



# Research on the Current Situation, Problems, and Countermeasures of the Family Education Guidance System at the Primary School Level

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**Abstract.** Parents, as the first educators of their children, play a fundamental and pioneering role in developing their children's personalities and forming their complete personalities. With the gradual improvement of social literacy, parents gradually realize the importance of family education at the primary school level. For this reason, it is crucial to establish a professional family education guidance system at the primary school level. This paper analyses the current situation and problems of family education guidance at the primary school level from the three dimensions of the State, society, and the family, and proposes strategies to enhance the methods of family education guidance at the primary school level and build a family education guidance system at the primary school level, which has real significance.

**Keywords:** Family Education · Family education guidance · Primary school level

## 1 Introduction

Many local regulations on promoting family education have been promulgated and implemented in recent years. As of October 2021, 10 regional regulations have been issued in Chongqing, Shanxi, Jiangsu, and other provinces (municipalities and districts), and family education has gradually transitioned to the public sphere [1]. On 23 October 2021, “Family Education Promotion Law of the People’s Republic of China” (hereinafter referred to as the “Family Education Promotion Law”) was formally voted by the Standing Committee of the 13th National People’s Congress and formally implemented on 1 January 2022, which refines the main responsibilities of parents or other guardians in the process of implementing family education for minors and clearly requires that correct thoughts, methods and behaviours should be used to Educate minors to develop proper thoughts, conduct and habits; the State and society shall provide guidance, support and services for family education, the people’s governments at all levels shall guide the work of family education, and relevant departments shall do a good job in family education within their respective areas of responsibility. “Family Education Promotion Law” comprehensively and systematically fixes in legislative form the requirements and

arrangements of the Party Central Committee on family construction, translating the educational advocacy of the Communist Party into the will of the State in a timely and legal manner, establishing by law the tight connection between the family and the State, and realising a two-way interaction between them [2].

Primary school students are physically and psychologically immature, and lacking cultural knowledge and social experience is at a critical stage in their physical and mental development. Parents are the first and lifelong teachers of their children, and family education as the starting point for children's education plays a pivotal role in the growth and development of primary school students. Family education at the primary level is superior to school education because primary school students are likelier to spend more time at home or out of class. Parents can use more resources and channels to educate their children without the time and space constraints in the bond of affection. In addition, while school education is for most students and cannot individualize education, family education can provide targeted attention and guidance to children. There are some drawbacks to this, as the diversity of parents' educational levels and philosophies have objectively led to a wide range of family education. A high-quality family education guidance service team is the core component that determines the high-quality progress of family education and is of immense significance to the advancement of family education in China [3]. To summarize, there is an urgent need to construct a diversified and systematic family education guidance system at the primary school level, co-constructed, shared, and nurtured, and of high quality and high efficiency [4].

## **2 Current Situation and Problems of Family Education Guidance at the Primary School Level**

Most regions in China have made some progress in family education guidance at the primary school level. However, the problems that have been exposed cannot be ignored.

### **2.1 National Dimension**

China has now promulgated and implemented the "Family Education Promotion Law," and several departments have jointly issued the Five-Year Plan on Guiding the Promotion of Family Education (2021–2025). These policies have clearly defined the leading position of the Government, but most of them remain at the stage of guidance and have not been in a position to implement. When family education guidance-related services are implemented in China, several relevant departments have not formed a clear division of responsibilities, there are differences in management operation models, the Government's leading role is not outstanding, the administrative power of the leading department is not enough, the various tasks of different departments are relatively independent and scattered, and the management operation mechanism is not perfect [5]. There is also a lack of supervision and evaluation guidelines for family education guidance, a robust system has not yet been formed, difficulties are generally encountered in supervision work, the situation of promotion varies from region to region, and the current evaluation content is slightly deficient in terms of attention to process content. The information does not have a systematic nature [6].

