

Parental Educational Leadership Leads the Healthy Growth of Children in the Rebellious Phase

Yunfeng Huang^{1,*} Hongyan Liu¹

¹ College of Teachers, Chengdu University, Chengdu, Sichuan 610106, China

*Corresponding author. Email: huangyunfeng@cdu.edu.cn

ABSTRACT

Parental educational leadership is the key ability, including parental educational visionary foresight, educational value insight, educational resource integration, educational action guidance, and educational evaluation incentives. Educational visionary foresight and educational value insight enable parents to see the development value and growth vision of children in the rebellious phase, such as independent consciousness, independent desire, critical spirit, reverse thinking and multi-direction thinking. The integration of educational resources guides parents to integrate educational resources such as children's relatives, school teachers and classmates to form a community for children's growth. Educational action guidance and educational evaluation incentives pay attention to guidance and leadership in educational actions, and strive to affirm the reasonableness of children, and help children grow better with the incentives.

Keywords: Parental educational leadership, Rebellious children, Healthy growth.

1. INTRODUCTION

As the saying goes, the family is the first school for children, and the parents are first teachers for children. Also, there is a sentence "skills by master, success by talent". Parents not only serve as children's nurse, but also as "teachers" and "masters" who teach and guide the children. Moreover, the latter role is more responsible and demanding. J.M.Kouzes and B.Z.Posner, American leadership scholars, say that "leadership is important, not only in our professional development and organizational development, but in every field, every community, and even every country." [1] The same is true for parents. How to exert educational leadership and help children grow up healthily is an important compulsory course for parents.

educational resource integration, educational action guidance, and educational evaluation incentives. Leadership here is not the power that people only have when they hold a certain administrative position. The frame structure of parental educational leadership can be seen in "Figure 1".

2. THE CONNOTATION OF PARENTAL EDUCATIONAL LEADERSHIP

Parental educational leadership refers to the ability of parents to lead and guide their children in the process of educating them, and includes the core elements such as parental educational visionary foresight, educational value insight,

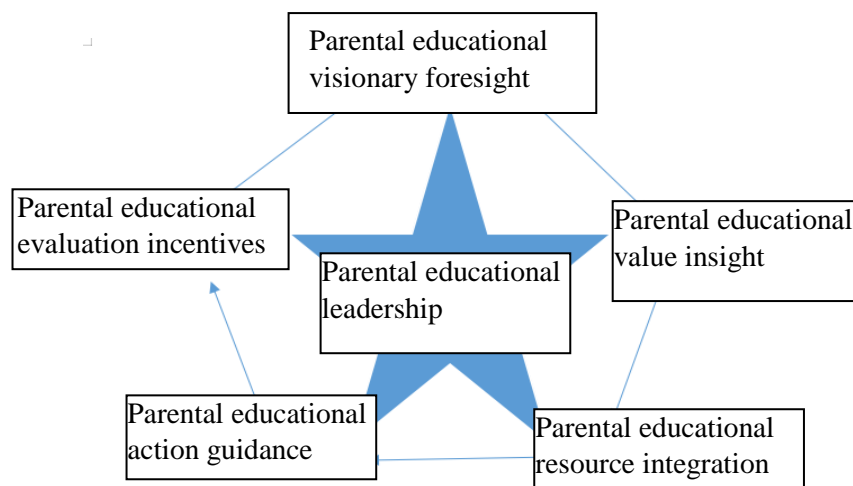


Figure 1 The frame structure of parental educational leadership.

For children, parents are natural leaders. Children's life, especially the healthy growth in adolescence, cannot do without the correct leadership of parents. For parents, the important responsibility is not only to "nurture", but also to "educate". The key to correctly and effectively "educate" children lies in parents' educational leadership. Especially, when children are in adolescence and have rebellious actions, there is a test and challenge for parental educational leadership. Robert G. Owens, a leadership scholar, once said that "a manager is someone who does the thing correctly, and a leader is someone who does the right thing." [2] Parents need to be leaders as well as managers.

3. THE USE OF PARENTAL EDUCATIONAL LEADERSHIP

William E. Doll, an American scholar, believes that "we are entering a new era, a post-modern era, which cannot be changed and reversed." [3] In such an era, it is required to respect the original state of life. When children rebel, how to exert parental educational leadership and guide their children to grow up healthily are important propositions.

3.1 *Giving Play to Parents' Insight into Educational Values and Foresight of Educational Vision*

In the eyes of many parents, it is not a good thing for children to rebel. Parents believe that children disobey their own disciplines and words, and are very likely to develop in a bad, even dangerous way. In fact, children have rebellious actions, which are of its educational value. To understand the educational value of children's

rebellion, it is required to first understand the reasons for children's rebellion. The reasons for children's rebellion are as follows:

The first is physical development, especially sexual development. With the increases in children's heights, especially the gradual maturities of sex, such as the boys' spermatorrhea, the girls' menstruation, and children's psychology are also having qualitative changes. Children believe that they are adults and independent beings, with the fertility of adults. This makes them unwilling to be overly attached to their parents. Children want to get rid of parents' control and management and become independent.

