deleted from OneDrive upon completion of the study. • Transcripts of audio transcripts will be stored on OneDrive. The file name will contain generic information about participant characteristics only, as described above.	

• Questionnaire answers will be downloaded from Qualtrics and stored on OneDrive. This data is already anonymised because the participants will not be asked to provide identifying information (e.g., names, contact details). Participants' IP address will be protected and not stored as part of the data. Files that will be processed using a personal device (e.g., laptop) for transcription or data analysis will be stored in a password-protected folder.
d) Will you use a unique participant number on research data instead of a participant name? If yes, state whether or not you will retain a list of participant names against numbers (i.e. pseudonymisation via a linkage list). Where will the list be stored, and when will it be destroyed?
• Interview data will not be linked to participants' names in the consent forms at any stage. Audio files and transcripts will be given generic file names describing participant characteristics, and transcripts are already pseudonymised at the encoding step. The consent file generated by Microsoft Forms will be stored as a password-protected spreadsheet and destroyed 3 years after the completion of the study. • Survey data will not require unique participant numbers given that names are not collected as part of recruitment.
e) Who will have access to the research data?
The researcher (Langyi Ye) and the supervisor (Katrina Dulay).
f) If research data is to be shared with another organisation, how will it be transferred/disclosed securely?
No sharing of research data with other organisations is anticipated during the study period. However, Qualtrics survey data (not containing any names, contact details, participant codes, or IP addresses) archived after the study period may be shared upon request via e-mail using a password-protected zip file.
g) When and how will identifiable data (including audio/ video recordings & photos) be destroyed or deleted? Note: Records of consent should be retained for a minimum of three years after publication or public release. Some funders may require longer periods. If you wish to retain contact details in order to re-approach participants about future studies, you must detail this in information provided to them and obtain specific consent for this.
• Contact details of participants (e.g., WeChat IDs, e-mail records) will be deleted upon completion of the study. • Consent records will be destroyed 3 years after the completion of the study. • Original audio recordings will be deleted from the recording device before it is returned to the department and will be deleted from OneDrive or any device used to process the files upon completion of the study.

h) Please confirm that you will store other research data safely for at least 3 years after final publication or public release and adhere to any additional research funder policies . For more information about the University policies, please see the University's web pages on research data management .	Yes ☒	No ☐
If 'Yes', please give details of who will store the data and on storage format, location and security. Note that open science is encouraged. If 'No', please provide further details below.		
Langyi Ye will upload the pseudonymised/anonymised interview transcripts (.doc) and survey data (.xls, .sav, or similar formats) to a private Open Science Framework folder for storage after the completion of the study. This is to protect from data loss if/when the researcher leaves Oxford.		
i) Does your research involve the use of secondary (i.e. previously collected) data? Common sources of secondary data include censuses, information collected by government departments, organisational records and data that was originally collected for other research purposes. (If "No", please go to question 19.)	Yes ☐	No ☒
j) Do you have data access agreements for the use of this secondary data? (If so, please attach these.)	Yes ☐	No ☐
k) Is your use of this secondary data compatible with what the data subjects/ participants agreed that their data should be used for?	Yes ☐	No ☐
l) Could this data be linked back to an individual or individuals? If yes, address how securely any personally identifiable data will be transferred to you, and where and for how long it will be stored during or after the research. Who will have access to it?	Yes ☐	No ☐

19. Publication and dissemination of research data and outputs. How will you disseminate and feedback project outcomes at the end of the research?
Data will be written up for an MSc dissertation and will be archived at the Bodleian Libraries. If possible, then this will be turned into a manuscript for submission to a peer-reviewed journal.

SECTION C: Methods and procedures to be used

1. Please indicate the methods to be used:	Mark 'X'
a) Analysis of existing records	☐
b) Snowball sampling (recruiting through contacts of existing participants)	☒
c) Use of casual or local workers e.g. interpreters	☐
d) Participant observation	☐
e) Covert observation	☐
f) Observation of specific organisational practices	☐
g) Participant completes questionnaire in hard copy	☐
h) Participant completes online questionnaire or other online task	☒
i) Using social media	☐
j) Participant performs paper and pencil task	☐
k) Participant performs verbal or aural task (e.g. for linguistic study)	☐
l) Focus group	☐
m) Interview	☒
n) Audio recording of participant (you will generally need specific consent from participants for this)	☒
o) Video recording of participant (you will generally need specific consent from participants for this)	☐
p) Photography of participant (you will generally need specific consent from participants for this)	☐
q) Others (please specify below)	☐
Please ensure you have addressed any potential ethical issues related to these methods in question B14 and in your Participant Information Sheet.	

SECTION D: Professional guidelines and training		
In this section, please mark 'X' against at least one of the following professional guidelines you aim to adhere to. You should use the principles listed in your chosen guideline(s) in conducting your own research. This is not an exhaustive list.		
Research specialism/ methodology	Association and guidance document	Please mark 'X'
Anthropology	Association of Social Anthropologists of the UK and Commonwealth	☐
Computer Sciences	ACM Code of Ethics and Professional Conduct	☐
Criminology	British Society of Criminology	☐
Education	British Educational Research Association Ethical Guidelines for Educational Research	☒
Geography	Association of American Geographers Statement on Professional Ethics	☐
History	Oral History Society of the UK Ethical Guidelines	☐
Internet-based Research	British Psychological Society: Conducting Research on the Internet Association of Internet Researchers Ethics Guide ACM Code of Ethics and Professional Conduct Association of Internet Researchers (AoIR) Also see CUREC's Best Practice Guidance on internet-based research	☒
Law (Socio-Legal)	Socio-Legal Studies Association: Statement of Principles of Ethical Research	☐
Management	Academy of Management's Professional Code of Ethics	☐
Political Science	American Political Science Association (APSA) Guide to Professional Ethics in Political Science	☐
Politics	Political Studies Association. Guidelines for Good Professional Conduct	☐
Psychology	British Psychological Society Code of Ethics and Conduct	☒
Social Research	Social Research Association: Ethical Guidelines	☐
Sociology	The British Sociological Association: Statement of Ethical Practice	☐
Visual Research	ESRC National Centre for Research Methods Review Paper: Visual Ethics: Ethical Issues in Visual Research	☐
Other professional guidelines. Please specify the other guidelines used here:		☐

Please indicate what training in research ethics (or research methodology) the researchers involved with this study have received, e.g. the title of the course and date completed (online training available at <http://researchsupport.admin.ox.ac.uk/support/training/ethics>), or discussions between researchers and supervisors, if applicable.

