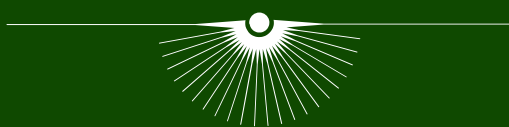


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# BEST EVIDENCE IN CHINESE EDUCATION



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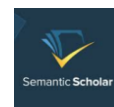
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# Factors Influencing Peer Victimization from the Perspective of Home-School Partnership: A Moderated Mediation Model

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**Abstract:** This study aims to explore the overlapping influences of the home and school on peer victimization in adolescents under the notion of home-school partnership and to investigate how the parent-child relationship, teacher-student relationship, teenage depressive symptoms are related to peer victimization by constructing a moderated mediation model. It surveyed 1,710 students in 5-8 grades, using the Inventory of Parent and Peer Attachment, Student-Teacher Relationship Scale (brief version), Multidimensional Peer Victimization Scale, and Center for Epidemiologic Studies Depression Scale (brief version). Research findings show that the parent-child relationship had a direct impact on peer victimization and indirectly affected peer victimization via the mediation of teenage depressive symptoms; and that teacher-student relationships had moderating effects on the three paths in the mediation model, playing roles in enhancing the protection effect of the parent-child relationship against peer victimization, weakening the possible impact of the parent-child relationship on teenager depression, and alleviating the predictive effect of depressive symptoms on peer victimization. The research suggests that home-school partnership is a viable avenue for the prevention of school bullying.

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## Raising the Question

**T**HE NOTION of home-school partnership has undergone decades of evolution in China and is now incorporated in its 14th five-year plan for social and economic development and prospective goals 2035. In this process, parents have experienced a transition from playing supplementary roles to being partners of the school in child education. At present, the overlapping spheres of influence theory is the most impactful one in the domain of home-school co-education. It advanced the idea that the three chief settings of the home, school, and community have interactive and overlapping effects on the growth of students and developed six co-education practices (Epstein & Salinas, 2004).

Peer victimization occurs when an adolescent is bullied by a peer or peers, including physical, verbal, material, and relational victimization. Research shows that peer victimization could induce a wide variety of problems, emotional, behavioral, and academic, in adolescents, posing severe threats on their healthy growth. According to developmental psychology, the severity of peer victimization reaches its highest level at the beginning of secondary education and subsequently declines as the grade advances. Likewise, the issue of teenage depression is particularly pronounced in the early stage of secondary education. The co-occurrence of peer victimization and depressive symptoms in adolescents has garnered wide attention in academia.

The parent-child relationship is seen as an important factor influencing peer victimization. It is not only the first interpersonal relationship for a child but also serves to be the template for developing other social relationships when they grow up, determining the quality of their peer friendships. In the meantime, the parent-child relationship is also related to the child's depression level. A good parent-child relationship helps create a warm and supportive home atmosphere for the teenager and plays a protective role in the event of damaging incidents, reducing the risk of depression in them.

This study seeks to construct a moderated mediation model based on the overlapping spheres of influence theory, incorporating the personal factor (depression), familial factor (parent-child relationship), and school-related factor (teacher-student relationship), to examine the mediating effect of depressive symptoms on the relation between the parent-child relationship and peer victimization while also paying attention to the moderating effect of the teacher-student relationship on this relation.

## Research Methodology

### *Participants*

Through cluster sampling, the research team selected students in grades 5-8 from two primary and four secondary schools (including ordinary and key schools) in Suzhou and Chengdu as participants. All the 1,710 questionnaires distributed were successfully retrieved. There are 396, 337, 782, and 195 students in the fifth, sixth, seventh, and eighth grades, respectively. Among them, male (888) and female students (822) accounted for 51.93% and 48.07%. The average age of them was  $13.31 \pm 3.79$  years old.

