

A STUDY ON THE NECESSITY OF FAMILY EDUCATION CURRICULUM FOR COLLEGE STUDENTS

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ABSTRACT

Chinese-style family education has many problems, and the existence of these problems is not conducive to the growth and development of individuals. The curriculum of family education for college students is an effective way to improve contemporary family education. As adults, college students are already able to form families, and changing college students' traditional concepts of family education will help improve family education in the future. Through designing questionnaires to find the problems of family education and investigating college students' views on family education courses, we prove the necessity of college students' family education settings, and design family education course programs based on this. Through the questionnaire survey, it is found that the family education of college students is deficient in support and acceptance, comprehensive knowledge and skill cultivation, ideological concept cultivation and self-care ability cultivation.

Keywords: college Students; Family Education; Status of Family Education; Family Education Program

INTRODUCTION

The family education course is a course that teaches family members the scientific theory of family education (Darling et al., 2022), helps to establish a correct concept of family education and provides guidance on the application of family education methods. Their purpose is to improve the family education skills of parents and parents-to-be and to improve the traditional family education situation in China at this stage (Guo et al., 2022). At present, China has not yet popularized public courses on family education, and family education courses are only offered to students of related majors, which are more theoretical and less practical. There is no reliable way for other students in colleges and universities to learn the theory and methods of family education.

The need for a family education curriculum is reflected in three main areas.

First of all, at the present stage, there are still a lot of deficiencies in China's family education, there are overprotection, excessive authoritarianism, neglect of children's personality growth and other problems (Wang et al., 2023), parents mostly rely on the experience gained from their own parents to

educate their children, however, with the development of social and cultural development, the traditional family education experience has long since ceased to be applicable, and erroneous concepts and methods of family education are not conducive to the sound development of children's minds and personality integrity of the child's mind and personality (Guo et al., 2022). This is also the reason why the problem of family education is invariably involved in juvenile delinquency and suicide.

Secondly, maintaining well-educated families is a prerequisite for the stable development of society. During the economic crisis in the United States in the 1930s, some authorities called for more family education courses to train people to build nuclear families that could contribute to social production. Because the nuclear family structure fully meets the social needs of mass production at that time (Alvin Toffler, 1975), the development of the family and the development of society are closely linked. Furthermore, from the legal level, in recent years, the State has also paid more attention to issues related to family education and established the Law of the People's Republic of China on the Promotion of Family Education to guide the society to pay attention to family education, which mentions that the State encourages the conduct of research on family education and encourages colleges and universities to offer specialized courses on family education (Deng et al., 2023). Family education refers to the nurturing, guidance and influence of parents or other guardians on minors' moral character, physical quality, life skills, cultural cultivation and behavioral habits in order to promote their overall healthy growth. Family education is based on the fundamental task of establishing morality, cultivating, and practicing socialist core values, carrying forward the excellent traditional culture of the Chinese nation, revolutionary culture and advanced socialist culture, and promoting the healthy growth of minors. The Law of the People's Republic of China on the Promotion of Family Education was adopted at the Thirty-first Meeting of the Standing Committee of the Thirteenth National People's Congress on October 23, 2021, and came into effect on January 1, 2022.... [4-5]

In accordance with the Law of the People's Republic of China on the Promotion of Family Education, family education refers to the nurturing, guiding, and influencing of minors by their parents or other guardians in the areas of moral character, physical fitness, life skills, cultural upbringing and behavioral habits in order to promote the full and healthy growth of minors. Family education is based on the fundamental task of establishing morality, fostering, and practicing socialist core values, carrying forward the excellent traditional culture of the Chinese nation, revolutionary culture and advanced socialist culture, and promoting the healthy growth of minors.

Finally, university students need scientific guidance on family education. A large number of college students will start their own families after leaving school, and there is no reliable and convenient way to learn the knowledge and methods of family education after leaving school. Therefore, higher education institutions have set up basic courses on family education in order to help college students prepare for starting a family.