Langyi Ye (student researcher)

Foundations of Educational Research I: completed 04/12/2020

Introduction to Quantitative Research: completed 04/12/2021

Intermediate Quantitative Research: completed 12/03/2021

Katrina May Dulay (supervisor)

Research Integrity: Social and Behavioural Sciences: completed 27/02/2020

She is also a co-author and facilitator of the TalkTogether Ethics Training Course, an online training course intended for project staff and eventually for researchers conducting child research in low- and middle-income countries

(<https://talktogproject.github.io/ethics/>). The course has asynchronous and synchronous components with approximately 5 hours of total instruction time. Since its inception she has trained 5 batches of researchers (approximately 40 individuals) from India and the Philippines.

Ye and Dulay have also discussed ethics issues regarding the current research through several online meetings.

SECTION E: Signatures or email endorsements

The SSH IDREC Secretariat accepts either option below. If you have a [DREC](#), check which option it prefers.

Option 1: [Email confirmation](#) from a University of Oxford email address can be accepted. Separate emails should come from each of the relevant signatories as outlined below, indicating acceptance of the relevant responsibilities. Pasted images of signatures cannot be accepted.

Option 2: Handwritten signatures. Please scan them and the rest of the checklist pages to create a single PDF document and email to us.

Please ensure this checklist is signed by:

For staff research:

1. [Principal Investigator](#)
2. Head of Department (or nominee)

For student research:

1. [Principal Investigator](#) (project supervisor)
2. Head of Department (or nominee)
3. Student researcher

Principal Investigator signature/ supervisor signature (if student research)

I understand my responsibilities as [Principal Investigator](#) as outlined in the CUREC glossary and guidance on the CUREC website. I declare that the answers above accurately describe the research as presently designed, and that a new checklist will be submitted should the research design change in a way which would alter any of the above responses so as to require completion of CUREC 2 (involving full scrutiny by an IDREC). I will inform the relevant IDREC if I cease to be the principal investigator on this project and supply the name and contact details of my successor if appropriate.

Signature (or [email endorsement](#) using the above declaration): KMD

Print name: Katrina May Dulay

Date: 01 Apr 2021

Departmental endorsement signature

I have read the research project application named above. On the basis of the information available to me, I:

- consider the PI and student researcher (if applicable) to be aware of their ethical responsibilities in regard to the ethical issues associated with this research;
- am satisfied that: the proposed project design and scientific methodology are sound; the project has been subject to appropriate [peer review](#); and is likely to contribute to existing knowledge and/or to the education and training of the researcher(s) and that it is in the [public interest](#).

Signed by Head of Department or nominee (example nominees for student research include the Director of Graduate Studies/ Director of Undergraduate Studies):

Signature (or [email endorsement](#) using the above declaration):

Print name: _____

Date: _____

Student signature (if student research)

I understand the questions and answers that have been entered above describing the research, and I will ensure that my practice in this research complies with these answers, subject to any modifications made by the principal investigator properly authorised by the CUREC system.

Signature by student (or [email endorsement](#) using the above declaration): LANGYI YE

Print name: LANGYI YE

Date: 01 Apr 2021

Appendix D. DPIA Screening and DPA Forms Approval



Making personal
data safer
www.ox.ac.uk/dataprivacy



Privacy by Design

Reference number:

Project Name/ Processing Activity/Business Practice:

Parents' and teachers' responsibility assignments for Chinese primary school children's education

Screening assessment for Data Protection Impact Assessment

Description of personal data to be processed and the purpose of the processing:

Individual semi-structured qualitative interviews will be conducted through Microsoft Teams online call with a total of 12 parents and teachers (cameras will be turned off). The interviews will be audio-recorded to enable written transcription and thematic analysis. Therefore, personal data to be processed include interviewees' names and e-mail addresses (for consent and interview), and audio recorded voices (for written transcription and thematic analysis). Consent forms will be stored for 3 years consistent with standard research procedures; whereas recordings will be deleted upon completion of the study.

Survey items will be developed based on the results of the interviews. With an online Qualtrics survey, around 150-200 parents and teachers will respond to responsibility items on a Likert scale. Personal data in the survey will be limited to participant characteristics that confirm inclusion/exclusion criteria (e.g., grade levels taught/attended by children, confirmation that they are in China) and demographic details that are relevant to data analysis (e.g., gender). Names, contact details, and IP addresses will not be collected in the survey. Consent collection is consistent with CUREC guidance on online surveys (tick boxes only). However, participants may contact the researcher via e-mail if they have any queries about the research. E-mail correspondence will be deleted upon completion of the study.

Part 1

Certain processing automatically requires a DPIA because it is considered to be high risk to the individuals whose data is involved. This processing has been identified by the ICO. Complete the checklist below to help you identify if the processing you are intending to carry out requires a DPIA **before** you begin processing.

Examples are given to help you identify the type of processing in each category, the lists of examples are not exhaustive.

Answer Yes or No for each category of processing operation.

Are you intending to carry out processing which involves the following:	Yes	No
1. new technologies? examples: • machine learning and deep learning • connected and autonomous vehicles • intelligent transport systems • smart technologies (including wearables) • market research involving neuro-measurement (emotional response analysis and brain activity)		√
2. existing technology used in novel way?		√
3. AI?		√
4. decisions about an individual's access to a product, service or opportunity based in any way on automated decision- making (including profiling)? examples: • credit checks • mortgage or insurance applications • pre-check processes related to contracts (smartphones)		√
5. decisions about an individual's access to a product, service or opportunity which involves special category data *?		√
6. any profiling of individuals on a large scale +? examples; • data processed by Smart meters or IoT applications • hardware/software offering lifestyle/fitness monitoring • social media networks • application of AI to an existing process		√
7. any processing of biometric data? examples: • facial recognition systems • workplace access systems/identity verification • access control/identity verification for hardware/applications (including voice recognition/fingerprint/facial recognition)		√

8. any processing of genetic data? examples: • medical diagnosis • DNA testing • medical research		√
9. combining, comparing or matching personal data from multiple sources? examples: • fraud prevention • direct marketing • monitoring personal use/uptake of statutory services or benefits • federated identity assurance services		√
10. personal data not obtained direct from the individuals and the right of those individuals to be informed would be impossible to achieve or involve disproportionate effort? examples: • list brokering • direct marketing • online tracking by third parties • online advertising • data aggregation/data aggregation platforms • re-use of publically available data		√
11. tracking an individual's geolocation or behaviour online or otherwise? examples: • social networks, software applications • hardware/software offering lifestyle/health/fitness monitoring • IoT devices, applications and platforms • Online advertising • web and cross-device tracking • data aggregation/data aggregation platforms • eye tracking • data processing at the workplace • data processing in the context of home and remote working		√