Second is the further development of thinking ability. Before the rebellious stage, children have one-way thinking, and they will do what their parents and teachers order. Generally, children do not think whether parents and teachers are correct in reverse direction. With the enhancement of thinking ability, they gradually have reverse thinking and even multi-directional thinking ability. To look at a phenomenon, children tend to think from the opposite direction, or even from many aspects. There are even people who think in reverse direction to show their own unique personality. Therefore, if there is not enough reason for them to believe what their parents and teachers say, they will rebel.

The third is the parenting style. From infancy, parents take good care of their children and teach them. Ten or eight years of experience have made parents believe that it is natural and even obligatory to discipline their children. They are not acutely aware of children's psychological and physical changes. Although children are still the same as

before, there has been an obvious change in their hearts. As a result, some parents feel that their children become strangers when they are in puberty. However, parents still haven't changed their thinking modes and methods of "disciplining" and "controlling" children, and they don't know how to give full play to their educational leadership to "lead" and "guide" children. Therefore, there is a conflict with the children, resulting in more rebellion.

There are many reasons for children's rebellion, and the above are some of the main aspects.

Parents can have an insight into many values of education from children's rebellion, which is the insight of parents' educational value. For example, children's independent consciousness, independent desire, critical spirit, reverse thinking, multi-directional thinking and so on are valuable qualities, which are also the education goals. If parents are good at making good use of the situation, following the trend and teaching students according to their aptitude, children can naturally grow into talents with independent consciousness, independent ability, critical spirit and divergent thinking. This is the so-called foresight of education vision. When parents can see the values, they can often more accurately foresee the vision of development. Visionary planning leader refers to someone who designs realistic and inspiring visions to attract subordinates' efforts. [4] They inspire people by explaining, expressing, exercising and using their vision to others. [5] Parents do the same with their children.

Parents can help children grow into talents with independent consciousness, independent ability, critical spirit, divergent thinking and so on. This vision of educational development is what quality-oriented education strives for, which is also necessary for children to become useful talents. Such a vision urges parents to treat children's rebellion more rationally and accept children's rebellion agreeably. With such foresight into educational vision, parents do not regard children's rebellion as a monster, but as a useful thing to help children grow up. Giving full play to the educational vision foresight is the second aspect of giving full play to parents' educational leadership. Hans H. Hinterhuber, an Austrian leadership expert, said that the ultimate mission of a leader is to "care about others," help them develop themselves, realize their potential, and inspire them to aspire to something higher than what they identify. [6]

3.2 Giving Full Play to the Integration of Parents' Educational Resources

It is required to integrate educational resources, including resources of father, mother, grandfathers and grandmothers, to form a joint force of education to help children together. If the father insists on strict requirements for children to control pocket money, children can't buy what they like optionally, and have rational consumption. However, if the mother dotes on the children, cannot stand the children's crying or "rhetoric", they would give the children pocket money furtively or even in front of father. Even, the mother would argue with the father about how to deal children's pocket money in front of their children. These practices are not conducive to the healthy growth of children, but promote children's rebellion in front of their father. Therefore, in a family, all family members should reach a basic consensus on children's education. In this way, the resultant force is conducive to the healthy growth of children, without rebellious behaviours.

In addition to integrating the educational force of family members, parents should also integrate the educational resources of school teachers to form a joint force. Parents should understand the educational philosophy, cultural pursuit, educational methods and so on. If parents' educational ideas and methods are inconsistent with those of the school, and are inappropriate, parents have to adjust and change themselves in order to be consistent with that of the school. Otherwise, children do one thing at school and another at home, which not only does not benefit children, but let children form contradictory values and split psychology. Of course, if parents think that some aspects of the school are not very appropriate, it is necessary to communicate with teachers in a euphemistic and implicit way, so that parents and teachers can stand on the same position, forming a joint educational force. According to Hans H. Hinterhuber's comment on headmaster leadership, educational leadership is in every member related to the growth of children, and the opportunities and challenges of educational reform are hidden in the daily life. The true mission of parents is to integrate educational leadership based on stimulating the learning power of all members of the living world and dialogue community. [7]

3.3 *Giving Full Play to Parents' Educational Action Guidance and Educational Evaluation Incentives*

Educational action guidance is parents' ability to guide their children in the course of educational activities, including many connotations. Among them, in the term of children's rebellion, parents can take the measures as follows: the first is to say children's blind rebellious behavior; the second is to say their own specific mood; the third is to use the tone of reminder and advice; the fourth is to inspire and guide children to think in the way of questions; the fifth is to teach children the right way of doing things; the sixth is to give requirements and explain the reason for some problems.