Many parents do not really realize their responsibilities as parents and the importance of scientific family education to their children's academic success. Many parents believe that their children's academic performance is the result of school education, so they try every possible means to find a good school for their children, and even spend a lot of money to send their children to key schools. Few parents attribute their children's academic failure to themselves and the origin of their children's bad habits. According to a data from the Chinese Women's Federation, nearly 3/4 of parents in China have improper education methods or have serious deviations, and only 1/4 of family education is more scientific. Many experts call on parents not to think that educating children can be self-taught and should, through various ways to establish the correct concepts and learn scientific education methods.

The child is the mirror of the parents, and the child is the "work" of the parents. Parents play a decisive role in the formation of a child's character. The family is the harbor and starting point of successful children, parents are the mentors and assistants of children to success, not only responsible for the child's physical development, but also responsible for the child's psychological development. Both to pay attention to the child's intellectual development, but also to pay attention to all aspects of the child's ability to cultivate; not only to teach the child to learn knowledge, but also to teach the child to learn to be a person. In the child's path of growth, character, behavior and habits play a decisive role, and the formation of the child's character and behavior has a close relationship with the family, with the growth of age, in many cases, we will find that the child is more and more like their parents, but no which children will be more and more like their teachers. American Taman Johnson believes that "successful tutoring creates successful children, and failed tutoring creates failed children", in this sense, family education is the foundation of all other education, parents play a decisive role in the growth of children, how to evaluate the importance of parents in children's education. The importance of parents in children's education cannot be overestimated.

It has been proved that the foundation and key to the success of many children is outstanding family education. It is the duty and obligation of parents to teach their children to be successful. In order for children to be well nurtured and educated, and for family education to become a gurgling, inexhaustible spring that nourishes children's hearts and minds, parents need to understand the mysteries of education, to find educational methods suitable for their own children, to grasp the timing of education at every moment, and to tap into the potential of education.

First: The family environment affects the growth of children.

Because environmental factors are characterized by a wide range, regularity, naturalness and contingency, the child is subject to various influences. In particular, spontaneity is characterized by influences that parallel and contradict education, when the child's physical and mental development may sometimes be favorable and positive, and sometimes undesirable and negative. Therefore, the role of environmental factors should not be underestimated. Some children, under the influence of their families, can show their special talents in certain aspects earlier. As the saying goes, "The nearer the vermilion the red, the nearer the ink the black." In a certain sense, this explains the role of the environment in influencing people. In ancient times, there were "three moves of Meng's mother", from "his house near the tomb" to "move to live in the city", and finally migrated to live "next to the school official" Finally, Meng Ke became a scholar under the influence of the school officials. This shows that people attach great importance to the role of the environment in influencing people from a very early stage.

Second: Parents serve as role models for their children's development.

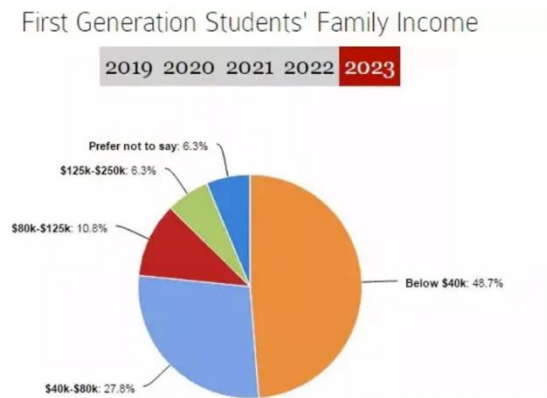
The family is the cell of society, the first environment in which children live, and the real "teachers" of children are their parents! Teaching children to be human beings is the first condition for children to grow up. When children look at the world with inquiring eyes and at the same time recognize the world, the most common thing in their eyes is their parents, whose words and deeds are expressing their own human attitudes. The parents are always the first to be unconditionally recognized by the child, and so unconsciously, but the object of imitation is thus determined. Therefore, as a parent, you must set a good example for your children, and leave your children with the image of a decent human being. The upright person should be a person of integrity, responsible people, words and deeds consistent people, punctual people that kind of greed, selfishness, calculating, bullying, bragging, violating the law and discipline, lack of love is the most damaging image, once printed into the child's mind, not only is it difficult to wear off, but also in the future and the parents to produce emotional Potential triggers of

emotional disorders with parents in the future. At the same time, but also often leads to the child's self-pity, self-isolation, self-abandonment, and other pathological psychological reasons. In addition, but also have the courage to admit fault in front of the child, the kind of recognition of fault means lower prestige, so the strong words of hard defense, and even to fight driving means to suppress the child's practice is the most stupid, the most dishonest, in the child's psyche will be engraved with disappointment, sadness and contempt. Therefore, to shape their own image, do a good job of the child's "teachers of enlightenment".