• processing location data of employees • loyalty schemes • tracing services (tele- appending, tele-matching) • wealth profiling- identification of high net-worth individuals for the purposes of direct marketing		
12. personal data of children or other vulnerable ** individuals for marketing purposes? examples: • connected toys • social networks		√
13. personal data of children or other vulnerable individuals for profiling? examples: • connected toys • social networks		√
14. personal data of children or other vulnerable individuals for automated decision- making? examples: • connected toys • social networks		√
15. personal data of children with the intention of offering online services directly to children? examples: • connected toys • social networks		√
16. a risk that a personal data breach could jeopardise the physical health or safety of individuals? examples: • whistleblowing procedures • complaint procedures • social care records • criminal convictions and offences		√
17. systematic and extensive profiling with significant effects***? examples:		√

• credit checks • mortgage/ loan applications • fraud prevention • insurance underwriting • application of AI		
18. special category data on a large scale? examples: • political parties membership data • trade union membership data • health records processed by hospitals/health clinics/gym chains • social care records • research (including medical research) • fraud prevention • application of AI • dating websites/applications		√
19. systematic++ monitoring of publicly accessible places on a large scale? examples: • automatic number plate recognition • intelligent transport systems • traffic management systems involving monitoring of vehicle/driver behaviour • Wi-Fi/Bluetooth/RFID tracking • audio/video surveillance of public areas • application of AI		√

* *Special category* data is information about an individual's:

race, ethnic origin, politics, religion, trade union membership, genetics, biometrics (where used for ID purposes), health, sex life or sexual orientation.

Criminal offence data is not included in the definition of special category data but there are separate safeguards for personal data relating to criminal convictions and offences or related security measures.

+ *large scale* means considering:

the number of individuals concerned, the volume of data, the variety of data, the duration of processing and the geographical extent of processing

** *vulnerable* means where there is a power imbalance between individuals and the controller so that the individuals are unable to easily consent or object to the processing of their data or exercise their rights e.g. children, employees, segments of the population

requiring special protection such as the mentally ill, asylum seekers, the elderly, patients and individuals in any relationship where an imbalance in the relationship is identified.

****significant effect* means something that has noticeable impact on an individual that can affect their circumstances, behaviour or choices in a significant way

++ *systematic* means according to a system, is pre-arranged, organised, methodical, occurs as a result of a general plan for data collection or is carried out as part of a strategy

If you have answered Yes to any of the above questions you are required to carry out a DPIA before you begin processing. Complete Part 3 and then please refer to our DPIA template.

Part 2

This part applies where your answers to all the questions in Part 1 are No.

The GDPR states that a DPIA must be carried out where processing is **likely to result in a high risk** to the interests of individuals. This means any interests, it is not limited to privacy rights. You must consider the **potential for harm**, which includes significant economic or social disadvantage, to individuals or society at large, arising from the processing. Assessing the **level of risk** means considering **both the likelihood and severity of any potential harm to individuals**.

“High risk” means:

- harm is more likely or
- the potential harm is more severe or
- both

Complete the checklist below to help you identify if the processing you are intending to carry out is likely to result in a high risk to the interests of individuals.

Are you intending to carry out processing which involves the following?	Yes	Likelihood of potential harm to individuals (unlikely, likely, highly likely)	Severity of potential harm to individuals (minor, moderate, severe)	No
Evaluation	√	unlikely	Minor: The interviews will be audio-recorded to enable written transcription and thematic analysis. Thematic analysis will be conducted to identify potential questionnaire items for a parent and teacher survey. Names and identifying information mentioned in the interview (e.g., addresses, contact details) will be pseudonymised at the point of	

			transcription. Transcript files will be named using generic descriptors (e.g., Teacher Grade 2 Experienced). The raw audio files will be deleted upon completion of the study.	
Scoring	√	unlikely	Minor: Surveys will be conducted via Qualtrics. Likert scale responses will be aggregated and analysed for significant group differences (e.g., between parents & teachers) and correlations (e.g., against participant characteristics). Personal data in the survey will be limited to participant characteristics that confirm inclusion/exclusion criteria (e.g., grade levels taught/attended by children, confirmation that they are in China) and demographic details that are relevant to data analysis (e.g., gender). Location tracking will be disabled to ensure that no unnecessary personal data is collected.	
automated decision- making which has legal or similar significant effect				√
Systematic monitoring				√
sensitive data				√
data of a highly personal nature				√
data processed on a large scale				√
matching datasets				√

combining datasets				√
data concerning vulnerable individuals				√
innovative use of new technological or organisational solutions				√
applying new technological or organisational solutions				√
preventing individuals from exercising a right				√
preventing individuals from using a service				√
preventing individuals from using a contract				√

A **Yes** answer where the likelihood of potential harm is **likely** or **highly likely** and/or the potential harm is **moderate** or **severe** indicates the processing is likely to result in a high risk to the rights and freedoms of individuals and a DPIA is needed. **Complete Part 3 and then please refer to our DPIA template.**

Part 3

If your screening assessment indicates no DPIA is required, you must keep this under **review**. If there is any proposed change to the processing you are intending to carry out or after processing has begun, you must carry out another screening assessment before the change to processing takes place.

Retain your screening assessment documentation in accordance with your retention schedule.

