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## ARTICLE

# A QUALITATIVE STUDY ON THE CURRENT SITUATION AND EXPECTATIONS OF FAMILY EDUCATION FROM THE PERSPECTIVE OF COLLEGE STUDENTS

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## ARTICLE DETAILS

## ABSTRACT

## Article History:

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**Objective:** To understand the family education accepted by college students and their inner expectations for family education, to improve the current situation of family education, and to provide a reference for family education methods for the community. **Methods:** A phenomenological study was conducted through semi-structured interviews with college students. **Results:** According to the research, it is found that at present, parents are the main undertakers of family education, oral education is the main form, the contents are complex and diverse, and community participation is low. College students expect family educators to carry out family education training before the birth of their children. Family educators should cultivate their own good characters and communication skills, and the community should take various forms to participate in family education. **Conclusions:** There are many unreasonable places in family education that need to be improved. College students expect family educators to receive training to promote family education and community participation to assist family education.

## KEYWORDS

College Students; Family Education; Community; Qualitative Study

## 1. INTRODUCTION

Family education refers to the education that parents or the elderly in the family consciously or unconsciously give their children. Family education is an important part of education. It plays an irreplaceable role in school education and social education. At present, many families lack reasonable family education, which will have many adverse effects on children [1]. College students are a group that has just separated from family education and moved towards society. They have relatively complete experience and memories of their own family education. In this study, through structured interviews with college students, we can understand the family education they have experienced so as to understand the current situation of family education and let them express their inner expectations of family education based on their own situation, which has important reference value for contemporary family education.

## 2. SUBJECTS AND METHODS

## 2.1 Subjects

This study is qualitative research that uses a convenient sampling method to select college students for interviews. All subjects were given oral informed consent. Inclusion criteria : ①college students; ②having good communication skills; ③being willing to exchange family education related content.

## 2.2 Methods

Based on a literature review [2-3] and pre-survey, this study conducted semi-structured, in-depth interviews with college students using a self-designed interview outline. The interviews were recorded during the interviews, and all the subjects interviewed were informed and agreed. The data collected in the study includes demographic data and verbal and nonverbal information during the interview. The interview outline is as follows: ①Do you think family education is important? Why? ②What the content of the family education you receive? ③When would you like your parents (or family educators) to receive training related to educating children ? Why? ④What is the specific content that you want your parents (or family educators) to receive training on? Why? ⑤What do you think of the relationship between community members in your growth process? ⑥What kind of activities do you think can be established in the community to assist family education? Why? ⑦What the content of activities do you want the community to carry out to assist family education? Why? ⑧About family education, do you have any other ideas or suggestions?

## 3. RESULTS

## 3.1 General data

With informed consent, 21 college students were interviewed in this study. There were 9 males (43%) and 12 females (57%), aged  $19.67 \pm 0.97$  years. The interviewees were from different majors, among which clinical medicine accounted for the highest proportion, with a total of 6 cases (28.6%). The distribution of other majors is shown in Table 1.

**Table 1:** Basic Information and Number of Interviewees

Number	Gender	Age	Major
A1	Male	19	International Economic and Trade
A2	Male	20	International Economic and Trade
A3	Male	20	International Economic and Trade
A4	Male	19	International Economic and Trade
A5	Male	19	Economics
B1	Female	20	Science of Nursing
B2	Female	20	Science of Nursing
B3	Male	20	Pharmacy
C1	Male	20	Bioengineering
C2	Female	20	Science of Banking
C3	Female	20	Science of Banking
C4	Female	21	Science of Banking
C5	Female	21	Science of Banking
D1	Female	19	Clinical Medicine
D2	Female	18	Clinical Medicine
D3	Male	18	Clinical Medicine
E1	Female	21	Clinical Medicine
E2	Male	19	Clinical Medicine
E3	Female	18	Clinical Medicine
F1	Female	21	Clothing And Apparel Design
F2	Female	20	Clothing And Apparel Design