## 2.2 Social Dimension

On 14 July 2022, the Ministry of Human Resources and Social Security (MHRSS) made public the newly revised “Dictionary of Occupational Classification of the People’s Republic of China” (from now on referred to as the “Dictionary”), and family education instructors are listed among them. The Ministry of Human Resources and Social Security defines them as those engaged in teaching family education knowledge, guidance and consultation, and organization of family education activities. The Family Education Promotion Law clearly states that “family education guidance institutions shall provide services to families in need promptly.” Many training institutions have taken this as an opportunity to advertise extensively on social media, claiming that getting a certificate will lead to high-salary employment. Enterprise data shows that in 2021, the number of newly registered family education guidance-related businesses increased by 24.39% year-on-year. As of May 2022, the number of newly registered businesses had already exceeded half of the growth in 2021 [7]. These courses are offered for several thousand dollars or even tens of thousands of dollars, but these courses are patchwork and unsystematic. Some even enroll under the guise of “you can get a certificate if you attend the training, and you can get a certificate if you get a job.” However, after the course, students find that the industry does not recognize their certificates in the job search process.

The reason for this false propaganda and growing chaos is that, on the one hand, after the implementation of the “double reduction” policy, many educational institutions were regulated, and they quickly transformed and over-marketed themselves with gimmicks, constantly selling anxiety to parents to make a profit by selling courses. On the other hand, as parents began to understand the importance of family education after the promulgation of the “Family Education Promotion Law,” there was a strong demand for family education guidance, which brought business opportunities to the training institutions. Not only that, the Ministry of Human Resources and Social Security has not yet organized with the relevant departments to formulate professional standards to stipulate the content of professional activities and knowledge and skill requirements of relevant practitioners, which is one of the reasons for the frequent chaos in the training of family education instructors.

## 2.3 Family Dimension

In general, parents whose children are at the primary school level have less experience in parenting and are less educated in family education. Before formal training, they have little knowledge of the laws of physical and mental development and scientific education methods for young children at the primary school level, which can easily lead to educational problems.

On the one hand, this is due to parents neglecting to improve their educational qualities and lacking the awareness of role models. Students at the primary school level are still immature in their mental development. At the same time, some parents lack the importance of family education and cannot create a positive family environment for their children. Wrapped up in utilitarian thinking, they pay too little attention to the quality of their children’s education and then become anxious when policies related

to family education are introduced, blindly following the trend of conformity, making family education deviate from the right direction.

On the other hand, there is a lack of communication between families and schools, with parents putting all their hopes on school education and teachers treating family education as an extension of school education, with each side working on its own, making the effect of education much less effective [8]. Schools also fail to take on the critical responsibility of guiding parents on family education. The means of guiding parents on family education are homogeneous and lagging, remaining in the form of home visits or telephone communication. There is a lack of professional knowledge and a lack of balance in the guidance content, which hinders the development and optimization of family education [9].

### **3 Solution Strategy**

#### **3.1 Government to Improve the Supervision and Assessment System and Achieve Multi-sectoral Linkage**

The Government not only needs to introduce normative documents such as the “Family Education Promotion Law” but also to give full play to the integration and support work of resources related to family education. In addition, various departments need to clarify their roles and form a three-dimensional structure led by the Government, with the collaboration of schools and community participation [10].

People’s governments at all levels need to formulate work and assessment norms according to the actual situation and play a leading role in the process of managing, coordinating, and coordinating the work of organizations such as the Office of Civilisation, the Health, the Commission on the Care of the Elderly, Civil Affairs and the Association for Science and Technology, and strive to provide solid safeguards for supervision and assessment. To make the assessment and supervision of family education effective, the Government needs to strengthen supervision of existing family education from the national macro level and provide timely two-way communication and timely feedback on the various problems revealed; make overall planning for the work of various departments, and make the work related to family education progress in an orderly manner according to each department. For example, women’s federations should take up the function of integrating social resources and promoting the promotion of family education and family ethics through multiple channels and ways; and vigorously promote the construction of an integrated family education guidance service system in urban and rural areas, to allocate resources rationally and narrow the gap between urban and rural areas. People’s governments at all levels can provide targeted services according to local economic and cultural development; they can participate in the preparation of family education guidance books to provide parents of primary school students with materials to learn about family education, and they should also build a family education information platform to facilitate parents’ access to and screening of information and to ensure the timeliness and authenticity of the information. The civil affairs department can join hands with a third-party professional team to organize various forms of publicity activities. The various agencies should provide parents with specialized family education guidance in conjunction with their businesses.