To help you ensure the processing you are going to carry out has data privacy included in the project plan **carry out a Privacy by Design Assessment** of your processing. **Please refer to our DPA template.**

Screening Assessment Outcome:	DPIA is not required, will complete a DPA form.
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Reasons:	All the answers to part 1 were 'No'. No processing in this research automatically requires a DPIA because it is not considered to be high risk to the individuals whose data is involved. Although evaluation and scoring will be included in the process, the potential harm to individuals is minor.
Carried out by:	Langyi Ye (with supervision by Dr Katrina May Dulay)
Role:	MSc Student
Date:	29/03/2021; revised 29/04/2021
Approved by:	Lisa Holmes
Role:	Deputy Director of Research
Date:	06/05/2021
First review Date:	



Making personal
data safer
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Privacy by Design

Reference number:

Project Name/ Processing Activity/Business Practice:

Parents' and teachers' responsibility assignments for Chinese primary school children's education

Privacy by Design Assessment

Screening assessment outcomes and reasons:

Set out the outcomes and reasons identified in your screening assessment here to explain why you have concluded a DPA is necessary

Personal data involved in this research:

- Individual semi-structured qualitative interviews will be conducted through Microsoft Teams online call with a total of 12 parents and teachers, the cameras will be turned off during the interview. The interviews will be audio-recorded to enable written transcription and thematic analysis. Therefore, personal data to be processed include interviewees' names and e-mail addresses (for consent and interview), and audio recorded voices (for written transcription and thematic analysis). Consent forms will be stored for 3 years consistent with standard research procedures; whereas audio recordings will be deleted upon completion of the study.
- Survey items will be developed based on the results of the interviews. With an online Qualtrics survey, around 150-200 parents and teachers will respond to responsibility items on a Likert scale. Personal data in the survey will be limited to participant characteristics that confirm inclusion/exclusion criteria (e.g., grade levels taught/attended by children, confirmation that they are in China) and demographic details that are relevant to data analysis (e.g., gender). Names, contact details, and IP addresses will not be collected in the survey. Consent collection is consistent with CUREC guidance on online surveys (tick boxes only). However, participants may contact the researcher via e-mail if they have any queries about the research. E-mail correspondence will be deleted upon completion of the study.

Screening assessment outcomes:

- From the screening assessment outcomes, no processing in this research automatically requires a DPIA because it is not considered to be high risk to the individuals whose data is involved. Although evaluation and scoring will be included in the process, the potential harm to individuals is minor.
- DPA form is included to ensure that the processing that will be carried out has data privacy included in the project plan.

Stage 1: Necessity and Proportionality Assessment of Proposed Processing of Personal Data

What is your lawful basis for processing? What additional condition are you relying on for processing special category data? Transparency: When you collect the data, will you be giving individuals the following information: - The purposes for which their personal data will be processed? - The people or organisations their personal data will be shared with? - The lawful basis for processing their personal data? - Any international transfers of their personal data - When their personal data will be erased? - Their rights under GDPR?	Lawful basis: Processing is necessary for the performance of a task carried out in the public interest – this covers the majority of the University’s research. No special category data will be collected or processed for this study. Transparency: - For the semi-structured interviews, interested participants will be given a Microsoft Forms link. This contains the participant information sheet and an online consent form. For the surveys, interested participants will be given a Qualtrics link which contain the participant information sheet and tickboxes to confirm consent (consistent with guidelines for online survey research). In both, the links provide information about: - the general aims of the study; for interviews: how consent forms are handled, and how the audio recordings will be used to create pseudonymised interview transcripts; for surveys: how names, contact details, and IP addresses will not be collected whereas only relevant demographic information will be collected to understand the data better. - how the researcher, supervisor, and responsible members of the University (for monitoring/audit purposes) will have access to the research data - how research is performed in the public interest - how University of Oxford is the data controller of personal data (since research will be conducted remotely from Oxford, consent will be gained
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Accuracy: <i>Are individuals able to update their personal details in the event of any changes?</i> Data minimisation: <i>Is the personal data to be collected the minimum necessary to achieve your purpose(s)?</i> <i>Will access to the personal data be restricted to those with a strict need to know?</i> <i>How will access be controlled?</i> <i>Is there any scope to anonymise or pseudonymise the data</i>	through Microsoft Forms/Qualtrics using an Oxford institutional account, and audio will be recorded through Microsoft Teams) - how for interviews, raw audio recordings will be deleted after transcription and that consent forms and transcripts will be stored for a least 3 years after publication; for surveys, only de-identified research data will be archived; and - their rights under GDPR being available through a hyperlink provided. Accuracy: Data collection for interviews and surveys will only be conducted on one occasion per participant. No contact information or participant lists will be retained for future studies. Therefore, personal details do not need to be updated after data collection. Data minimisation: - Interviews: Names and contact details are only collected to facilitate the voice call interview, and audio recordings are only kept until pseudonymised written transcripts are made. Surveys: No names, contact details, and IP addresses are collected; only demographic information relevant to data analysis (e.g., gender) will be collected. - Only the researcher, supervisor, and responsible members of the University (for monitoring/audit) may have access to the research data. - Access is controlled through University-licensed online data collection platforms (e.g., Microsoft Forms, Microsoft Teams, Qualtrics) and storage spaces (e.g., OneDrive) during the study period. These are accessible only through secure PIN codes or passwords. Any personal devices used for the processing of research data (e.g., during transcription) are password-protected
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Retention: a. <i>Is there a documented retention schedule?</i> b. <i>Is there a clear reason for the length of time personal data will be kept?</i> c. <i>Is the reason documented?</i> d. <i>Is there a procedure for implementation of the retention schedule?</i> e. <i>Is there a procedure in place for monitoring the implementation of the retention schedule?</i>	and will not be used for the long-term storage of research data. d. Interviews are pseudonymised at the stage of transcription, with names replaced and contact details/addresses/other identifying information left blank in the transcripts. Qualtrics survey data do not contain any names, contact details, or IP addresses; as such, it is already de-identified at the point of data collection. Retention: a. Yes, the retention schedule is stated in the CUREC application and participant information sheets for the interviews and surveys. b. Consent records are kept for 3 years in accordance with standard research protocols whereas interview recordings are only kept for as long as they are needed (i.e., until the end of the study; until written transcripts are created). c. Yes, the above reasons are stated in the CUREC application and participant information sheets. d. Yes, procedures include the location of storage, the schedule of deletion, and the person responsible for implementing the schedule, as described in the documents stated above. e. The researcher and the supervisor hold regular supervisory meetings wherein the implementation of these procedures will be reviewed. Security: a. The interview will be conducted and recorded through Microsoft Teams and will be recorded. The camera will be turned off through out the interview to protect the privacy of researcher and interviewee. The recording file will then be uploaded to OneDrive.
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Security: a. <i>Will personal data be collected, transmitted and stored securely?</i> b. <i>Is the level of security to be provided appropriate to the risks presented by the processing?</i> c. <i>Will arrangements be put in place for the secure disposal and/or destruction of data when it is no longer required?</i>	Interview consent responses are stored on Microsoft Forms (through an Oxford university account). Downloaded versions of the consent form spreadsheet will be kept in a password-protected file (during the study) and archived in a private Open Science Framework folder (for retention for 3 years after the study). Survey data are stored on Qualtrics (through an Oxford institutional license) and do not contain names, contact details, or IP addresses. The de-identified dataset will be archived in a private Open Science Framework folder. b. The processing poses minimal risks to research participants. The interview and survey topics do not entail the collection of sensitive information and audio recordings are deleted as soon as possible over the course of the study. c. The deletion of personal data from Oxford-linked accounts and long-term storage in OSF will follow the procedures and schedules outlined in the CUREC application and participant information sheets. Data processors: a. No third party will be processing the personal data collected. The researcher is primarily responsible for personal data with oversight from the supervisor. b. The processor (researcher) will use the audio recordings to create written
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Data processors:

