

Strategies of Family Education in The Context of The Information Age Media

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Abstract: In the information age, as a crucial channel for information dissemination, the media has had a profound impact on family education. The media spreads ideas about family education through various forms, guiding parents and children to grow together. This article mainly discusses the influence of new media on parents' parenting behaviors in the context of the information age, analyzing the role of the media in spreading family education concepts, promoting the development of family education, and improving parents' educational literacy. Additionally, the article points out the potential negative impacts of the media during dissemination and proposes countermeasures. The influence of the media on family education for parents is increasingly prominent in the information age. We should fully utilize its positive aspects, address potential risks, and contribute to the healthy development of family education.

Keywords: Family education; Information age; Educational strategies.

1. Introduction

1.1. Background of the Study

The most important thing about family education is its goals, content and form. The goal is to guide family education so that we know clearly what kind of people we want to cultivate. Some families' goals are vague, unclear, too high or low, which is not conducive to children's development. With the development of the times, educational goals have changed from single to diversified, and we are no longer limited to physical, academic or moral aspects. Rousseau believed that children should be educated to grow up healthy and happy, in accordance with nature (Rousseau, 1817).

It was believed that children should be taught high manners from the very beginning of their understanding. John Locke believed that parents are the teachers of their children and that parents should provide a holistic education for their children (Locke, 2007). Yang believes that parental values should be updated in modern society (Yang, 2018). At different stages, family education goals will diversify with the changing times and we should be aware of the changing trend of goals.

The content of home education is diverse and complex, and from what previous researchers have studied there are three main components: morality, knowledge and health. In 1632, Johann Amos Comenius made one of his great achievements by drawing up, for the first time in human history, a detailed educational programme for children under the age of six. In fact, he was also one of the first educators and thinkers to study home education. Comenius believed that the education of young children should begin at the age of zero, focusing on the development of the child's character, the development of the child's intellect and the exercise of the child's body (Comenius, 1956). Most authors study the content of home education in relation to children, lacking the study of parents, which is not only about children, but also in relation to their parents. We should focus on the parents as well as the children, because the parents are the implementers of home education.

The form of family upbringing is also very important, and

it comes in styles such as authoritative and democratic. The famous American psychologist Baumrind classified family parenting styles in terms of typology and schematics, i.e. according to the control parents have over their children: authoritative, authoritarian and tolerant. Through his research, he pointed out that children in authoritative families are more mature and independent, with a greater sense of social responsibility and achievement than those in authoritarian and tolerant families. Also, research has shown that the formation of a child's personality is influenced by the overall behavioural pattern of the parents rather than being determined by one dimension of parental behaviour (Baumrind, 1971). The concept of parenting style was first introduced by the American psychologist Baumrind in 1967 (Bornstein et al., 2008). Baumrind believed that authoritative parents were the most likely to promote the development of young children's abilities through responsible behaviour and that parental role models were primary condition for good education (Baumrind, 1971). Darling and Steinberg see parenting style as a collection of parenting attitudes, behaviours and non-verbal expressions. It reflects the nature of parent-child interaction and is stable across contexts (Steinberg & Lamborn, 1992). Until the 1920s, Freud's psychoanalytic theory emphasised that poor early childhood experiences inhibit children's development. Watson, working from stimulus-response theory, emphasised control over the child during parenting, arguing that children should develop good behaviour by establishing conditioned reflexes.

These authors believe that family parenting styles are very important and that good styles can promote children's development, while wrong styles can lead children astray and affect their physical and mental health. Some authors, however, believe that authoritative forms are good for children's development, but others believe that using democratic ones allows for a better understanding of the child and that authoritative forms can limit the child's thinking. Some authors in previous studies have only always investigated and have not fully compared.

Society is developing very fast and competition is very

fierce, and the traditional family model is changing. With the development of technology, we have entered an era of information technology. In the process of family education, the culture, cultivation and behaviour of parents, the environment of the family and so on all affect the development of children. The internet has had a certain impact on family education, as children can obtain a lot of information from the internet. Children no longer get their knowledge from their parents alone, their parents' education no longer interests them, some resist their parents' education and parental authority is weakened. The internet has a great impact on family education and I think parents can use it to educate their families.

Fertility rates in various countries are declining year by year, especially in China where there are only one or two children in a family, children become the centre of the family and family relationships are simplistic. Some researchers have not confined their research to the family, but have explored the impact of various factors on family education in the general context, mainly in the following areas.