Third: The importance that parents place on education affects the development of their children.

Most parents nowadays are so busy earning money and providing a good living and learning environment for their children that they can neglect to pay attention to their children's education. Some parents may simply think that letting their children go to the best schools and have the most advanced learning tools is an investment in education. In fact, the degree of importance parents attach to education is not only some material simple investment, but more including the child's psychological care and care. First of all, we must understand the child's psychology and follow the law of the child's psychological development. Secondly, in life, we must educate the child to correctly understand their own, neither self-lightening, nor self-proud, so that we can correctly deal with others, otherwise the child will be one-sided understanding of others, overestimated their own, always feel bad when things go wrong, either envy of others, or worry, resentment, was some unhealthy emotions covered, but also lost their own happiness. To cultivate children's self-confidence, which is a positive state of mind, the basic point of self-confidence is to believe that they have the strength to complete a task, even if the task is challenging, self-confidence comes from the experience of success and parents to teach the right way to appreciate the child, is the basic attitude of every parent to the child should have. Finally, children should be taught to face failure and frustration correctly. In the world, there is not a road full of flowers paved in front of the child, just waiting for him to harvest one fruit after another, to experience all the joy of success, who cannot avoid that life will inevitably have failure and frustration.

In short, a child's education is not something that one person can do or take responsibility for. Family education has a significant role to play in promoting the development of children's habits, their attitudes towards learning and their academic performance. A child's growth is not accomplished only by the discipline of the school system and the management of the teacher's teaching, but also by the environment of the family and the education of the parents. It is a matter of urgency for families to cooperate with schools and teachers and do a solid job of family education. To create a better atmosphere for children to learn and grow, it is the duty of the state, society, schools as well as families. Family culture is a bastion of traditional culture and a haven for cultural conflicts. In character building, the family has a subtle but deep-rooted influence through its blood ties. A sound personality cannot be achieved without the internalization and cultivation of cultural emotions in the home. Parents should continue to self-learn, update their own education of children's ideological concepts, improve their own level of education and ability to children. At the same time, family education should be more closely integrated with school education, so that children can better develop good behavior and habits, and improve the quality of children in all aspects, only in this way, our children can get really healthy growth and development.



The research found that one in six students has a father or mother who attended Harvard, roughly the same percentage as last year; and 26.9 percent of incoming freshmen have a parent or relative who was a Harvard alumnus. And an elite's success is never just about benefiting himself. It's the whole family that's positively affected by it. The children in this family will naturally imitate him, learn from him, and grow up following his way of thinking and dealing with the world. In addition to educational attainment, financial affluence also provides a better education for children. According to statistics, among the newly admitted Harvard freshmen, only 0.7% of the children of Harvard alumni have family incomes of less than \$40,000 per year, and 27% have annual incomes of more than \$500,000, while 48.7% of first-generation college students have family incomes of less than \$40,000 per year.

METHODOLOGY

Research Methodology

Survey on the need to develop a family education curriculum.

Since college students are the future executors of family education, their concepts and methods of family education have an important influence on the healthy physical and mental development of future teenagers, and the concepts and methods of family education are inherited to a certain extent, i.e., college students will unconsciously or consciously emulate the family education model given by their parents to a certain extent, and the target of the family education program is college students, therefore, the study takes college students as the research object and designs a questionnaire to reflect the current situation of family education and the attitude of college students towards the family education program. Therefore, the study takes college students as the object of study, through the design of questionnaires to reflect the current situation of college students' family education and college students' attitudes toward family education courses, from which we find the unscientific and unreasonable aspects of the current stage of college students' family education, so as to prove the necessity of setting up the family education courses, and at the same time to provide guidance for the subsequent design of the family education course program. The questionnaire is divided into two parts, the family education questionnaire and the college students' views on the family education program (Ma, 2018).

