

The Implementation Dilemma and Countermeasures for the Construction of Family Education Guidance Service System

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Abstract. This paper analyses the challenges of implementing family education from the viewpoints of the state, society, and family, namely, poor coordination among government departments and the absence of supporting systems limit the role of state guidance; disorganised parent school operations and the predominance of utilitarian education culture hinder the development of a social support system; and deviations in parents' educational philosophies and inappropriate education methods. In light of the research presented above, specific countermeasures and recommendations are made in an effort to significantly enhance family education and achieve home-school co-education.

1 INTRODUCTION

The role of parents in family education is critical. It is vital to foster a family environment that supports the child's healthy development. The direction of their children's future growth is determined by the harmony and moral character of the parents and the manner in which they educate their children. The growth of children is positively influenced in the beginning by good parents who concentrate on teaching their kids how to learn, how to behave, and how to handle interactions with others. On the other hand, uneven parenting directly affects a child's ability to grow physically and mentally. In order for kids to grow up in a peaceful and joyful environment, parents must set a positive example for them in their daily life. The future of parents' children is largely dependent on how they raise them and how consistently they practise that parenting style. It is a fantastic initiation for children when decent parents educate them how to learn, how to behave, and how to handle interpersonal connections. On the other hand, contrasting parenting ideologies will negatively impact a child's ability to grow both physically and mentally. In order for our kids to grow up healthy and content in a peaceful environment full of uplifting energy, it is our responsibility as parents to do everything in our power to agree on their education and to set a good example for them.

Family education, in its broadest sense, refers to the instruction that members of the same family provide for one another, including instruction between husband and wife, children, and seniors to younger generations for a mandated purpose. Family education is, in a strict sense, the education that parents and other adults provide for their young charges. In a limited sense, this essay focuses on family education. In the process of enhancing children's moral character, family education is essential, authoritative, simple, and long-lasting, and effective family

education is a crucial component in the growth of children's moral development.

Family education is becoming more and more important in various nations. In order to help parents properly teach their children's moral character, certain Western nations have established volunteer groups that seek to improve children's moral character. Many Asian nations place a high value on family education, such as Japan, which maintains family teachers' groups to aid parents in instilling moral character in their children. Japan also offers workshops for fathers and mothers to provide professional training on child education. China has also placed a strong emphasis on high standards of instruction and the growth of moral character.

2 LITERATURE REVIEW

2.1 Existing challenges with the family education guidance service system

The government's educational duties have steadily encompassed family education in recent years. Family affairs have been elevated to the status of "state affairs" with the introduction of the Law of the People's Republic of China on the Promotion of Family Education, creating a completely new framework for the advancement of family education. In order to improve The law features a specific chapter on "State Support" that gives the government at all levels a new platform to promote family education in order to better execute family education.

The law outlines the fundamental obligations of all levels of government in fostering the growth of family education, proving The law has a special chapter on "State Support" that makes basic provisions on the duties of governments at all levels in promoting family education development and demonstrates the resolve of state

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governance in order to better implement family education. However, there are some issues with the actual governance that have an impact on the state's function. But there are some issues with actual governance that have an impact on governance. Governments at all levels should oversee and create special plans for family education work. Women's federations and education administrative departments should work together to support the development of a system for family education guidance services. Public security, civil affairs, and other relevant departments should perform well in family education work within their purviews. The aforementioned has increased government accountability, but it also causes a number of issues. On the one hand, there is a "multi-headed co-management" of the situation and it is unclear which department is the lead. The family is a part of society, and society's support is necessary for the growth of family education. Without the backing of society, the growth of family education cannot be accomplished. Even though home-school co-education is currently accepted by society, it has not yet had the ideal synergistic effect. The prevalent utilitarian educational ideology has, to some extent, hampered the growth of family education, which is based on "building moral character."

Family affairs have been elevated to the status of "national affairs" with the introduction of the Law of the People's Republic of China on the Promotion of Family Education, creating a completely new framework for the advancement of family education. Based on the Law on the Promotion of Family Education and taking into account both the peculiarities of family education and the efficacy of guidance services, the development of a family education guidance service system for both urban and rural areas must include three fundamental components: In order to benefit diverse families in all regions and take into account the variations between urban and rural areas, the framework should first encompass both urban and rural areas [1]. The system is designed to guide the entire society to focus on the family, family education, and family style and is not just intended for "small families," but also for "large families." As a result, the family education guidance service system in the new era must require full coverage, multi-level, and multi-subject participation.