Generally wealthy parents or those in urban areas give their children better home education. In some rural areas parents go out to work and some children stay in rural areas to live and study, leading to a number of family education problems: lack of parents in children's education, deviant educational expectations; simple responsibilities of temporary guardians, crude educational methods and biased educational content. The authors suggest that families, schools, government and society should work together to solve the problem of left-behind children (Wen-Sheng & Zhong, 2008). Some authors argue that parents' educational attitudes should be improved, and in addition, suggest that comprehensive parental skills in rural family education should be improved (Lian et al., 2017). In addition, there are also parents who value grades at the expense of moral development, and children who lack parental love, etc (Zhang, 2005).

Secondly, there are differences in parenting styles. brassett Grundy's study found that different parents' emphasis on home education affects the future development of their children. Mi explored the effects of parenting styles and self-concept on students' social withdrawal behaviour (Mi, 2008).

There are some commonalities in the homeschooling ideology of these researchers. Firstly, they all agree that the external social environment has a strong influence on a child's home education, which can be limited by the times and the wider environment. Secondly, the personal behaviour of parents can have a different impact on their children's home education, which can be influenced by patterns of parental behaviour. The disadvantage in the area to be studied is that there are many variables to consider. At different times, the effect of home education is less than the effect of the social environment and there is a lack of comparison between home education and the social environment.

1.2. Theoretical framework

(1) family learning theory:

Family learning theory focuses on the importance of learning within the family unit. It emphasizes how family members can collectively participate in educational activities, share knowledge, and support each other's learning experiences. This theory recognizes that learning is not restricted to formal educational settings but occurs within the context of family interactions and daily life. Family learning

theory posits that families play a vital role in shaping an individual's attitudes, values, and educational achievement. It highlights the impact of family dynamics, communication patterns, and sociocultural factors on learning outcomes. In this context, learning is viewed as a social and collaborative process, with family members contributing to each other's educational growth. Family learning theory emphasizes the importance of parental involvement in children's education. It emphasizes the impact of parental attitudes, expectations, and support on children's motivation, academic performance, and overall development. Family learning theory also recognizes the intergenerational transmission of knowledge and skills, whereby older family members pass on cultural, practical, and educational wisdom to younger generations. Family learning theory provides valuable insights into the multifaceted ways in which families contribute to the learning process, shaping individuals' educational experiences and achievements (Gavazzi & Lim, 2023).

(2) epstein theory of parental involvement:

Epstein's parental involvement theory was proposed by Epstein, which emphasizes the importance of parents in children's education. Children's education requires the joint cooperation of families, schools, and communities. Epstein's theory describes six types of involvement that parents can have in their children's schooling, forming a comprehensive approach to promoting positive parent-school partnerships. It is very important for parents to provide a home environment for their children to learn, including providing emotional support, behavioral expectations, etc. Parents play a vital role in supporting their children's learning at home. Parents should be involved in decisions that affect their children's education. Schools are part of the wider community and collaboration with community resources can enhance the educational experience. Epstein's theory of parent involvement provides a comprehensive framework for educators and parents to work effectively together, recognizing the many ways parents can contribute to their children's education (Caño et al., 2016).

1.3. Statement of the Problem

This study explores family education in the context of information age media. Explore the effective methods of family education in the media age.

2. Design and Methodology

2.1. Research design

This study is based on family learning theory and epstein theory of parental involvement. According to the theory, the interview content is determined based on the stages of individual development and the influence of parents on their children. Taking "how information media helps parents educate their children" and "the content of information media in family education" as the two main dimensions. The contents of the two dimensions are combined with indicators from all aspects of the project to form an "interview questionnaire". Participants will be ensured that they have fully understood the purpose of the interview, the process and their rights, including the right to withdraw at any time.

2.2. Population and Locale

10 parents with elementary children.

2.3. Treatment of Data

We used interview guide questions centered around asking

parents how they use information media and the role and impact of information media. Thematic analysis was used to thoroughly read the transcribed interviews and establish similar patterns of meaning throughout the data to arrive at a theme. Thematic analysis provides researchers with a flexible and rigorous method for analyzing qualitative data.

3. Presentation, Analysis and Interpretation

3.1. The function of information media in family education

a. Promote subject interest

Parents encourage their children to use information media for learning in specific areas, such as programming, art, etc., to meet their children's special interests and subject needs. Through online learning platforms, children are able to choose courses that match their interests, stimulating deep learning and enthusiasm for the subject.

Participant 1 mentioned that they use information media to learn and improve their academic performance. Let your kids use some educational apps. This parent emphasized the purpose of using information media to improve academic performance. Through educational apps, specifically Scrabble, math apps, and language learning apps, they blend learning with games, emphasizing the concept of gamified learning. This approach not only makes learning more fun, but also provides educational content amid entertainment, prompting children to become more actively engaged in learning.