For example, if the children are very impatient, directly contradict that mother is too wordy, parents don't necessarily respond to the children at the time. Parents can find another time. When everyone is calm, parents can say to the child that "hi, when you used an impatient tone to say that mother is too long-winded, mom was very uncomfortable. Mom was worried you might not do well, so I kept reminding you. Of course, this is also a sign that mom doesn't trust you. It's great that you believe you can do well and don't want your mother to keep telling you. Mom's glad you don't need reminding. But you can calm down and say, 'Mom, I can do this well. You don't have to remind me anymore.' In this way, the mother will feel very happy and know that the child is very sensible and will deal with things. If you remind mom, mom will remember not to remind you again. What do you think of that?" Generally speaking, children will become more rational after listening to the guidance of their mothers, rather than blindly rebelling against their mothers. In the future, children will be better at communicating with parents. With rational communication, blind rebellion is also gradually reduced.

In this case, educational evaluation incentives in parental educational leadership are reflected. That is to say, parents motivate their children in the course of their education. Good children are motivated. Friedrich Adolf Wilhelm Diesterweg, the famous German educator, once said that the art of education lies not in the ability to impart, but in inspiration and encouragement. For children's rebellion, parents see the value of education and affirm children's reasonable measures. Any rebellion is reasonable. There is no result without a cause, and there is no cause without result. Parents should affirm the reasonable measures of children,

and children are more likely to accept the unreasonable measures pointed out by parents. In the above case, "you believe you can do well and don't want mom to remind again and again. That's good. Mom is glad that you can do it without reminding." This is a kind of affirmation and encouragement for children. This helps children remind themselves in the future. If children don't achieve it once, they will blame themselves, not the mother. When children reflect on themselves and blame themselves, it is the time for children to grow up.

4. CONCLUSION

"Times are changing, problems are changing, technology is changing, and people are also changing. However, only leadership never changes... Without excellent leadership, there will be no great power to solve existing problems and realize the bright vision of the future." [1] Giving full play to parental educational leadership is effective to help adolescent children correct rebellious actions and help children grow up more healthily. To give full play to parental educational leadership, it is necessary to pay attention to the integration of core elements such as parental educational vision foresight, educational value insight, educational resource integration, educational action guidance and educational evaluation incentive. The foresight of parental educational vision plays a role in grasping the direction and clarifying the goal. Parents' insight into the education value further deepens the recognition of the vision. Due to a deep insight into its value, their educational actions become more firm and conscious. The integration of parental educational resources can better lay a solid foundation for the smooth implementation of educational actions. Parental educational action guidance is the key link in the concrete implementation of educational leadership. And parental educational evaluation incentive plays an important role in summarizing and inspiring the next action.

AUTHORS' CONTRIBUTIONS

Yunfeng Huang wrote the manuscript, and Hongyan Liu contributed to revising and editing.

REFERENCES

- [1] [US] James M. Kuzes, Barry Z. Posner. Leadership: How to achieve excellence in an

- organization [M]. Beijing: Electronic Industry Press, Fifth edition, 2013. (in Chinese)
- [2] Robert G. Owens. Educational Organizational Behavior [M]. Shanghai: East China Normal University Press, 2001.328. (in Chinese)
- [3] [US] William E. Dole. Postmodern Curriculum View [M]. Wang Hongyu, Trans. Beijing: Educational Science Press, 2000: II. (in Chinese)
- [4] J.R.Lucas. Anatomy of a Vision Statement [J]. Management Review, 1998(2):22-26. N.H.Snyder & M.Graves. Leadership and Vision [J]. Business Horizons, 1994(1-2):1. B.Nanus. Visionary Leadership [M]. New York: Free Press, 1992:8. M.s ashkin. The Visionary Leader, in Conger and Kanungo et al.[J]. Charismatic Leadership, 124-125.
- [5] J.R.Baum, E.A.Locke & S.A.Kirkpatrick. A Longitudinal Study of the Relation of Vision and Vision Communication to Venture Growth in Entrepreneurial Firms [J]. Journal of Applied Psychology, 1998(2):43-54.
- [6] Rolff, Hans Guenter. Schulleitung im Widerspruch [J]. Erziehung und Wissenschaft, 2007(11).
- [7] Rolff, Hans Guenter. Konfluente Leitung Führung aufteilen, Co-Management praktizieren and Prozesse gemeinsam gestalten [C]. Rolff Hans Guenter. Studien zu einer Theorie der Schulentwicklung. Weinheim: Beltz, 2007.