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
治理在确保家庭教育工作经费基本能够保障的基础上，进一步增强对家庭教育工作的重视和投入。家庭教育工作需要综合各种社会资源，建立多部门、多主体、多层面的合作与协调机制。家庭教育工作需要得到政府各部门的共同支持，需要建立家庭教育工作协调机制，以确保家庭教育工作的有效实施和管理。

2.2 现存政策系统存在的问题

政策的系统和效率存在一些问题。首先，政策的制定和执行缺乏明确的目标和方向。政策制定需要考虑家庭教育工作的实际需要，但目前的政策制定和执行存在一些问题，如政策的执行力度不够，政策的执行效果不明显等。其次，政策的执行过程存在一些问题。政策的执行需要政府各部门的共同努力，但目前的政策执行过程存在一些问题，如政策的执行过程缺乏有效的监管和评估，政策的执行效果不明显等。最后，政策的执行效果存在一些问题。政策的执行效果需要得到有效的监管和评估，但目前的政策执行效果存在一些问题，如政策的执行效果不明显，政策的执行效果不明显等。
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 homeschool 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 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, civilisation, 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.

### REFERENCES