

Family Environment, and Profile as Correlates to Family Education: Basis for The Development of a Model of a Family Education Course

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Abstract

In modern society, the importance of family education is increasingly prominent. In previous studies, many scholars have emphasized the impact and role of family environment and family education on individual growth. The family environment includes the interrelationships between family members, family atmosphere, family values, and other aspects, while family education refers to the education and cultivation of children by parents. With the development and changes of society, the curriculum model of family education is also constantly evolving and developing. Therefore, studying the family environment and overview of family education can help to understand the current situation and trends of family education, and provide scientific basis for improving the quality of family education.

Keywords

Family Environment, Family Education, Curriculum Model.

1. Introduction

The Chinese family has undergone significant changes in the past 70 years especially since the reform and the Open Door policy in 1978. Due to the implementation of the one child policy in 1979, the modern family is much smaller as compared to the traditional family where three or more generations is living under one roof. When it comes to family structure the traditional family was mainly patriarchal, patrilineal and patrilocal, with a clear hierarchy and division of labor among family members while the modern family is more diverse with various forms of remarriage, divorce and single parenting. If the traditional family was more collectivistic and hierarchical, with more emphasis on filial piety, loyalty and harmony, the modern family is more individualistic and egalitarian. In this times the norms and respect for elders are changing drastically. So much so that elders may now be even facing lack of respect from the youngsters. Nowadays Chinese society experienced a decline in its long held moral values which resulted in a value vacuum. These changing trajectory of the Chinese family life cycle over the past 70 years are embedded in the broad context of socioeconomic transformation and demographic transition compromised traditional family functions. As such the need of the hour is to incorporate family education in the curriculum so as not to lose the structural importance of the family. This process will also preserve and promote the Chinese culture and that China will not experience a family cultural death. It will also balance the effects of modernization and globalization which may challenge or erode the traditional family norms and practices. Incorporating a model of family education in the curriculum will enhance the quality and relevance of Higher education by taking into account the cultural backgrounds and expectations and needs of students and their families.

2. Review of Related Literature and Studies

After sorting out, summarizing and analyzing the collected data, it is found that the current academic research results on family education and family ethos are relatively rich. At present, most of the domestic research on this topic is to take family education and family ethos as a whole, and has reached a certain consensus, but the research on the construction of family rearing and family ethos is still insufficient. Therefore, this study attempts to sort out the "family style" at home and abroad, so as to provide more abundant theoretical literature for this study.

2.1. Family Environment

Krauss et al. (2020) describes family environment as the totality of physical and psychological conditions which carries the development of a family member's personality and behavior. Its important components are family relations and parent-child interaction which influences children's academic achievement and character quality. In the study, family environment is made up of family functioning, good communication, and commitment. According to Zaider et al. (2020), family functioning is one of the important factors that determine the quality of the family environment. Family functioning is the frequency of normal family routines, family cohesiveness, and how well family members get along (Blossom and Ng, 2021). It is a process in which family members interact with each other to meet basic needs, make decisions, establish rules, and define goals for individual and family development. Researchers have diverse concepts of family functioning. What is common among their ideas is that family functioning is multidimensional. In the study of Hsieh et al. (2022), the multidimensionality of family functioning was utilized also. Their concept of family functioning however, focused more on the family cohesion, parent-child communication, and parental support. Their study showed that family functioning is evident among Indian families. In this study, family functioning focused on family routines revolving around the rearing of children. While many indicators were used to describe family functioning, the measure in the study was unidimensional.

Good communication is also one of the aspects that determine the quality of family environment (Petano and Matilda, 2014). It is considered the foundation of family life and is also related to family functioning. It is through communication that families are defined and members learned how to organize meanings (Miller-Day, 2017). In the study of Rivadeneira (2017) she found out that Chilean families have a high degree of family communication. Some of the characteristics of their communication are listening, expression of affection, sharing of feelings, and resolving problems.

Family commitment is also a factor of family environment. Bielby in Gubbins et al. (2015) described commitment as a strong personal dedication to a decision to be involved actively in the family and participate in moral and educational development of children. According to Gubbins et al. (2015), married women needs higher family commitment than men. Meanwhile, Downs (2008) reported that remarried individuals still have high family commitment. Their commitment is supported by the approval of family members of their current