- a. *Will a third party be used to process the personal data on behalf of the University?*
- b. *What processing will the processor carry out?*
- c. *Is there an agreement in place with the third party?*
- d. *Does the agreement include all the provisions required under the GDPR?*

- Data sharing:**

- International transfers:***

- transcripts (in .doc format) to enable thematic analysis of the interview responses and use the survey data to analyse questionnaire responses according to relevant demographic characteristics (e.g., gender).

- ## Data sharing

- ## International transfers

- No.
- Not applicable.
- Not applicable.

Stage 2: Risks Identification and Assessment Matrices

Remote likelihood of harm + minimal impact = **LOW** risk

Possible likelihood of harm + minimal impact = **LOW** risk

Probable likelihood of harm + minimal impact = **LOW** risk

Remote likelihood of harm + significant impact = **LOW** risk

Possible likelihood of harm + significant impact = **MEDIUM** risk

Probable likelihood of harm + significant impact = **HIGH** risk

Remote likelihood of harm + severe impact = **LOW** risk

Possible likelihood of harm + severe impact = **HIGH** risk

Probable likelihood of harm + severe impact = **HIGH** risk

		SEVERITY OF IMPACT		
		Minimal	Significant	Severe
LIKELIHOOD OF HARM	Remote	LOW	LOW	LOW
	Possible	LOW	MEDIUM	HIGH
	Probable	LOW	HIGH	HIGH

Risks of Processing Matrix

<u>Impact on Individuals</u>				
Will the processing lead to individuals suffering...	<u>Likelihood of Harm</u> Remote Possible Probable	<u>Severity of Impact</u> Minimal Significant, Severe	<u>Overall risk</u> Low, Medium High	<u>Reasons</u>
<i>Inability to exercise their privacy rights ie:</i> • <i>To be given information about processing</i> • <i>To access their personal data</i> • <i>To request correction</i> • <i>To request erasure</i> • <i>To object to personal data being processed for marketing purposes</i> • <i>To object to processing where the lawful basis is legitimate interests</i> • <i>To restrict processing</i> • <i>To request transfer to another party</i> • <i>Inability to request decisions are made by a person and not by automated processing</i>	Remote	Minimal	Low	Both the interview and the survey of will only be carried out after providing comprehensive information about the study and how their data will be processed, stored, and reported, and after obtaining explicit written consent. Participants have the contact details of the researcher, supervisor, and the DREC for any concerns including the correction or erasure of their data, or to get a non-automated response. Participants' data will not be used for marketing purposes. Participation is voluntary: the individuals can opt out at any time point.
	Remote	Minimal	Low	

<i>Inability to access services</i>	Remote	Minimal	Low	The study is not linked to any services or opportunities which may be impacted by individuals' participation in the study.
<i>Inability to access opportunities</i>	Remote	Minimal	Low	
<i>Loss of control over personal data</i>	Remote	Minimal	Low	See above.
<i>Discrimination</i>	Remote	Minimal	Low	Personal data is kept in secure platforms and only for as long as they are needed (audio recordings) or required (3-year retention requirement for consent records).
<i>Identity theft</i>				No sensitive data or information will be collected which can lead to the discrimination of research participants.
				Personal data collected is kept at a minimum (e.g., only for consent or for conducting interviews) and only retained for as long as they are needed. Identity theft, fraud, and financial loss are unlikely given that no information

<i>Fraud</i> <i>Financial loss</i> <i>Reputational damage</i> <i>Physical harm</i> <i>Emotional harm</i> <i>Loss of confidentiality</i>	Remote	Minimal	Low	about precise location, formal identification, or financial/social security details will be disclosed during the study. No financial remuneration or transactions will occur during the study.
	Remote	Minimal	Low	
	Remote	Minimal	Low	
	Remote	Minimal	Low	See above.
				See above.
	Remote	Minimal	Low	No sensitive data or information will be collected which can lead to reputational damage of participants.
	Remote	Minimal	Low	The study will not involve any face-to-face interactions and will only require participating in a voice call interview or answering a short questionnaire.
				No sensitive data or information will be collected which may cause emotional harm or distress to participants.
	Remote	Minimal	Low	Procedures to collect minimal
	Remote	Minimal	Low	

				personal data for surveys, pseudonymise or de-identify interview and survey data, and to dispose of the audio recordings are explicit and comprehensive; hence, hence the risk of loss of confidentiality and reidentification of data is low for both the interviews and the surves.
<i>Reidentification of pseudonymised data</i>	Remote	Minimal	Low	
<i>Any other significant economic disadvantage</i>	Remote	Minimal	Low	
<i>Any other significant social disadvantage</i>				See above.
<i>Inability to access personal data because IT systems used for processing are unavailable</i>	Remote	Minimal	Low	No economic or social disadvantages foreseen as a result of participating in this research.
				See above.
<i>Inability to access personal data in a timely manner due to inability of the University or a third party to restore access to</i>				IT systems used for processing during the study period are securely managed by the University (Microsoft Forms, OneDrive Qualtrics) and the data management plan for the study is explicit and comprehensive to

<i>systems in a timely manner</i>				ensure the secure storage of personal data. See above.
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Security Risk Matrix