## **Research Tools**

### **Multidimensional Peer Victimization Scale**

The Multidimensional Peer Victimization Scale (Mynard & Joseph, 2000) was employed to measure the incidence of bullying. It is a widely used scale and has been revised in its use among the Chinese population. The scale consists of 16 questions and adopts three-point rating (0= “never happened,” 1= “occasionally happened,” and 2= “frequently happened”), with which, participants report their experiences of being bullied by their classmates over the past six months. The higher the score, the more severe bullying the student suffered. In this study, the scale’s coefficient of internal consistency reliability was 0.89.

### **Inventory of Parent and Peer Attachment**

The scale to measure the parent-child relationship is from the Inventory of Parent and Peer Attachment. It is a self-report scale with 25 questions in three dimensions: communication, trust, and alienation. The Likert five-point scale (from 1= “strongly disagree” to 5= “strongly agree”) has been widely adopted in China and was revised for its application in junior secondary school students (Zhang et al., 2011). The average score of each dimension was calculated using reverse scoring; after that, the scores of the three dimensions were put together with equal weights. The higher the scores, the better the parent-child relationship the participant experienced. In this study, the scale’s coefficient of internal consistency reliability was 0.94.

### **Center for Epidemiological Studies Depression Scale (CES-D)**

The brief version of CES-D was adopted to measure the depression level of the participant (He et al., 2013). With nine questions, it is a scale of self-report measures using the four-point rating method (0= “less than 1 day,” 1= “1-2 days,” 2= “3-4 days,” and 3= “5-7 days”). The average score was calculated with certain questions being scored reversely. The higher the score, the more severe depression the participant experienced. In this study, the scale’s coefficient of internal consistency reliability was 0.87.

### **Student-Teacher Relationship Scale**

The brief version of the Student-Teacher Relationship Scale was used to measure the participant’s relationship with their teachers (Hou & Chen, 2017). The scale consists of 15 questions in two dimensions: intimacy and conflict. The Likert five-point scale (from 1= “strongly disagree” to 5= “strongly agree”) has been widely applied to Chinese samples. The average score of each dimension was calculated with certain question being scored reversely; after that, the scores of the two dimensions were added up with equal weights. The higher the scores are, the better the teacher-student relationship is. In this study, the scale’s coefficient of internal consistency reliability was 0.79.

## Survey Procedures and Data Processing

The questionnaire survey was administered to the class as a whole by the psychological teacher at each school, and the questionnaires were collected on the spot. The rubric of the questionnaire describes the purpose of this study and gives the promise to keep all responses from the participants confidential. Descriptive statistical analysis and moderated mediation model analysis were conducted using SPSS 19.0 software.

## Research Findings

The parent-child relationship directly impacts peer victimization and indirectly affects peer victimization via the mediation of teenage depressive symptoms. Good home relationships are beneficial for children developing optimistic views of themselves and others and positive attitudes towards the environment, which are transferred to other interpersonal relationships, contributing to the establishment of healthy peer relationships among adolescents and reducing the risk of peer victimization. On the contrary, poor family relationships can increase the possibility of peer victimization. In addition, positive parent-child relationships protect adolescents from the potential hazards of depression. Parental companion and support help children with the release of negative emotions brought on by stressful events.

The teacher-student relationship has moderating effects on the direct relation between the parent-child relationship and peer victimization and their indirect relation mediated by teenage depressive symptoms. In other words, the home and school can work together to become protective factors against school bullying. Specifically, the teacher-student relationship can help boost the effect of the parent-child relationship in protecting adolescents from peer bullying, weaken the negative impact of the parent-child relationship on child depression level, and reduce the predictive effects of depressive symptoms on peer bullying.

## Implications

Firstly, a desirable school environment - with positive teacher-student relationships as a chief component of it, is an overriding factor in preventing peer victimization and teenage depression. It helps heighten the role of the home environment in protecting students from peer bullying and alleviates the adverse effects of teenager depressive symptoms in eliciting peer bullying as well as mitigating teenager depressive symptoms per se.

Second, home-school partnership is a feasible avenue for the prevention and control of school bullying. The results of home-school partnership include not only direct interactions between the home and school but also indirect interactions between them, that is, the overlapping influences of the home and school on students.