### 3.2 Current family education

#### 3.2.1 Parents are the main undertakers of family education

The family education received by most college students mainly comes from their parents, and a few come from grandparents and nannies. In a family education dominated by non-parents, it will not necessarily lead to a lack of relevant family education, and may even be influenced by good family education. College student B1: "I grew up with my grandmother and grandfather. They are very kind people. So I think that I have also received a lot of good influence, and there is no lack of something... Parents' care is also guided by grandparents, which is similar to a bridge connecting me with my parents. My parents were out all the time, and they would forget to call us when they were busy. But my grandmother would call my parents every day, tell them some of my situation and what to eat and then my parents would also talk to me. So I never felt that my parents did not accompany me." It can also be seen that non-parental roles can also indirectly play a role in promoting parental companionship. However, due to the lack of understanding of family education by grandparents, the situation of "raising" more than "teaching" is more common, and examples of other families like the family above are rare [4].

#### 3.2.2 The form of family education is mostly oral education

Most of the family education is given priority to oral education, which includes normal parent-child communication, and also includes some oral ways that make children unpleasant, such as mandatory commands, easy promises, personality insults and moral kidnapping. College student E2: "When I went home in the summer and winter vacation, they always pushed me to brush the dishes. When they came home to see me, no matter how well I did, they were always picky and strict and said what I did was not good, which sometimes really annoyed me. Now I want to make money early to leave them and live alone." On the basis of mutual respect, a small number of families will conduct family education by listening to their children's hearts and feedback, and at the same time, they will teach their children by standardizing their own words and deeds. There are also very few families that will take extreme

measures in education, using violent means to force their children to meet the requirements of their parents and even solving problems with the threat of ending their lives. College student E1: "My mother came to my room, grabbed my hair back and forth and said, why don't you talk? Why don't you study hard? If you study hard and are good, your father will not quarrel with me. After that, my mother drove me to the seaside and said, I want to drive the car to the sea. Would you die with me?" This kind of violent family education is actually not uncommon, and some educators firmly believe that this kind of "stick education" has advantages, and specific examples are often shocking [5].

#### 3.2.3 The contents of family education are complex and diverse

Due to the different focus of each family's education contents, the family education contents collected in the interview are complex and diverse. Among them, moral cultivation, life skills, communication skills, knowledge learning, and physical health are the contents of most family education. In addition, according to the different emphasis of each family's education, it also includes intellectual development, mental health, interest cultivation, personal etiquette, physical labor, and so on.

#### 3.2.4 Community neighborhoods rarely participate in family education

Although most studies have shown that community participation plays a good role in promoting family education, college students mostly say that the community rarely participates in family education, which is limited by many factors [6]. There is no other negotiation between neighbors except meeting and greeting each other. There are a few families that can send gifts to their neighbors and visit each other. The common situation is that in the past, the rural neighborhoods were more harmonious and lively, and now, the urban neighborhoods are more cold. College students C5: "In the past, all the neighbors who lived in the old community knew each other and greeted each other, which was more cordial. Now, after living in the new community, the neighbors don't know each other, and they are very strange, and even the opposite residents don't know each other." College students D1: "In the country, we are more enthusiastic, but in the city, there is basically

no communication between the neighbors. It is relatively cold.”

### 3.3 COLLEGE STUDENTS' EXPECTATIONS OF FAMILY EDUCATION

#### 3.3.1 Family education training is needed before the children are born

Most of the interviewees hope that their family educators can carry out family education related training before they are born, and it is best to receive relevant training at every stage of children 's growth. They all think that the younger the child is, the more critical the role of family education is, which is what the family educators lack. College students D1: “When a child is just born, he has a strong learning ability. He will constantly learn things around him, imperceptibly accept the influence of the surrounding environment, and form a basic understanding of the world before he is three years old, so it is best to receive good training before giving birth to a child. However, unfortunately, my parents have not received relevant training.”