<u>Source of Risk to Individuals</u>	<u>Likelihood of Harm</u> Remote Possible Probable	<u>Severity of Impact</u> Minimal Significant, Severe	<u>Overall risk</u> Low, Medium High	<u>Reasons and Measures to be Taken</u>
A breach of security leading to individuals suffering.....				
loss of personal data examples: • Insecure electronic devices • Unencrypted memory sticks • Paper copies removed from secure work environment • IT system	Remote	Minimal	Low	Loss of personal data, destruction of personal data, alteration of personal data, unauthorised disclosure of personal data - All data are generated and stored electronically and stored on IT systems managed by the University. No paper records will be generated. - The researcher is primarily responsible for the processing of personal data, with oversight from the supervisor. Destruction of personal data before the agreed schedule and accidental alternations is unlikely because they will be kept in a platform that allows the restoration of previous version of documents (OneDrive). Unauthorised disclosure is also unlikely because the researchers will use institutional e-mail addresses, Microsoft Teams, OneDrive, and Stream accounts & Qualtrics (for data capture and storage), and password protection (in the case of data processing using personal devices). - Consent forms for the interviews are stored directly on a spreadsheet generated by Microsoft Forms. This spreadsheet is stored on OneDrive. Qualtrics data, which contains consent confirmation (but no names
destruction of personal data	Remote	Minimal	Low	
alteration of personal data	Remote	Minimal	Low	
Unauthorised disclosure of personal data examples: • Insecure paper waste disposal	Remote	Minimal	Low	

• Insecure hardware disposal • Use of insecure email accounts Phishing by email, telephone or face to face				or contact details), will be downloaded from Qualtrics and stored on OneDrive. These platforms are accessed through an Oxford e-mail address. - Interview recordings will be uploaded for storage on OneDrive. The file name will contain generic information about participant characteristics only (e.g., Parent_Grade1_Male.mp4 or Teacher_Grade2_Experienced.mp4). The recordings will be deleted from OneDrive upon completion of the study. - Transcripts will be stored on OneDrive. The file name will contain generic information about participant characteristics only, as described above. - Questionnaire answers will be downloaded from Qualtrics and stored on OneDrive. This data is already anonymised because the participants will not be asked to provide identifying information (e.g., names, contact details). Participants' IP address will be protected and not stored as part of the data. - Files that will be processed using a personal device (e.g., laptop) for transcription, data analysis, or archiving will be stored in a password-protected folder. - Contact details of participants (e.g., e-mail records) will be deleted upon completion of the study. - Consent records will be destroyed 3 years after the completion of the study. - Original recordings will be deleted from OneDrive or any device used to process the files upon completion of the study.
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	Remote	Minimal	Low	
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Unauthorised access to personal data examples: • Inadequate doors and locks • Inadequate supervision of visitors • Inadequate IT system security				Unauthorised access to personal data and inability to access personal data Unauthorised access is unlikely because the researchers will use institutional e-mail addresses (for Microsoft Forms, Microsoft Teams, Qualtrics, and OneDrive), and password protection (in the case of data processing using personal devices) during the study. The University enforces two-factor authentication for platforms requiring Oxford SSOs to ensure enhanced security.
Inability to access personal data because IT systems used for processing are unavailable	Remote	Minimal	Low	Long-term storage of consent records and research data will be done using a private folder on Open Science Framework to ensure that data can be stored securely if/when the researcher leaves Oxford.

Data Protection Principles Risks Matrix

<u>Source of Risk to Individuals</u> Will individuals suffer harm because....	<u>Likelihood of Harm</u> Remote Possible Probable	<u>Severity of Impact</u> Minimal Significant, Severe	<u>Overall risk</u> Low, Medium High	<u>Reasons and Measures to be Taken</u>
Personal data will not be obtained direct from individuals & informing them of processing is impossible to achieve or will involve disproportionate effort	Remote	Minimal	Low	Obtaining personal data: Personal data is collected directly from participants after giving comprehensive information about the study and the data processing to be conducted. Hence, the risk of harm due to lack of information is low. Purpose of data processing: The purpose of data processing is explicitly stated in the participation information sheet. No changes of purpose or new purposes are anticipated in data processing given that this is only a short-term research project. The sharing of de-identified survey data for other research is explicitly stated in the participant information sheet. Inadequate, irrelevant, or unnecessary personal data Minimal but adequate personal data is collected to enable the smooth conduct of the interviews, surveys, and data analysis. Irrelevant or unnecessary personal data will not be collected because all information will be used for data analysis and description of the study sample.
The purpose of processing is unclear	Remote	Minimal	Low	
The purpose changes over time	Remote	Minimal	Low	
A new purpose arises	Remote	Minimal	Low	
Inadequate personal data is collected for the purpose	Remote	Minimal	Low	
Irrelevant personal data is collected	Remote	Minimal	Low	
More personal data is collected than necessary	Remote	Minimal	Low	
The personal data held is not accurate	Remote	Minimal	Low	

				Inaccurate personal data No personal data will be retained for future studies and do not require updating as the study only requires personal data that are applicable during the study period. Unclear sources or integrity of personal data Personal data are collected directly and voluntarily from participants; hence, these are assumed to be accurate and of high integrity. Personal data retention Retention policies for personal data are clear and explicit: recordings and any e-mail correspondence by participants are deleted by the end of the study and consent records are stored for 3 years in accordance with standard research procedures.
The personal data is collected from unclear sources	Remote	Minimal	Low	
The integrity of the personal data is unclear	Remote	Minimal	Low	
The personal data is kept for longer than needed	Remote	Minimal	Low	

Carried out by:	Langyi Ye (with supervisor by Dr Katrina May Dulay)
Role:	MSc Student
Date:	29/03/2021; revised 29/04/2021
Approved by:	Lisa Holmes
Role:	Deputy Director of Research
Date:	06/05/2021
First review Date:	
Measures to be incorporated into project plan	By: Role: By date:

Appendix E. Participants Consent Form for Survey (English & Chinese)

Department of Education

University of Oxford, 15 Norham Gardens, Oxford, OX2 6PY



Dr Katrina May Dulay

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Langyi Ye, MSc Student

langyi.ye@education.ox.ac.uk

Parents' and teachers' responsibility assignments for Chinese primary school children's education

CUREC Approval Reference: ED-CIA-21-216

General Information

This research aims to know more about how Chinese parents and teachers perceive their responsibilities over children's education at the early primary school level (grade 1-3). This is to understand better how parents and teachers view their roles and what they do to fulfil these responsibilities.

We appreciate your interest in participating in this online questionnaire. You have been invited to participate as you are a teacher who is currently teaching grade 1-3 or a parent whose child is currently attending grade 1-3. Please read through this information before agreeing to participate (if you wish to) by ticking the 'yes' box below.

You may ask any questions before deciding to take part by contacting the researcher (details below).

The Principal Researcher is Langyi Ye, who is attached to the Department of Education at the University of Oxford. This project is being completed under the supervision of Dr Katrina May Dulay.

You will be asked to rate on a Likert scale to indicate how responsible you think parents and teachers are on each item presented to you. This should take about 10-15 minutes. No background knowledge is required. The researcher will use the data to see what people think parents and teachers should do to help children with their education.