Third, it is important for the school to intervene in students' depressive symptoms while implementing targeted governance of school bullying. The home-school interaction should be given full play in preventing teenage depression.

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NEWSLETTER

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## **Factors Influencing Teacher Satisfaction with Human-Machine Collaborative Teaching: A Study Based on Structural Equations and Fuzzy-Sets Qualitative Comparative Analysis**

*By Fang, X., Xu, L., & Jiang, P.*

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**H**UMAN-MACHINE collaboration, as an important application of intelligent technology, is of vital significance for the advancement of digital transformation in education. Amid the progress in human-machine collaborative teaching, its practical effects and factors influencing teacher satisfaction with it are questions pending in-depth investigation. This study established a model of the factors relating to teacher satisfaction with human-machine collaborative teaching, based on the expectancy confirmation theory, motivation theory and information system success model, in combination with the analysis of interviews.

The empirical research results showed:

- Amusement perception was the necessary factor in the teacher's continuance intention to adopt human-machine collaborative teaching. The information quality and system quality of human-machine collaborative teaching were core factors for the teacher's continuance intention to use it.
- Among the four factors relating to teacher satisfaction with human-machine collaborative teaching, namely the expectancy confirmation, amusement perception, information quality, and system quality, the expectancy confirmation had the greatest effect on it, whereas the amusement perception posed the slightest effect.
- Among the three factors relating to the perception of the usefulness of human-machine collaborative teaching, namely the expectancy confirmation, information quality, and system quality, the expectancy confirmation had the greatest effect on it, while the information quality exerted the minimal effect.

Based on research findings, the article makes suggestions as follows.

- Innovate the human-machine collaborative teaching modality by integrating machine intelligence into classroom teaching to in-



crease teacher-student, inter-student, and human-machine interaction.

- Enhance the mutual support between teachers and machines to realize technology-enabled, individualized instruction and boost the professional level of teachers.
- Increase intelligent instruction literacy of the teacher to fully leverage the high efficiency of artificial intelligence technology and infuse AI into day-to-day teaching.
- Establish partnerships between schools and AI experts to effectively implement relevant human-machine collaboration technologies in teaching and engage external AI specialists to provide teachers with targeted training to improve the outcomes of human-machine collaborative teaching

*Source: Journal of Distance Education, 2024; 41(6):71-83.*

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NEWSLETTER

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## **Does Enhanced Immersion Improve Learning Outcomes: The Impact of Immersive Experience on Learning Outcomes and Its Mechanism**

*By Li, W., Qian, L., Feng, Q., & Huang, J.*

*Correspondence to: Huang Jing, Central China Normal University, China. E-mail: [631900910@qq.com](mailto:631900910@qq.com)*

**I**MMERSIVE experience can affect the learner's sense of presence, cognitive load, and emotions, which may facilitate or impede learning. Based on the existing literature on the application of immersive technology, this study conducted experimental research on the impact of immersion levels (immersive virtual reality or desk-top VR video) in fire safety education on learning outcomes, cognitive load, emotion valence and arousal, user presence, and learning motivation among college students. These variables were measured by relevant knowledge tests and scales.

Research findings show that:

- Immersive VR was more effective in eliciting positive, high-arousal emotions and enhancing presence and learning motivation, whereas there was no significant difference in the effects on cognitive load and instant and long-term knowledge retention between immersive VR and desk-top VR videos.
- Emotional valence, the sense of presence, and learning motivation mediated the relation between immersive VR experiences and student learning outcomes.

Implications:

- In teaching practice, the choice of VR technologies should be related to the specific learning tasks, since immersive VR contributes to enhancing learning experience, but not necessarily learning outcomes.
- In cases where VR head-mounted display is unavailable or VR headsets are inconvenient to wear in classroom teaching, desktop VR videos can serve as an alternative, for they are comparable with immersive VR as facilitators of student mastery of knowledge and skills.
- It is important to control cognitive and affective factors in the process of instruction to optimize student learning experience and outcomes.