Participant 3 mentioned that they mainly use information media to learn English online. This parent focuses on using information media to learn English, especially using computers to allow his children to learn other languages. The emphasis on convenience and the possibility of communication with foreign teachers highlights the important role of technology in language learning. At the same time, the mention of being able to receive courses from prestigious schools shows the willingness to obtain high-quality educational resources through information media.

Participant 7 mentioned that they use the computer at home to look up information. The parent emphasized the importance of using the Internet for online searches during school projects. This reflects the individual differences theory, which is to choose a learning style that suits your child based on their interests and learning style. By guiding their children to proactively acquire information, this parent helps develop their children's independent learning abilities and information-seeking skills.

Comprehensive analysis of the words of these three parents shows that they all emphasize the diversity of information media use in home learning and combine different learning concepts such as game-based learning to enhance children's learning interest, breadth of knowledge and independent learning. ability (Gavazzi & Lim, 2023).

b. Expand their knowledge

Parents use information media, such as educational applications, online learning platforms, documentaries, etc., to help their children access and learn knowledge in various fields, from language learning to scientific experiments, and even understanding the culture and history of countries around the world. This helps broaden children's horizons and

provides a more comprehensive learning experience.

Participant 8 mentioned that we will watch some educational videos together, such as documentaries, scientific experiment videos, and historical and cultural content to broaden children's knowledge. Families watch educational videos and documentaries together to expose children to a wider range of knowledge in the family environment and promote a deeper understanding of learning content through family discussions.

Participant 4 mentioned that they would let their children watch documentaries to learn about the customs and customs of other countries in the world. By watching documentaries to learn about the cultures of different countries, and providing e-books and audiobooks, information media not only satisfies children's reading interests, but also cultivates their comprehensive literacy.

Information media will expand the knowledge and help children develop in an all-round way. It is not limited to school courses, but can also cultivate their interests and comprehensive abilities. Cross-cultural knowledge and multi-disciplinary learning provide children with better social adaptability, making them more confident and independent in different fields. Diverse subjects and content help stimulate children's interest in learning and make learning more interesting and meaningful. Through analysis, family learning theory can be used to understand how the family becomes a key environment that promotes the expansion of knowledge, emphasizing the importance of the family in shaping learning experiences (Gavazzi & Lim, 2023).

c. Improve learning effectiveness

Families use information media as learning tools, including e-books, and online searches, to improve their children's academic performance. By learning through entertainment, such as watching educational videos, children's interest in reading can be better cultivated, thereby promoting learning effects.

Participant 1 mentioned that they let their children use educational apps such as Scrabble, math apps, and language learning apps. This parent emphasized the goal of using information media to improve academic performance and integrating learning into play through educational apps such as Scrabble, math apps, and language learning apps. This reflects "providing learning opportunities" and "organized learning environment" in Epstein's family involvement theory. Parents create learning scenes for their children at home, making the learning process more interesting and organized.

Participant 7 mentioned that they would guide their children to use the Internet for online searches to help them gather information and complete tasks. This parent guided his child to use the Internet for online searches during an academic program, reflecting family support in academic tasks. This is consistent with the "school-related family support" in Epstein's family involvement theory, which emphasizes family guidance and assistance in academic aspects. By providing technology and information support, parents help their children complete school tasks more effectively.

These two parents demonstrated active participation in home learning in different ways. They emphasize shared learning experiences, support for school missions, and increased learning opportunities through online learning platforms. This is in line with Epstein's family involvement

theory, which emphasizes the family's support and guidance for children's learning in different aspects (Grolnick, 2016).

d. Promote family interaction and education

Parents use information media with their children, watching educational videos and participating in interactive learning games to promote family discussion and education. This not only enhances the parent-child relationship, but also makes learning a common experience for the family, integrating learning into daily life through parent-child education.

Participant 9 mentioned that their family pays attention to parent-child education and uses information media to play some small games with their children. Will promote children's learning in entertainment. This parent emphasized that the family focuses on parent-child education and promotes children's learning through information media and interactive learning games. This reflects the "active participation and guidance of family support" in Epstein's parental involvement theory. Parents integrate learning into family life through entertainment and parent-child games, promoting interaction and education between parents and children.

Participant 4 mentioned that they would watch some educational videos together. By watching documentaries and educational videos together, this parent highlighted the family's experience of learning together, which helps broaden their children's knowledge. This is in line with the "joint learning experience" in Epstein's parental involvement theory, which promotes family interaction and strengthens the educational atmosphere through family members' joint participation in learning.

