

# Research on the Construction of an Integrated Moral Education Management Model in High Schools from the Perspective of Home-School Collaboration

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**Abstract:** Against the backdrop of fostering virtue through education, high school moral education requires deepening home-school collaboration and consolidating the synergy of educational forces. Take multiple high schools as research subjects, this paper combines questionnaire surveys and in-depth interviews to analyze the current status, existing problems, and causes of home-school collaborative moral education. It constructs a scientific and feasible integrated management model for home-school collaborative moral education, clarifies the guiding philosophy and implementation paths, and establishes a four-dimensional support system covering systems, resources, technologies, and evaluation. By verifying the effectiveness through case studies, this paper provides a theoretical basis and practical reference for high school home-school collaborative moral education.

**Keywords:** Home-school collaboration; High school moral education; Integrated management model; Synergy in education; Guarantee system

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## 1. Introduction

Cultivating virtue and fostering talent is the fundamental task of high schools, and moral education is crucial to the development of students' sound personalities. Although the concept of collaborative education between families and schools has become widespread, practical issues such as disjointed coordination, unsound mechanisms, and weak synergies seriously affect the effectiveness of moral education in high schools.

## **2. Analysis of the current status, problems, and causes of high school moral education management from the perspective of home-school collaboration**

### **2.1. The current status of moral education management in high schools from the perspective of home-school collaboration**

Currently, the collaborative moral education between high schools and families has been preliminarily implemented, but its effectiveness is uneven. Most schools primarily communicate with moral educators through parent-teacher meetings and home visits, resulting in insufficient depth of collaboration. Public key high schools possess a complete system and regularly conduct thematic co-education activities, whereas activities at county-level general high schools and private high schools are relatively scattered. There are differences in parents' initiative to participate in moral education; while a large number of parents recognize its significant participation is mostly limited to cooperating with schools on routine administrative tasks, with a low proportion actively engaging in the design and practice of moral education. Students' perception of the collaborative moral educators between families and schools is not high. There is a disconnect in moral guidance between some families and schools, failing to form a synergistic educational force, and the overall level of collaboration remains at a basic stage <sup>[1]</sup>.

### **2.2. Main problems in high school moral education management from the perspective of home-school collaboration**

Home-school collaborative moral education faces four major problems. First, there is a misalignment in perception: schools bear the sole responsibility for moral education, while parents are passively absent and lack a sense of active participation. Second, the collaborative mechanism is imperfect; communication is mostly limited to administrative notices, lacking specialized exchanges on moral education, and the joint governance mechanism is unsound. Third, the integration of moral education content is not smooth; schools focus on normative guidance and value shaping, while families mostly concentrate on behaviors, resulting in a lack of unified planning regarding educational priorities and methods. Fourth, the support for collaboration is insufficient; there is a lack of professional guidance teams, some schools have dedicated personnel for moral education collaboration management, and the resource support and evaluation systems for home-school collaboration have not yet been established.

### **2.3. Analysis of the causes of the problem**

The emergence of the aforementioned issues is attributed to multifaceted factors. At the school level, some institutions lag behind in their philosophy of moral management, placing excessive emphasis on academic performance while neglecting the importance of collaborative school-family moral education efforts, and lacking systematic planning and professional guidance <sup>[2]</sup>. At the family level, influence factors such as their own educational background and work schedules, parents have insufficient understanding of moral education and employ unscientific methods, making it difficult for them to effectively cooperate with the school education practices. At the societal level, the support system for school-family collaboration is imperfect, with low participation from communities and social organizations, failing to provide a favorable external environmental institutional level, relevant policies lack specificity regarding collaborative moral education, and there is a lack of actionable implementation guidelines and incentive mechanisms, resulting in a lack of long-term guarantees for collaboration.

### **3. Construction of an integrated moral education management model in high schools from the perspective of home-school collaboration**

#### **3.1. Guiding ideology and basic principles of model construction**

Guided by the principle of fostering virtue through education, this model follows the growth patterns of high school students, integrates family-school moral education resources, educational barriers, and establishes an integrated moral education system with clear responsibilities and efficient coordination. It aims to consolidate the synergy between families and schools to assist students in establishing correct values, cultural character, and developing a sound personality. Its basic principles are as follows: First, scientificity, which is grounded in the practice of high school moral education and the actual situational home-school collaboration, drawing on advanced theoretical experiences to ensure a scientifically sound design. Second, synergy, which clarifies the responsibilities of families and schools, strengthens coordination, and constructs a pattern of two-way interaction and collaboration. Third, systematicity, which coordinates the content, pathways, and support systems of moral education to achieve comprehensiveness, full-process coverage inclusivity. Fourth, practicality, which combines high school scenarios with actionable practice forms to avoid formalism. Fifth, pertinence, which focuses on prominent issues in family-school collaboration, adapts to the characteristics of different schools and student needs, and enhances suitability and effectiveness.