2.2. Construction path of family environment

In order to better promote the creation of family tutoring, scholars mainly put forward corresponding promotion strategies from the construction subject, education methods, values, etc. Luan Chunyu and Wang Qinyao (2016) proposed that the family is still the basic cell of society. We should strengthen social support, stabilize the family field, improve reasonable family rearing, and build a good family environment. Xu Guoliang (2019) proposed from the construction subject, education content and method that the inheritance of family style and the construction of family education should gather the strength of the whole society to carry out the construction of family style of family education. The education content should be reasonable

and the method should be scientific. Xu Jing and Chen Faxiang (2020) put forward suggestions on the development of family style and family education in the new era through the survey of family style construction in southern Anhui: family style and family education in the new era should pay more attention to family education, build a good family atmosphere, pay attention to the quality of parents as parents, actively respond to the new ethos of the current society, and integrate communication and development into new media. He Manlong and Li Fengmei (2022) pointed out that the construction of family style of family tutoring needs to combine the family concept of the new era, give play to the leading and exemplary role of the family subject in the family, and stimulate the interaction vitality between the subjects in the intergenerational relationship of the family at different stages. Ren Jiarui (2021), starting with the values, proposed that the construction of family style of family tutoring must grasp the root, be guided by the core socialist values, and pay attention to the inheritance of traditional culture. To sum up, first of all, the domestic and foreign research results on family education and family ethos have important reference significance for the construction of family, family education and family ethos; Secondly, there are still many problems to be studied and solved in the construction of domestic family tutoring family style, such as the outdated concept of family education, too much emphasis on talent education, the lack of parental education, unreasonable parenting methods, and the development dilemma of family tutoring family style caused by the influence of bad social atmosphere; Finally, in the research on the construction strategy of domestic family tutoring and family ethos, we should start from the new era background and new requirements, and achieve collaborative education, with the participation of the whole society to build a good family ethos.

2.3. Family Education

The direction towards the child walks is drawn from the family, which is where his ideal will be formed. This forms even from the childhood until adolescence. Therefore, where the relationships between his parents have been harmonious, the ideal of the adolescence includes a model that is similar to the one of his parents. A child who didn't received a proper education from all points of view will suffer during adulthood, or maybe during his entire life if he doesn't have a strong native character to self-educate. Relational gaps, complexes, emotional fluctuations and all the other internal issues of the human being are large a consequence of faulty family education. Someone who was raised by some parents who didn't had time to talk to him, to encourage him or listen to his needs, will find it hard to understand the extrovert of a person around his friends or at work, or the altruism with which he's manifesting in society. He'll find it difficult to adapt.

2.4. The course of Chinese family education curriculum construction

China has a fine tradition of attaching great importance to family education. The works of Zhouyi, The Analects of Confucius, Mencius and The University all contain rich thoughts of family education. Confucianism once summarized the goal of life as "cultivating one's morality", "regulating the family", "governing the country" and "leveling the world", among which one of the basic tasks of "regulating the family" is to carry out family education. In the long-term educational practice, China has also accumulated "Yan Family Instructions", "Yuan Shi Fan", "Wen Gong Jia Fan" and so on

A model of family education. However, in terms of the development of family education curriculum, China is obviously later than the western developed countries, and repeatedly encountered in the process of development, and did not gradually recover until after the reform and opening up. Since the beginning of the 1980s, primary and secondary schools, streets, units and associations in many cities and towns in China have set up "parent schools". Soon, such schools have sprung up like bamboo shoots after rain in China. According to incomplete statistics, by the end of 2000, there were more than 300,000 kinds of parents in China. In the

1990s is our family education in the popularization and development stage, the ninety s Chinese children development plan outline of the "clear requirements to" make 90% of children (under the age of 14) parents of knowledge of conservation, education children ", requires" normal colleges on the basis of pilot, gradually open family education courses, relevant academic institutions and academic groups to carry out family education theory research ". After more than 40 years of exploration and accumulation in the reform and opening up, China's family education research institutions, research forces and work teams have been growing, academic groups have been widely established, research platforms (including journals, websites, etc.) have been increasing, the quantity and quality of research results have increased, and the discipline construction of family education has made significant progress. At the same time, more and more colleges and universities offer family education courses and set up family education degree programs, and more and more social institutions and online platforms offer family education courses, lectures and forums for the public. Thanks to this, the content of family education courses is increasingly refined and systematic, and the teaching forms are also increasingly diversified.(Yang Xiong, Liu Cheng 2021)