Both parents emphasized active involvement and guidance in their families. By using information media and interactive learning games, they create a positive learning climate at home. This reflects Epstein's theory about parents' active participation, which believes that parents' active guidance and participation can promote children's learning and establish more beneficial educational relationships in family interactions. Through joint learning experiences, the interactivity of education in the family is promoted, making learning a part of family life (Newman et al., 2019).

3.2. Methods of family education by using information media

a. Personalized learning and skill training

Participant 1 mentioned that they can customize personalized learning plans for their children based on their interests and learning levels. This discourse embodies the idea of personalized learning, which is to provide children with a customized educational experience based on their unique traits, interests, and learning levels. This is in line with the "parental guidance" principle in Gronik's theory, that is, parents actively participate in and guide their children's learning process by understanding their children's personality differences to make it more consistent with their children's needs and interests.

Participant 2 mentioned that through streaming media, children can more independently choose the content to learn, conduct in-depth learning based on their own interests, and develop the ability to learn independently. This statement highlights autonomy in personalized learning. The "self-determination" principle in Golnick's theory emphasizes children's autonomy and self-determination in learning. The

role of parents is to provide appropriate resources and environment so that children can choose learning content more independently and cultivate their active learning ability.

This reflects personalized learning and skill development, where parents guide and provide resources to help children learn according to individual differences, interests and learning levels. This is consistent with the principle of parental involvement in Gronik's theory, which emphasizes the active role of parents in promoting the individual development of their children (Grolnick, 2016).

b. Development of critical thinking and information literacy

Participant 1 encouraged children to think and analyze the information they saw, cultivate their critical thinking, and learn to question and explore. This discourse emphasizes the importance of developing critical thinking in children. Uri Bronfenbrenner's bioecological theory focuses on the interaction between individuals and the environment, that is, individuals develop through reflection and adaptation to the environment. In this context, cultivating critical thinking can be regarded as an individual's adaptation to the information environment, enabling children to better understand, analyze and evaluate the information they are exposed to in order to adapt to the changing information ecology.

Participant 2 mentioned educating children about online security, including privacy protection, password security, and avoiding cyberbullying, to help them use the Internet safely. This involves the development of information literacy, especially in cybersecurity. Uri Bronfenbrenner's bioecological theory emphasizes the influence of the environment on individual development. Within this theoretical framework, educating children about network security can be viewed as providing a safe information environment so that they can better adapt and protect themselves in different information environments.

These two discourses reflect that under Uri Bronfenbrenner's bioecological theory, family education enables children to better adapt to and understand the evolving information ecology by cultivating critical thinking and information literacy. This is consistent with the focus on the interaction between individuals and the environment in bioecological theory (Rosa & Tudge, 2013).

4. Results and Discussions

4.1. Improve skills and literacy in using information media

Develop a personalized learning plan and select appropriate information media based on children's interests and learning levels to make learning more targeted and attractive. Emphasize critical thinking about information, teach children the ability to distinguish truth from falsehood, and learn the skills to ask questions and explore deeply. Educate children about online safety, including privacy protection, password security, avoiding cyberbullying, etc., to ensure their safe use on the Internet. Use information media as a topic for parent-child communication to understand children's experiences and troubles in the online world, and guide them to participate in online social activities healthily and actively. Set up reasonable information media usage time to ensure that children maintain a balance in diverse activities such as learning, outdoor activities and social interaction, and avoid being addicted to screens. Encourage children to think critically about the information they come into contact with,

help them distinguish between truth and falsehood, and develop the ability to think independently.

By comprehensively adopting these methods, we can help children improve their skills and literacy in the use of information media, so that they can better adapt to the learning and living environment of the information age. These approaches emphasize personalization, critical thinking, creative activities, and safe use to support the overall development of the child.

4.2. Improve usage discrimination of information media content

Educate children not only to receive information, but also to question, analyze, and evaluate the credibility and authenticity of information. Skills in distinguishing true and false information, understanding network security, privacy protection, etc. This can be done through targeted courses and activities. Through case analysis of examples of real and false information, children can learn how to identify the authenticity of information from practice, allowing them to deeply understand the complexity of information. Help children develop the ability to identify information and understand its source, context and possible biases. Through training, they can better judge the credibility of information.

These methods can help children build sensitivity and discernment to information media content, allowing them to use information resources more confidently and effectively, while reducing the impact of misleading or false information on them.

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