#### **3.2. The core goal of model construction**

Construct a home-school collaborative high school moral education model, establishing progressive educational goals according to short, medium, and long-term time dimensions. Schools primarily focus on rectifying existing problems, smoothing relations between home and school, improving the current situation of cognitive biases and poor communication, standardizing communication mechanisms, clarifying responsibilities and authorities in moral education, and building a consensus on home-school education. Medium-term goals emphasize improving the system, establishing sound operational, guidance, and feedback mechanisms for home-school collaborative model, achieving organic integration of content and methods, building a professional collaborative team, enriching practical forms, enhancing standardization and professionalism, and forming an initial synergy in education. Long-term goals aim at achieving sustainable development, constructing a mature and comprehensive home-school collaborative moral education integrated management system, achieving deep integration of home and school moral education, forming an educational landscape with full participation, full-process linkage, and all-round coverage, integrating moral education into the entire process of student growth, effectively improving the practical effectiveness of high school moral education, and promoting the comprehensive improvement of students' moral literacy and comprehensive abilities <sup>[3]</sup>.

#### **3.3. Core framework of the integrated moral education management model**

This moral education model comprises four major modules: organizational structure, content system, operational mechanism, and implementation pathway. Led by the Director of Moral Education, a home school moral education leadership group is established to coordinate school staff, parents, and the community. This clarifies the responsibilities of all parties, coordinates the implementation of moral education, and establishes a platform for collaborative education involving the home, school, and community. Regarding the content system, an integrated and unified curriculum is constructed. Combining the core requirements of school moral education, it integrates the priorities of both school and family education. Centered on core values

such as patriotism, integrity, friendliness, responsibility, and gratitude, tiered personalized content is designed to ensure that home and school moral education are aligned and synchronized. In terms of operational mechanism, a collaborative workflow is established to perfect the four mechanisms of home-school communication, collaborative decision-making, joint implementation, and feedback optimization, thereby achieving the exchange of information, sharing of resources, and synchronization of actions. Regarding the implementation pathway, a platform for collaborative practice is built to enrich practical forms, balancing routine collaboration with distinctive practices, ensuring that collaborative moral education is effectively implemented.

### **3.4. Specific implementation strategies of the model**

In light of the characteristics of moral education conducted through home-school collaboration, specific and actionable strategies are formulated across three levels: school, family, and society. Schools must play a leading role by establishing a sound moral education management system, appointing dedicated personnel, and strengthening specialized training for teachers to comprehensively enhance professional capabilities in collaborative moral education. Regular home-school activities on moral education themes should be organized to disseminate concepts and methods, guiding parents to participate proactively. Diversified communication platform established to precisely meet parental needs and provide timely feedback on students' moral development. At the family level, scientific moral education knowledge and methods should be popularized through parent schools and online training, guiding parents to establish correct concepts, take active responsibility, cooperate with schools, focus on the alignment between home and school, and set a good example through their own condition at the societal level, collaborative support platforms should be built to link communities and social organizations, integrating resources to provide support in venues and faculty for home-school collaborative moral education. A positive social atmosphere for moral education should be fostered by promoting advanced practices and encouraging all sectors of society to participate, thereby forming a synergistic educational force involving families.

## **4. Guarantee system of integrated moral education management model in high schools from the perspective of home-school collaboration**

### **4.1. Institutional guarantee and safeguards**

Institutional safeguards are the key support for the orderly operation of the home-school moral education model, serving to regulate home-school behavior, clarify rights and responsibilities of all parties, and resolve issues of disorder and arbitrariness in collaborative education. In light of the current status of moral education in high schools, two core institutional established. On one hand, it is necessary to improve regulations and rules related to home-school collaborative moral education. By combining regional educational policies with the school's actual situation, the "Implementation Measures for Home-School Collaborative Moral Education Management" should be formulated to clarify participating entities, work processes, content requirements, and operational norms, while refining specific standards to ensure that collaboration proceeds in accordance with established rules. On the other hand, it is essential to establish responsibility and incentive-accountability mechanisms for home-school collaboration. This involves clarifying the school leading and coordinating responsibilities in moral education as well as the primary responsibilities of families, guiding and regulating non-cooperative behaviors, commending outstanding performers, stimulating initiative in

collaboration, and ensuring advancement of the integrated moral education model <sup>[4]</sup>.

#### **4.2. Resource guarantee, resource security, and resource assurance**

Resource guarantee provides human and material support for home-school collaborative moral education, integrating multiple parties to build a multi-layered and comprehensive support. At the human resource level, a professional co-education team is established. Schools assign full-time management personnel and regularly conduct specialized guidance and training for parents on moral education. Moral education teachers and class teachers are selected to form a collaborative guidance group, providing precise guidance to address parents' confusion regarding moral education. Moral education experts and outstanding parent representatives are invited to conduct regular professional training to enhance the team's quality and capabilities. In terms of material support, schools should improve the venues for home-school collaborative moral education activities, home-school communication rooms, and moral education practice rooms, and equip them with materials and equipment to provide hardware support. Families are encouraged to create a good moral education environment and build platforms for home moral education practice, thereby achieving complementarity between home and school venue resources. Regarding financial support, schools should include funds in the annual budget, specifically for activity organization, teacher training, compilation, and equipment purchase. Actively seek funds from society, guide enterprises and social organizations to participate, and form a diversified financial support pattern to ensure that the measures of the moral education model can be implemented.