Do I have to take part?

No. Please note that participation is voluntary. If you do decide to take part, you may withdraw at any point for any reason before submitting your answers by closing the browser.

We have included a 'Prefer not to say' option for each set of questions should you prefer not to answer a particular question.

How will my data be used?

We will not collect data that could directly identify you such as your name or contact details. However, we will collect basic demographic data (e.g., grade level of your child/grade level you teach, your gender, education level, number of children/teaching experience) to help us understand the data better.

Your IP address will not be stored. We will take all reasonable measures to ensure that data remain confidential.

The responses you provide will be stored in a password-protected electronic file and may be used in academic publications. Research data (including consent records) will be stored for three years after publication or public release.

Who will have access to my data?

The University of Oxford is the data controller with respect to your personal data, and as such will determine how your personal data is used in the study. The University will process your personal data for the purpose of the research outlined above. Research is a task that we perform in the public interest. Further information about your rights with respect to your personal data is available from <https://compliance.admin.ox.ac.uk/individual-rights>.

Qualtrics is the data controller with respect to your personal data and, as such, will determine how your personal data is used. Please see their privacy notice [here](#). Qualtrics will share only de-identified data with the University of Oxford, for the purposes of research.

We would also like your permission to use the data in future studies, and to share data with other researchers (e.g. in online databases). Data will be de-identified before it is shared with other researchers or results are made public.

This questionnaire will be written up for an MSc degree.

Who has reviewed this study?

This project has been reviewed by, and received ethics clearance through, the University of Oxford Central University Research Ethics Committee [ED-CIA-21-216].

Who do I contact if I have a concern or I wish to complain?

If you have a concern about any aspect of this study, please speak to Langyi Ye (langyi.ye@education.ox.ac.uk) or their supervisor, Dr Katrina Dulay (katrina.dulay@education.ox.ac.uk) and we will do our best to answer your query. We will acknowledge your concern within 10 working days and give you an indication of how it will be dealt with. If you remain unhappy or wish to make a formal complaint, please contact the Chair of the Research Ethics Committee at the University of Oxford who will seek to resolve the matter as soon as possible:

Departmental Research Ethics Committee (DREC)] Chair, Prof Liam Gearon; Email: student.curec@education.ox.ac.uk or liam.gearon@education.ox.ac.uk

Please note that you may only participate in this survey if you are 18 years of age or over.

☐ I certify that I am 18 years of age or over

If you have read the information above and agree to participate with the understanding that the data (including any personal data) you submit will be processed accordingly, please check the relevant box below to get started.

☐ Yes, I agree to take part

Participant Consent Form for Survey (Chinese)

关于中国小学儿童教育的家长和教师责任分配的研究

牛津大学研究伦理委员会(CUREC)批准参考:[ED-CIA-21-216]

研究信息概括

本研究旨在了解中国家长和教师如何理解他们在小学早期阶段(1-3 年级)对孩子的教育责任。这是为了更好地理解家长和教师如何看待他们的角色，以及他们如何履行这些责任。

我们感谢您对参与这一在线问卷的兴趣。由于您是 1-3 年级的教师或孩子的家长，所以我们邀请您参加本次研究。请在同意参加之前仔细阅读此信息。

在决定参加之前，您可以通过联系研究人员提出任何问题。

首席研究员是牛津大学教育系的叶朗奕。该项目正在 Katrina May Dulay 博士的监督下完成。

我们会列举一些关于小学儿童教育的事项，您将对每一项任务打分，以表明您认为的老师 and 家长对此项任务应有的责任程度。这大约需要 10-15 分钟。不需要任何背景知识。研究人员将利用这些数据来了解人们认为父母和老师应该做些什么来帮助孩子接受教育。

我必须参加吗?

不。请注意参与是完全自愿的。如果您决定参加，您仍然可以在任何时候以任何理由退出，然后关闭浏览器并且不提交您的答案。

如果您不想回答某个特定的问题，我们在每组问题中都包含了一个“不愿回答”的选项。

我的资料会如何使用？

我们不会收集可能直接识别您的身份的资料，如您的姓名或联系方式。但是，我们会收集基本的统计数据（例如，您的孩子的年级/您所教的年级、您的性别、教育水平、孩子数量/教学经验），以帮助我们更好地理解数据。

您的 IP 地址将不会被存储。我们将采取一切合理措施，确保资料保密。

您提供的回答将存储在一个有密码保护的电子文件中，并可能用于学术出版物。研究数据(包括同意记录)将在出版或公开发布后保存 3 年。

谁可以查阅我的资料

牛津大学是您个人数据的数据保护人，因此将决定您的个人数据如何在研究中使用。大学将处理您的个人资料以用于上述研究。研究是我们为了公众利益而进行的一项任务。有关您的个人资料权利的进一步信息，请访问
<https://compliance.admin.ox.ac.uk/individual-rights>。

Qualtrics 是有关您的个人数据的数据控制器，因此将决定如何使用您的个人数据。请在[这里](#)查看他们的隐私通知。Qualtrics 将只与牛津大学共享不确定个人身份的数据，以供研究之用。

我们也希望您允许我们在未来的研究中使用这些数据，并与其他研究者共享数据（例如在线数据库）。在与其他研究人员共享或公布结果之前，数据将被去除身份。

本项研究将作为研究生学生论文写出来。

谁审核了这项研究？

该项目已由牛津大学研究伦理委员会审查并获得伦理许可[ED-CIA-21-216]。

如果我有问题或想投诉，我应该联系谁？

如果您对本次研究的任何方面有疑问，请联系叶朗奕(langyi.ye@education.ox.ac.uk)或她的导师 Katrina Dulay 博士(katrina.dulay@education.ox.ac.uk)，我们将尽力回答您的疑问。我们将在 10 个工作日内答复您，并告知您将如何处理。如果您仍然不满意或希望进行正式投诉，请联系牛津大学研究伦理委员会主席，他将寻求尽快解决问题：

学系研究伦理委员会(DREC)主席，Liam Gearon 教授；邮箱：
student.curec@education.ox.ac.uk 或 liam.gearon@education.ox.ac.uk

请注意，只有年满 18 岁或以上的人才可以参加本次调查。

☐ 本人证明本人年满 18 岁

如果您已阅读上述资料，并同意您所提交的资料(包括任何个人资料)，请勾选以下相关方格开始问卷。

☐ 是的，我同意参加

Appendix F. Semi-Structured Qualitative Interview Questions (English & Chinese)

<i>Interview questions for parents</i>	1. What grade is your child currently in? How is he/she doing in school recently? 2. What are the things you see as your responsibility to support your child's schooling? 3. What do you do on a daily basis to fulfil the responsibilities? Are there any factors that help or hinder your ability to fulfil the responsibilities? 4. What do you think teachers see as your responsibility to support your child's schooling? 5. What are the responsibilities that you think teachers should take on more but have not?
<i>Interview questions for teachers</i>	1. What grade are you currently teaching? How has your classroom been recently? 2. What are the things that you see as your responsibility to support your students' education? 3. What do you do on a daily basis to fulfil the responsibilities? Are there any factors that help or hinder your ability to fulfil the responsibilities? 4. What do you think parents see as your responsibility to support your students' schooling? 5. What are the responsibilities that you think parents should take on more but have not?