Prof. Zhao Zhongxin defines family education as the education and influence of adolescents' family education is the education and influence in family life that is implemented by parents, i.e., by the elders

in the family (mainly parents) on their children (Zhao, 2001). The design of the questionnaire based on this definition resulted in five dimensions: support and acceptance, comprehensive knowledge and skill development, ideology and conceptual education, self-care ability development, and family norms. Support and acceptance refers to a positive response of parents to children's needs and behaviors, which enables children to gain strength and feel parental support from their parents; comprehensive knowledge and skill cultivation refers to the educational activities that parents carry out on their children in the educational process, including moral, intellectual, physical, aesthetic, and labor; ideological education refers to the education that enables children to form knowledge and concepts of events and things; and self-care capacity cultivation refers to the development of self-care ability refers to the cultivation of the child's independent living ability by the parents during the child's young age; family norms refer to the various requirements used in a family to regulate the child's speech and behavior.

The questions of the family education questionnaire were partly derived from the parenting style questionnaire (EMBU) compiled by C. Perris et al. at the Department of Psychiatry, Umea University, Sweden, and the Family Environment Scale (FES) compiled by the American psychologist Moss R. H. and revised and rewritten by Fei Lipeng et al. in our country; and partly from self-administered questions obtained by consulting experts and teachers. The other part is self-administered questions obtained by consulting experts and teachers. There are 61 questions in the questionnaire, and the results of the reliability and validity tests are shown in Tables 1 and 2. 313 questionnaires were distributed in the formal survey stage, and 267 valid questionnaires were recovered.

Table 1. Reliability analysis of family education questionnaire

norm	Cronbach's alpha based on standardized terms	
	dimensions	Overall questionnaire
Support and acceptance	0.973	
Comprehensive knowledge and skill development	0.966	
Ideology Education	0.969	0.984
Self-care development	0.922	
Family norms	0.877	

Note: A Cronbach's alpha value > 0.7 based on standardized terms is sufficient

Table 2. Kmo and Bartlett's structural validity test of family education questionnaire

KMO and Bartlett's test of structural validity			
The Kaiser-Meyer-Olkin measure of sampling adequacy			0.897
	approximate square (math.)	chi-	8839.987
Bartlett's test of sphericity	df		1830
	sig.		0.000
Total variance explained rotated sum of squares loaded into cumulative %			76.987

Note: A Kaiser-Meyer-Olkin measure > 0.7 for sampling adequacy and a cumulative > 70% loading of the total explained variance rotated sum of squares are sufficient.

Findings

The percentile rank norm obtained from the pretest is divided into four segments: 0%~25%, 25%~50%, 50%~75%, and 75%~100%, and the higher the percentile rank, the higher the score of the family education questionnaire. The family education situation of contemporary college students was analyzed by analyzing the distribution of the number of students scoring data in the above four segments during the formal survey stage, as shown in Figure 1.

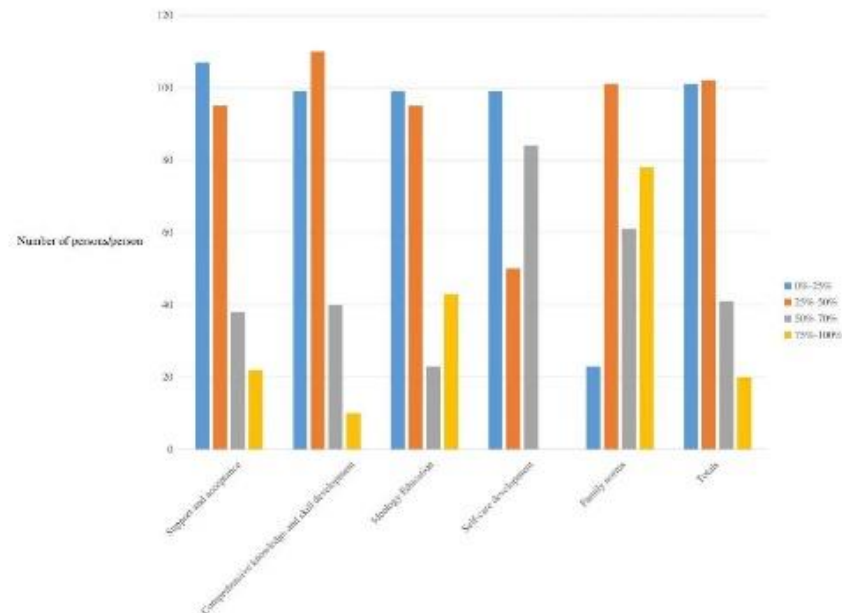


Figure 1. Distribution of family education questionnaire and scores of each dimension