#### **4.3. Technical support and guarantee**

Technical support enables the breaking of time and space barriers between schools and families, thereby facilitating the joint cultivation of moral education to improve quality and efficiency. By establishing a digital joint cultivation platform, existing communication channels can be integrated, incorporating functions such as information push, moral education exchange, resource sharing, and interactive feedback. This allows for the real-time synchronization of students' moral development dynamics, making communication between schools and families more timely and precise. Information technology is utilized to optimize the integration of moral education resources by establishing an online resource library. This library consolidates school materials such as lesson plans, thematic lectures, practical cases, and family guidance materials, allowing teachers and parents to access and download them at any time, thereby achieving resource sharing. Activities such as moral education training and experience exchanges between schools and families can be conducted through online live streaming and seminars, broadening collaborative channels and enhancing convenience.

### **5. Case study**

#### **5.1. Existing practices of home-school collaborative moral education management in case schools**

To verify the effectiveness of the home-school moral education management model, a public high school established in 2005 in the region was selected as a case study. The school has 36 classes and over 2,000 students and teachers, and is equipped with 28 full-time moral education teachers. It has a good foundation in moral education, but the effect of home-school collaborative education still needs to be improved. The school has established a basic home-school moral education collaboration mechanism, holding two parent-teacher

meetings and one home visit for all students each semester. It also uses class groups to send moral education notifications and holds regular meetings of the home-school committee to widely collect opinions and suggestions related to moral education. In addition, the school sometimes conducts home-school activities such as parent-child moral education practices and family tradition construction lectures, which fall under the category of moral education topics. However, these activities lack systematicity and continuity. The forms of parents' participation in moral education are relatively single, mostly limited to cooperating with the school to supervise students' behavior and urge them to complete homework. Their enthusiasm for actively participating in the design and practice of moral education is low, and the home-school collaboration has not yet formed a synergy for education.

## **5.2. Existing practices of home-school collaborative moral education management in case schools**

The school has established a basic home-school collaborative mechanism for moral education, holding two parent-teacher meetings and one comprehensive home visit each semester. It conducts class group chats to push moral education notices, regularly convenes parent committee meetings, and extensively collects opinions and suggestions related to moral education work. In addition, the school occasionally organizes school activities within the scope of moral education themes, such as parent-child moral education practices and lectures on family tradition construction; however, these lack systematicity and continuity. The role of parental participation in moral education is relatively singular, mostly taking the form of cooperating with the school to supervise students' behavior and urge them to complete their homework. Their enthusiasm for active involvement in the design and practice of moral education is not high, and the home-school collaboration has not yet formed a synergistic force for educating students.

## **5.3. Problems and causes in the moral education management of the case school**

There are four typical problems in the school's home-school collaborative moral education, which align with common regional issues while possessing unique characteristics. There is a significant misalignment in the perception of home-school education: the school emphasizes on-campus moral education management and neglects the role of family education, while parents blindly shift the responsibility of moral education to the school. Second, there is a lack of collaborative mechanisms; communication is mostly one-way notification, lacking targeted communication, and mechanisms for collaborative decision-making and coordinated implementation have not been established. Third, the connection of moral education content is not smooth; the school focuses more on value shaping, while the family focuses more on cultivating habits, and the two lack a unified plan. Fourth, the support system is incomplete, with no full-time collaborative moral education management personnel, and a lack of professional guidance and mechanisms. The core reason is that the school lags behind in its moral education management philosophy, attaches insufficient importance to home-school collaboration, and lacks systematic planning. Parents have insufficient understanding moral education and limited capacity to participate. The lack of professional collaborative guidance and resource support makes it difficult to form a long-term education mechanism.

## **5.4. Case implications and insights**

Case studies demonstrate that the home-school moral education model must be based on the school's actual conditions to solve problems and rely on scientific concepts, sound mechanisms, precise content, and

complete guarantees to improve quality and efficiency. Each high school should flexibly optimize the model in combination with its own educational characteristics, and must not blindly apply it. At the same time, it is necessary to strengthen the leading role of the school and the subject role of the family to stimulate the initiative of both parties to collaborate integrate regional educational resources, and thus form a synergy for education, effectively improving the effectiveness of moral education, thereby providing practical insights for the promotion of the integrated management model of high school education from the perspective of home-school collaboration.

## 6. Conclusion

This paper analyzes the current status and causes of problems in high school home-school moral education, constructs a scientific and practical integrated moral education management model, clarifies the goal framework and implementation strategies, establishes a four-dimensional support system, and verifies the feasibility and effectiveness of the model through examples. The study shows that vigorously strengthening the awareness of home-school collaboration, comprehensively improving collaborative mechanisms, effectively integrating moral education content, and effectively reinforcing support can break down barriers in education, form a synergy, thereby improving the level of high school education management, and ultimately achieving the fundamental goal of fostering virtue through education.

## Disclosure statement

The authors declare no conflict of interest.

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