Semi-Structured Qualitative Interview Questions (Chinese)

给家长的采访问
题

1. 您的孩子现在上几年级？他/她最近在学校怎么样？
2. 您认为对于支持孩子的教育，您有些什么责任？
3. 您日常为了履行职责会做些什么？有什么因素帮助或阻碍了您做这些事的能力吗？
4. 您认为从老师的角度，会认为您有什么责任来支持你孩子的教育？有哪些您同意，哪些不同意？
5. 您认为老师应该多承担哪些责任？或者您认为老师本应该承担却没有承担哪些责任？

给老师的采访问
题

1. 您现在教几年级？您的班级最近情况怎么样？
 2. 您认为对于支持孩子的教育，您有些什么责任？
 3. 您日常为了履行职责会做些什么？有什么因素帮助或阻碍了您做这些事的能力吗？
 4. 您认为从父母的角度，会认为您有什么责任来支持学生的教育？有哪些您同意，哪些不同意？
 5. 您认为父母应该多承担哪些责任？或者您认为父母本应该承担却没有承担哪些责任？
-

Appendix G. Responsibility Assignment Questionnaire Items (English & Chinese)

Themes	Responsibility items
<i>Communication between parents and teachers</i>	Reach out to the other group to discuss updates about a child Communicate with the other group to create shared educational values and goals Respond to the other group's message promptly Provide suggestions to the other group on how to work with children on specific problems
<i>Help with children's learning</i>	Help children to get good grades Help children to establish good learning habits Check children's homework Guide the step-by-step process of children's learning Motivate children to enjoy school Prepare children for middle school Talk to children about difficulties in school
<i>Help with children's behaviour and social-emotional wellbeing</i>	Form a close emotional bond with children Communicate with children about how they are doing Help children to deal with negative emotions Help children to develop social skills Praise or reward children when they do well Give criticism when children do something wrong Be attentive to children's emotional wellbeing
<i>Awareness towards children's development</i>	Be aware of children's individual strengths and weaknesses Know the best ways to teach or work with a child

Be educated about what is good for children's development

Know the best ways to guide children with social or behavioural problems

*Encouraging the
holistic
development of
children*

Encourage children to pursue their hobbies and interests

Make sure that children get enough rest and free time

Keep track of children's health and nutrition

Guide children to build correct moral values

Model positive behaviours that children should follow

Responsibility Assignment Questionnaire Items (Chinese)

Themes	Responsibility items
家长与老师之间的沟通	与对方讨论孩子的最新情况 与对方沟通，以创造共同的教育价值和目标 及时回复对方的信息 就如何解决孩子的一些问题向对方提供建议
帮助孩子学习	帮助孩子取得好成绩 帮助孩子养成良好的学习习惯 检查孩子的家庭作业 引导孩子学习中的每一步 鼓励孩子享受学校生活 为孩子上初中做好准备 和孩子交流学习遇到的困难
帮助孩子行为规范和情绪健康	与孩子建立亲密的情感纽带 和孩子们交流他们的日常 帮助孩子处理负面情绪 帮助孩子发展社交技能 当孩子做得好时，表扬或奖励他们 当孩子做错事时，给予批评 关注孩子的情绪健康
对儿童发展的意识	了解孩子的个人强项和弱项 知道教育孩子的最好方法 主动了解什么对孩子的发展有利

知道指导孩子的行为规范的最佳方法

鼓励儿童全面发展

鼓励孩子追求自己的兴趣爱好

确保孩子有足够的休息和自由时间

确保儿童的健康和营养状况

引导孩子建立正确的道德价值观

为孩子树立积极行为榜样

**Appendix H. Stress and Difficulty of Fulfilling Responsibility Questionnaire Items
(English & Chinese)**

<i>For Parents</i>	<i>For Teachers</i>
I feel that teachers expect a lot from me.	I feel that the parents expect a lot from me.
I do not have enough time with my child.	I do not have enough time with my students.
I feel that teachers do not pay enough attention to my child.	I feel that parents do not pay enough attention to my students.
My educational values are not the same as my child's teacher, and it makes education more difficult	My educational values are not the same as my students' parents, and it makes education more difficult
I think the competitive nature of the education system have impacted my choices with my child's education	I think the competitive nature of the education system have impacted my choices with children's education
I think children face too much pressure at the elementary school level	I think children face too much pressure at the elementary school level
The grade that my child receives in exams is a major source of stress for me	The grade that children receive in exams is a major source of stress for me
Although I would like to focus on something else for my child's education during elementary school level, the education environment and system makes it difficult	Although I would like to focus on something else for children's education during elementary school level, the education environment and system makes it difficult

Stress and Difficulty of Fulfilling Responsibility Questionnaire Items (Chinese)

给家长	给老师
我觉得老师对我作为家长的期望很高	我觉得家长对我作为老师的期望很高
我没有足够的时间陪我的孩子	我没有足够的时间陪我的学生
我觉得老师对我的孩子不够关注	我觉得家长对我的学生不够关注
我的教育价值观和我孩子的老师不一样，这使得教育更加困难	我的教育价值观和我学生的家长不一样，这使得教育更加困难
我认为教育体制的竞争性影响了我对孩子教育的选择	我认为教育体制的竞争性影响了我对孩子教育的选择
我认为孩子们在小学阶段的压力太大了	我认为孩子们在小学阶段的压力太大了
孩子们在考试中得到的分数是我的主要压力来源	孩子们在考试中得到的分数是我的主要压力来源
虽然我想更多方面地关注小学阶段孩子的教育，但教育环境和制度对我有一些限制	虽然我想更多方面地关注小学阶段孩子的教育，但教育环境和制度对我有一些限制