As can be seen from Figure 1, the number of surveyed college students in the low scoring bands of 0% to 25% and 25% to 50% in the four dimensions of support and acceptance, comprehensive knowledge and skill development, ideological education, and self-care development, as well as in the entire questionnaire, is much larger than the number of those who scored in the high scoring bands of 50% to 75% and 75% to 100%. The results of the independent samples t-test on the data from the percentile rank norm and the formal survey stage are shown in Table 3.

Table 3. Independent sample t-test between norm and formal survey data

(Math.) factor dimension	M ± SD		Sig
	normality	Formal investigation phase	
Support and acceptance	86.070 ± 15.3044	79.120 ± 14.5351	0.000
Comprehensive knowledge and skill development	59.339 ± 15.3599	50.996 ± 13.1080	0.000
Ideology Education	57.557 ± 9.8713	53.643 ± 9.5773	0.000
Self-care development	27.287 ± 3.8085	26.120 ± 3.7042	0.005
Family norms	26.009 ± 6.4079	26.891 ± 5.3078	0.163
population (statistics)	256.261 ± 43.6879	236.771 ± 38.8850	0.000

Note: Sig < 0.05 is significant; Sig < 0.01 is highly significant.

Table 4. College students' views on family education curriculum

Is there a willingness to do course work?	number of people
yes	235
not	34
What are your reasons for taking a homeschooling course?	number of people
for graduation	137
interest (desire know about sth)	138
Maintaining or improving the home in which it is currently located	117
Prepare yourself for future homeschooling	186
other	5
What do you hope to learn in your homeschool class?	number of people
How to Raise a Child	172
How to build a good parent-child relationship	205
How to maintain close relationships with family members	211
How to create a harmonious family atmosphere	222
other	2
What percentage of influence do you think home schooling has had on you compared to social education and schooling?	proportions
0%~25%	7%
25%~50%	47%
50%~75%	42%
75%~100%	4%

Discussion

In the area of support and acceptance, most of the college students scored in the low range, and they seldom felt acceptance and support from their parents. This is because most Chinese parents are traditional and conservative, tend to be introverted in their emotional expression, and show less direct support to their children. Many parents also have strict requirements for their children, often comparing their children to other children consciously or unconsciously, resulting in children having an enemy at an early age - other people's children - but at the same time, parents ignore their children's need for affirmation, support and encouragement. Instead of support and acceptance, they are repeatedly denied and belittled, which will bring non-negligible damage to the child's mind. In terms of comprehensive knowledge and skill development, college students' scores in this dimension are concentrated in the low range, indicating that the content of family education is not comprehensive enough. Most college students do not get comprehensive development in the current family education. Comprehensive family education enables children to develop morally, intellectually, physically, socially, aesthetically, and socially to a certain level, and to be able to get in-depth development in at least one aspect. In terms of ideological education, the data show that most parents do not pay enough attention to their children's ideological education. The purpose of parents' ideological education for their children is to cultivate their children's attitudes and opinions towards objective things or events, and to let their children form their own judgmental standards in the light of their own experiences, so that they will not blindly follow the crowd when they encounter difficulties or make choices in the future. In terms of self-care ability development, the scores of college students are mainly concentrated in the low level of 0%-25% and the medium-high level of 50%-75%, reflecting that parents of college students have two attitudes in cultivating their

children's self-care ability, one of which is that the parents are completely acting as a proxy for their children, which fails to cultivate their children's ability to live independently, and when the children are separated from their parents in the future and live on their own, they will have a lot of difficulties in their lives. The other is that parents have more strict requirements and emphasize the cultivation of children's self-care ability.