2.5. Type of family education curriculum mode

Through the study of academic scholars on the types of family education curriculum mode, it is found that the family education curriculum mode is mainly divided into three modes: offline traditional face-to-face training mode, online online teaching and the combination of online and offline innovation. Dai Li (2017) divided the family education curriculum model into two categories: the traditional mode of face-to-face training class, online training class, book and text training, and the new mode of 51 Vv community video course. Wang Wenping (2018) integrates school ceremony activities with family education courses, and proposes to offer three types of family education activities: "witness", "development" and "interactive". Sun Jianzhi (2018) proposed two innovative modes, namely, the combination of network and reality, and the participation of various social institutions. Gu Jing (2019) proposed that the family education curriculum model should be divided into face-to-face curriculum education models and online family education curriculum models. Wang Xiaohong (2019) discussed the model of family education curriculum, and proposed two innovative modes of online teaching to solve problems and exploratory interactive method to help parents increase their experience. Chen Qing (2019) environment, based on the two-child environment, divided the family education course mode into three categories: observation "family education micro-course," experiential "family education micro-course and" interactive " family education micro-course. Kong Ping (2020) and others elaborated the three organizational forms of family education curriculum, cross-grade family education, grade family education, and class family education.

3. Definition of Terms

Family. This refers to a social basic organization composed of marriage and kinship; **Family education.** This refers to the all-round education of children by family members; **Family environment.** This refers to distinctive interpersonal setting involving the family members of a particular household. This social environment includes the moral values, habits, behaviors, and coping mechanisms of the family.

Family Rearing. This refers to the upbringing and education of children by parents or guardians. It is a crucial part of a child's growth process and plays an important role in their physical and mental health and comprehensive development.

Family Structures. This refers to a term that describes the members of a household who are linked by marriage or bloodline **Good parenting.** This refers an accumulation of actions and interactions that you have with your child. It is driven with purpose and end goals in mind. **Good**

parenting aims to develop in children character traits like independence, self-direction, honesty, self-control, kindness, and cooperation.

4. Summary of Findings, Conclusions, And Recommendations

4.1. Summary of Findings

The findings of the study are as follows:

The age distribution in the sample is relatively uniform, and there is no obvious age concentration phenomenon. The education level of the respondents is mainly based on university and graduate degrees, while the number of people with other education levels is relatively small. The nuclear family is the main family structure in current society. The majority of people in this sample are professionals or teachers. the respondents assessed their family environment in terms of family life. The overall mean shows that family life is at good level. the respondents have a good family environment in terms of communication. the respondents' family environment in terms of commitment is at a good level. the overall family environment is considered to be at a good level. positive discipline and child guidance is at a good level. the active parental school engagement is at a good level as evidenced .there is parenting style practices at a good level.the overall assessment of family education indicates a good level of family education.

4.2. Conclusions

the largest age groups of the respondents are composed of the 20-30 years old and the 31-40 years old . Most of the respondents are college degree holders , have a nuclear family structure , and employed as professionals .the overall family environment is considered to be at a good level. the overall assessment of family education indicates a good level of family education. family education in terms of positive discipline and child guidance is predicted by commitment, good communication , patrifocal family structure , and managerial occupation. active parental school engagement is predicted by commitment , good communication , patrifocal family structure. parenting style practices is predicted by commitment, good communication , patrifocal family structure.

4.3. Recommendations

The least evident part of good communication is seen in item 2 which says that there is sensitiveness to the needs of family members. It obtained the lowest mean .We suggest increasing sensitivity to the needs of family members.The least obvious aspect of active discipline and child guidance is the development of clear and consistent rules. This indicator has the lowest average value in the dataset. Therefore, it is recommended to establish clear and consistent rules in family education.the overall family environment has been at a good level. while commitment is the lowest ,In family life, we suggest increasing commitment among family members. The active parental school engagement is at a good level.But the least evident aspect of active parental school engagement can be seen in data which talks about observing the parental portal in the school, it shows that this is least practiced by the parents.In the current internet society, home education courses are becoming increasingly networked. It is recommended that parents pay more attention to online courses. the overall assessment of family education indicates a good level of family education. Parenting style practices got the highest mean while active parental school engagement got the lowest score .So it is recommended that parents pay more attention to their children's situation at school. parenting style practices is predicted by commitment, good communication , patrifocal family structure. We should strengthen commitment, communication, and pay more attention to various aspects of children in order to improve parents' parenting style and level. Family environment and education play a crucial role in children's development. We must pay attention to the

construction of the family environment and the development of good family education, which is the foundation of the family education curriculum model. The value of family education courses is recognized by the entire society. The traditional family education model emphasizes traditional moral and academic education, while the modern family education model focuses on cultivating children's autonomy and creativity. The future family education curriculum model may focus more on cultivating children's comprehensive qualities and social abilities. In order to improve the quality of family education, parents need to continuously improve their educational literacy and professional knowledge. The development of family education curriculum models needs to fully consider the characteristics of society, culture, and family, as well as the needs of children.

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