Second, a comprehensive management system and operational mechanism, also known as a full and systematic operational guarantee mechanism, can coordinate and guarantee the effective functioning of all components and continuously encourage the iterative optimisation of guiding services. The All-China Women's Federation and the education administrative departments must coordinate social resources to support the development of the family education guidance service system, according to Article 6 of the Law on the Promotion of Family Education [2]. The people's governments at all levels must also direct the implementation of family education work. As a result, the system for providing guidance services needs to have a reliable operation guarantee mechanism that can effectively showcase the government's leadership role and inspire other government agencies as well as the entire population to support family education advice.

Thirdly, the high level of service in terms of function, namely, to offer parents expert, professional, and scientific

family education advisory services, enhance the standard of family education, and support the healthy growth of children. According to Article 2 of the Law on the Promotion of Family Education, parents are the primary focus of family education, and the major goal of family education promotion is to completely empower parents to ensure the healthy development of minors [3].

To completely meet the family education demands of parents, enhance their educational behaviour, and create a positive and harmonious family education environment for the healthy development of children, the family education guidance service system being built in the new era should put these goals first. To do this, the system must be constructed with high-quality services. However, based on the actual situation, the family education guidance service system currently being built in China has not yet reached the ideal state, and there are flaws in the aforementioned three areas, demonstrating unbalanced, insufficient, and imperfect problems that need to be effectively resolved.

2.2 The flaw of existing policy system

The practical inadequacy of laws, policies, and other authoritative institutional rules results in a lack of a strong and reliable operational guarantee mechanism for the development of family education, which is primarily reflected in the following four primary issues. First, unlike the government-led promotion of family education as required by the Family Education Promotion Law, the management mechanism of government-led and multi-departmental collaboration has not yet reached maturity. In some regions, the management mode of operation is still led by various departments, such as the education administration department, the Women's Federation, or the Committee on Guardianship [4]. Insufficient managerial synergy and fragmented government operations have also resulted from the absence of coordination mechanisms across multiple departments, which has, in part, hampered the execution of pertinent policies and regulations [5].

Third, there is a lack of efficient monitoring and assessment of the system's operation and efficacy [6], which makes it difficult to spot and address issues that arise during system construction and compromises the effectiveness of family education guiding work. Fourteenth, it is challenging to provide a strong economic guarantee for the implementation of family education product research and development, team building activities for staff, guidance service activities, and other related work because the mechanism of funding guarantee for related work has not been improved and there is no clear policy or legal regulation on the source and amount of funding [7]. The results of a survey on the management of family education management in 11 districts under the jurisdiction of Guangzhou's municipal government in 2018 show that while most districts' education administrations have some financing for family education work, the funding sources for schools to support family education work are unstable, and approximately 25% of districts and schools still have no funding for family education at all.

2.3 Poor coordination among departments leading to limited roles of authorities

Governments at all levels should oversee family education work and develop special plans for it. Women's federations and educational administrative departments should work together to promote the development of a family education guidance service system. Public security, civil affairs, and other pertinent departments should perform well in family education within their purviews. The aforementioned has increased government accountability, but it also causes a number of issues. On the one hand, there is a scenario of "plural co-management" and it is unclear which department is the head department. Although the bill modified the prior working mechanism headed by women's federations and established the responsibility system of joint management by education administration departments and women's federations, which combines the management resources of education administration departments and the management expertise of women's federations to provide wider protection for the development of family education, the mechanism of "multiple co-management" makes the administrator responsible for all aspects of the joint management system. However, the "multiple co-management" mechanism ties up the administrative power of the leading department and makes it challenging to determine who has the authority to reflect issues and report complaints in a timely manner, making it challenging for the government to effectively carry out its duties.

However, there is a lack of clarity regarding the precise duties that each department is responsible for, and there is poor coordination. Each department's roles in family education have not been clarified, and each department's activity is mostly independent and dispersed. Researchers found that when different government agencies work together to provide family education guidance services, there is a lack of regular communication mechanisms and confusion in the interface between them. This research involved 113 district and county education administrative departments in nine provinces and cities.

Both school-based parent schools and community-based family education guidance service locations have essentially attained complete coverage in the majority of the country in recent years, and the practise of home-school co-education and family education guidance are in full swing. Nearly 700,000 parent schools and family education guidance service locations existed nationwide by the end of 2016, however they are not actually in use. Some parent schools don't even perform any services; they are only decorative advertising boards that fall short of the requirements for family education operations [10]. The Pearl River Delta region has been the subject of research on family education guidance, and the findings indicate that the quality of parent schools is generally poor, with many having out-of-date teaching materials and fabricated data. The provision of family education advisory services has not been implemented, and the necessary service providers have only taken on a decorative role.