Through the survey of college students' attitudes toward family education, as shown in Table 4, most of the students have a positive attitude toward the school's family education courses and participate in the courses for a variety of purposes, with the number of students participating in the courses for the purpose of "preparing their families for the future" being more prominent. Regarding the contents of the family education courses, students thought that "how to raise children", "how to establish a good parent-child relationship", "how to maintain a close relationship with family members" and "how to create a harmonious family" were the most important topics. "How to create a harmonious family atmosphere" should be included. This shows that university students have a positive attitude towards the development and establishment of family education courses.

CONCLUSION

From the results of the study, it can be seen that the family education received by college students has problems such as lack of support and acceptance, lack of comprehensive development of morality, intelligence, physicality, sports and aesthetics, and insufficient shaping of ideological concepts and values, which are likely to be carried over to the next generation if scientific concepts of family education are not set up for college students. College students themselves have the consciousness to change the concept of family education and have a positive attitude towards family education courses. Therefore, the establishment of family education courses for college students in colleges and universities can not only meet the needs of future social development, but also meet the realistic needs of college students nowadays.

OBJECTIVES

Family education curriculum design program

College students from various universities.

Course objectives and tasks

The overall objective of the family education course is to change the traditional concepts of family education and to teach university students concepts of family education that are applicable to the current stage of development.

The mission of this course is to enable college students to have a comprehensive and systematic knowledge and in-depth understanding of the importance and basic contents of family education, to set up a good concept of family education, and to form a certain conception of their future families. Through learning the related knowledge of family education, college students will realize the importance of family education to their own development and future family harmony, and acquire practical experience in family education, so that they can have reasonable solutions when they encounter family education problems in the future. The family education course should make college students realize the whole

process of individual moral and cognitive development, which will help them know themselves and develop themselves in a more systematic and comprehensive way.

Course content

College students' family education course is an applied course type course that closely integrates theory and practice (Ji , 2018).

In terms of theory, university students should be enabled to establish a scientific concept of family education: family education should be able to inspire children, should be progressive according to the child's stage of development, and should also be tailored to the child's temperament and personality characteristics. Therefore, to be a qualified parent, one must master the laws of children's development, including the laws of children's physiological and psychological development, to adopt different methods of family education at various stages of children's development. In addition, a qualified parent should know the principles and methods of family education well and use them as a guide to deal with conflicts and difficulties in family education, to maintain the harmony of the family. The growth of children is a process of socialization, so the relevant theories on sociology are also essential.

In terms of practice, the aim of a family education course is to help a family raise its next generation better. Teaching methods such as case studies, role-playing and home-school interaction can be used in the course to enable students to master the ways and means of family education in the course of practice, and to use the theories they have learned to guide them in practice, so that they can be put to practical use.

Curriculum focus

In order to solve the current problems in family education in a targeted manner, this course aims to change college students' stereotypical understanding of the relationship between parents and children, and to make them understand that they and their parents are not only elders and juniors but can also be mutually supportive friends. At the same time, the family education course also aims to make college students understand how to give acceptance and support to their children in the future, so that they can master the methods of educating children's abilities and ideas at different stages of their development. There are different ways of educating children in response to their cognitive and moral developmental characteristics, and as children grow up, parents' educational styles need to be constantly updated.

Course-specific arrangements

Taking a semester of 18 weeks as an example, the family education course can be divided into 36 credit hours, with two credit hours of teaching guaranteed each week. The first 28 hours are devoted to theoretical teaching, which can be combined with the teaching of case studies to require students to utilize what they have learned in the classroom to solve the practical problems in the cases. The last 8 hours are used for practice, teachers can organize students to perform scenarios or role-playing in groups, and teachers should give timely evaluation and feedback after the completion of each performance. The course assessment at the end of each semester is to require students to participate in a practical activity with their families. Through a semester's study, college students reflect on the family education they have received. Students are encouraged to have in-depth conversations with their parents to discuss the strengths and weaknesses of their own family education, and to pass on the knowledge of family education in their families, to expand the influence of the course education.

ACKNOWLEDGEMENTS

I would like to express my sincere thanks to Suan Sunandha Rajabhat University for invaluable help throughout this research.

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