#### 3.3.2 Family educators need to cultivate their own good characters and communication skills

In the interview, college students had different expectations for family educators, most of which were to cultivate good characters and communication skills. The good characters that need to be cultivated include respect, integrity, self-confidence, a sense of boundary, emotional stability, and so on. The main purpose is to set an example for children and convey these good characters. College student B2: “The child who receives the corresponding family education will also have his own family education when he grows up, so the family education will be passed down. As the elders educate him, he will educate his children in the same way. If he has been abused by his parents before, he may also abuse the child later. “College students E3: “I think that family education also has the influence of inheritance. Maybe my parents' parents will not restrain their temper, and my parents are also deeply hurt by them. But in the end, they will continue this kind of educational mistake with their children. This is the importance of receiving family education training.” The expectations of communication skills mainly refer to listening, companionship, non-comparability, and transposition thinking. Most college students realize the importance of communication in family education. College students C5: “No matter how busy parents are at work, they should arrange time to get along with their children. Only in this way can children open their hearts and tell their parents about their inner world. Communication between parents and children is very significant.” In addition, several college students emphasize that sex education training is also what college students expect parents to learn early when their children are young.

#### 3.3.3 The community can take various forms to assist family education

Although there is little community participation in family education, college students also put forward many feasible suggestions for the community. Community workers can carry out relevant family education activities in the community through various forms to assist family education, such as parent-child manual activities, parent-child cooking competitions, which can promote family members' cooperation, and exercise children 's hands-on ability ; homework counseling, interest class registration, which can attract parents' attention, so as to help children learn a lot; carrying out lectures to promote family education knowledge ; reading clubs and holding voluntary activities to improve the comprehensive quality of family members ; role reversal, so that parents and children can experience each other's feelings ; establishing a conflict mediation organization to help solve the problems in family education and prevent serious consequences. A few college students think that the community is easy to become formalism and there is no need to carry out related activities.

## 4. DISCUSSIONS

### 4.1 Banning unreasonable education methods to protect the interests of children

Although there are some family educators who use educational methods that conform to modern educational concepts and are beneficial to children's physical and mental development, many examples express

their helplessness or dissatisfaction with the educational methods of family educators. With the development of the social economy and the improvement of the education level of the whole population, children will have better expectations for education, and they will be more eager to improve themselves and achieve success [7]. Therefore, the family education of children should also be more modern, far more than allowing children to eat and wear clothes warm enough to live, and should get rid of unreasonable educational methods such as mandatory orders, easy promises, personal insults, moral kidnapping, and so on, which will only increase children's pain, to prevent the growth of children from being negatively affected, even passing on this family education to the next generation. Family educators should give full play to their main role, promote family education in a positive and warm way, and ensure children subjectively accept family education and truly benefit from it.

### 4.2 Improve and optimize the educators themselves and promote the comprehensive and scientific contents of education

From the interview content, there are many aspects that family educators need to improve, and a qualified family educator needs to enhance all aspects of quality, knowledge and skills. At present, the state has also promulgated the “Family Education Promotion Law” which represents the state's emphasis on family education and the responsibility that family members need to bear, so that family educators have specific and professional requirements [8]. Family educators can expand their knowledge reserves in pedagogy and psychology. In today's Internet age, they can learn from more relevant videos, participate in educational activities, and lay a good foundation. After that, they can give full play to their advantages to carry out family education with new era characteristics such as parent-child communication, concept exchange, life guidance, and family style creation [9].

### 4.3 Strengthen community participation in family education and adopt feasible activity programs

Many of the community activities mentioned in the interview are feasible, easy to operate, and full of family education significance. In view of the current situation of too little community participation in family education, community workers should give full play to the advantages of the community, use relevant resources to organize activities, and promote family education, especially those who are good at psychology, management, social work, volunteer service, and so on. Supporting and helping families lacking education can greatly improve the level of parental family education and the family education environment [10]. In addition, if the community can support the family, it can also effectively alleviate the pressure of family educators, protect their physical and mental health, and also play an important indirect role in ensuring the physical and mental health and development of children [11].

## 5. CONCLUSIONS

From the perspective of college students, there are many unreasonable places in the current situation of family education that need to be improved. College students expect family educators to receive more and better training to promote family education. At the same time, the community can also actively organize various activities to assist family education.

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