3 DISCUSSION

3.1 National dimension

To support the systematic development of family education, the state should fully utilise its guiding function in this field, create a system for departmental cooperation, and improve the government's oversight and guiding roles. We can start, specifically, with the following three factors: We must first make clear how several departments' respective roles and authority are divided. Secondly, the system should be developed to clarify the powers and responsibilities of departments including health, civilisation office, civil affairs, the CCF, and population and family planning in order to identify the boundaries of their activities and construct a coordinated working mechanism. In accordance with the pertinent sections of the Family Education Promotion Law, the government shall adopt specific implementation standards in order to guarantee the standardisation of work and the efficient fulfilment of certain responsibilities of various agencies. As an illustration, consider the family education guidance activities' supervision system and accountability mechanism, the training and certification of the teams that provide family education guidance, the eligibility requirements and establishment processes for family education service providers, etc. As the organisation that organises the family education guidance service locations, it can direct different parent schools in the district to provide family education advice services. Additionally, the development of public service products and the building of professional employees are both facilitated by the establishment of guidance institutions. It can help various service sites with their capacity issues and resource shortages while also promoting the efficient operation of the social support system. It can help various service sites with their capacity issues and resource shortages while also promoting the efficient operation of the social support system.

The division of labour between the Women's Federation and the education administration needs to be made clear first. Second, the exact duties of various government agencies need to be clarified. Second, through the system's design, the precise duties of other government agencies should also be clarified. Second, through system design, the powers and duties of the departments of health, civilization, civil affairs, the Commission on Care for Children, population and family planning, etc., the specific duties of other government departments should also be further clarified.

The "utilitarian" educational paradigm needs to be changed, applied to all aspects of society's educational endeavours, and used as a model for a comprehensive talent development programme that allows for individual growth in each person. The single evaluation direction of the grade should be changed simultaneously by society.

At the same time, society should insist on ability-based evaluation, establish talent classification and evaluation standards, and change the single evaluation orientation of the number of points and academic qualifications. It can direct numerous parent schools in the district to provide

family education advice services as it serves as the coordinating agency for family education guidance service sites. In addition, the establishment of the guiding agency fosters the development of a professional workforce and public service products that can address the issues of scarce resources and undercapacity at diverse service locations while fostering the efficient functioning of the social support system.

3.2 Societal dimension

A new educational paradigm and a comprehensive social support structure must be established by society in order to promote the efficient implementation of family education. One is to create a system of self-regulation for advice on family education. Family education is reciprocal, and strong family education supports both the growth of healthy schools and a peaceful, stable community. Therefore, communities and schools must increase "co-parenting" awareness, consciously engage in family education guidance activities, and support the efficient operation of parent schools in order to serve as the foundation of social support for the growth of family education.

Family education cannot be developed without social cooperation and support, and society needs to construct a new educational idea and full social support in order to promote family education successful implementation. A new educational paradigm and an all-encompassing social support structure must be established by society in order to facilitate the efficient implementation of family education. We might start with the following three aspects in particular: The first step is to create a system of self-regulation for advice on family education. Education in the family is reciprocal. A harmonious and stable community environment can be created through good family education, and it can also support the growth of schools.

Therefore, communities and schools must increase awareness of "collaborative parenting", consciously develop family education guidance activities, and support the efficient operation of parent schools in order to serve as the foundation of social support for the development of family education. Second, we must consider all possible ways to enhance the family education guiding system. The second is to make numerous improvements to the family education guiding system. In order to better the school guidance system, we must first better understand the demands of families for advice content. First and first, in order to ensure that the supply of education guidance matches the demand, we need better understand the needs of families for guidance material. The research on the education of kids with special needs and the emergence of issues should be strengthened at the same time, and research findings should be formed.

4 CONCLUSION

Home education is an educational activity that takes place within the family, and since parents are its primary subjects, their educational philosophies and practises directly affect how well it works. Parents must therefore develop

in the areas listed below if they want to ensure that family education achieves the desired result of fostering people. Establishing a sound educational concept is the first step. Parents should always understand the need of "creating moral education" in the classroom and give their kids a well-rounded education that covers moral character, physical fitness, life skills, cultural development, behavioural norms, etc. They should stop viewing schooling as being result-oriented and focus on their children's complete development. In addition, parents should create a democratic family education model that treats children as individuals, respects them, engages them in conversation on an equal footing, and fosters positive relationships. This avoids the stereotypes of pampered, violent, and dominating education. In addition, parents should provide their children with great company and should not excuse themselves from their responsibilities to the family's education on the grounds that they are too busy at work. Family education can only be truly beneficial when parents and children develop together. In conclusion, parental education must be consistent if children are to grow up healthy and intelligent. The upbringing and education of children require family members to collaborate.

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