### **3.2 The Government Clarifies the Entry Mechanism for Family Education Instructors and Training Institutions to Rectify**

Although the new profession of family education instructor is clearly defined in the Dictionary, many problems need to be solved, and the chaos in the market cannot be ignored, all because the entry mechanism for this profession is not yet precise.

Firstly, the Government should provide support and protection for policies related to family educators, give full play to its leading role, lead various organizations to discuss and formulate relevant industry standards jointly, clarify the professional ethics, professional knowledge, and professional competence required for the profession, and introduce corresponding assessment mechanisms, certification processes and unify the issuing bodies for certificates. To address the current chaos in the Chinese market, the Government should draw on the experience of successful overseas cases and strengthen regulations in line with national characteristics, clarify the respective responsibilities and roles of the Government, schools, society, and families in the training and induction process of family education instructors, further integrate resources and lead multi-party cooperation and mutual assistance.

Next, the training institutions should start from the needs of parents of young students, not only to provide those who are willing to choose the career of family education instructors with social background knowledge such as the current situation of the job market, social and economic conditions, national education policies and hot news of current affairs but also to optimize the content of the curriculum and impart the necessary psychological and pedagogical, theoretical knowledge to students, based on which instructors can deepen their understanding of family relationships and To examine the content related to family education with a more inclusive and open perspective and further strengthen their professional ethics and expertise [12]. Training institutions need to reform, collect information according to the Government's access mechanism and introduction of education-related policies, constantly update and optimize their curricula, not aim to make a profit, not make false propaganda, and strive to realize the public good of education, helping more trained people to gain knowledge and cross the threshold of access to the industry.

### **3.3 Primary Schools to Help Promote Family Education**

The role of primary schools is pivotal in the promotion of family education. Primary school teachers are expected to be responsible for providing guidance and training in the approaches, strategies, and content of family education in primary schools.

Firstly, primary schools should form a professional team of teachers for family education guidance. Teachers should establish a collaborative concept of family education guidance, clarify the responsibilities and boundaries between home and school in the process of family education guidance, clarify guidance goals, develop guidance strategies and optimize guidance pathways; they also need to increase their motivation to work, take the initiative to learn relevant theoretical knowledge and expand their practical experience. In this process, primary schools can invite experts in relevant fields to conduct teacher training and hold regular sharing sessions for teachers to share their

experiences and insights in the guidance process to improve the overall quality of the team of guidance teachers [13].

Secondly, primary schools should construct a personalized family education curriculum based on the needs of parents. Schools should clarify the specific requirements and content of family education in primary schools through the “Family Education Promotion Law” and survey the current situation of parents’ knowledge, educational philosophy, and implementation of family education in schools to facilitate the rationalization of guidance for diverse family models. Primary schools must organize, plan and target their courses, organize teachers to write course outlines and course lesson plans before the course, and determine basic curriculum information, such as class times and methods, to carry out an orderly series of courses based on the developmental patterns of primary school students, combined with various information from the preliminary survey.

## 4 Conclusion

In the current social environment, primary school students should have innovative ideas and abilities, dialectical thinking, the ability to resist stress, and a healthy physical and mental state. The cultivation of these abilities and the formation of a good state of mind need to be formed gradually under the educational influence of parents. To further improve and optimize the nurturing function of family education and to promote the all-round development of the moral, intellectual, physical, aesthetic, and social development of the builders and successors of socialism, the State, society, schools, and families are all striving to create an educational environment conducive to the healthy growth of young people, and are making unremitting efforts to jointly build a sound guide service system for family education at the primary school level [14].

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