*Source: E-education Research, 2023; 44(12):55-63.*

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NEWSLETTER

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## **Parity between Paternal and Maternal Involvement and Child Subjective Well-Being: A Response Surface Analysis Based on Polynomial Regression**

*By Ju, J., Zhou, X., Liang, L., & Bian, Y.*

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**I**N A FAMILY with both parents working full-time, the father and mother need to assume plural responsibilities at work and home. As a result, interparental coordination and proper division of responsibilities are of particular importance. This article aims to examine the relation between parity between paternal and maternal involvement and child subjective well-being, as well as the effect of gender on this relation, based on a longitudinal investigation of two consecutive years sampling grade-four students from 1145 Chinese families with both parents working full-time.

Research findings show that:

- Overall, parity between paternal and maternal involvement was not directly related to child subjective well-being. Compared with two parents of low involvement, one parent of high involvement could generate more positive effects on child development.
- The child experienced a higher level of subjective well-being with high paternal and maternal involvement than with low involvement of both parents. This is because high involvement of both parents elicits active parent-child interactions.
- The inequality between paternal and maternal involvement had a significant impact on the subjective well-being of boys, whose subjective well-being was increased in both the two years when the involvement of their fathers was higher than that of their mothers. Nevertheless, the disparity between paternal and maternal involvement made no difference to girls' subjective well-being.

Implications:

- Both parents should be actively involved in their children' life to increase parent-child interactions and work to enhance kids' subjective well-being by creating warm home atmospheres and giving them more encouragement, advice on social activities, and directions on emotional expression and regulation.

- The father should pay more attention to the kids' growth and meet their needs for emotional communication, especially in families having sons. Compared with girls, boys are more ready to turn to the father for help.

*Source: Journal of Psychological Science, 2023; 46(6):1478-1485.*

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NEWSLETTER

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## **How the Quality of Education Process Affects the Quality of Education Outcomes: The Effects of Learning Engagement on Academic Achievements in Primary School Students**

*By Zhu, X. & Hang, R.*

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**T**HE EVALUATION of education quality is an essential component of the educational system, guiding the development of education and instruction. In recent years, the Chinese government has released a series of policy papers in an effort to develop a more scientific educational evaluation system. 2020's "The Overall Plan for Intensifying the New Era's Education Evaluation Reform" emphasizes the importance of modifying the evaluation of education outcomes, strengthening the evaluation of education process, exploring value-added evaluation, and optimizing comprehensive evaluation. The evaluation of education outcomes aims to measure the students' fulfillment of educational objectives, whereas the evaluation of education process is more focused on the quality of educational and instructional processes. This article seeks to investigate learning engagement of primary school students using the self-developed "primary student learning engagement questionnaire" and create the model of the relation between learning engagement and academic achievements in primary school students to explore the effects of the quality of education process on the quality of education outcomes in primary education.

Research findings include:

- Learning engagement of students is significantly and positively related to their academic performance. Student learning engagement concerns the amount of effort the student puts into their curricular study, informing the quality of education process. Student academic achievements reflect the quality of education outcomes. Therefore, the quality of education process has a positive impact on the quality of education outcomes.
- Engagement attitudes are crucial to student learning, determining their engagement behavior, duration, and strategies. Positive engagement attitudes relate to positive mindset, satisfactory experience, and pro-active behavior in learning, serving as the primary determinant of students' effective, sustainable learning involve-

ment. Students with positive engagement attitudes are more ready to devote time and energy to learning and explore various learning methods and strategies.

- Engagement behavior has a direct effect on student academic achievements; engagement attitudes, duration, and strategies indirectly affect student academic performance via substantive engagement behavior.

Therefore, to enhance the learning engagement of pupils, it is important for the school to create good learning atmospheres and for the teacher to adopt flexible teaching methods and intriguing teaching activities that are effective in encouraging positive engagement attitudes in them. Also, it is advisable to give heavier weight to the evaluation of education process and pay more attention to student learning process and the development of their learning competences.

*Source: China Educational Technology, 2023; 2023 (12):55-63.*



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