

# Analysis of the Current Status of Research on the Cultivation of Family Education Instructors

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**Abstract:** With the development of society and the continuous updating of family education concepts, family education instructors play a crucial role in enhancing the quality of family education. This paper reviews and summarizes the research related to the cultivation of family education instructors, revealing challenges such as the absence of professional standards and admission mechanisms, unstable training quality, shortage of teaching staff, and the lag in professional construction. It also proposes strategies to address these issues, including establishing industry standards, promoting interdisciplinary cooperation, strengthening professional construction, and implementing hierarchical cultivation. The paper emphasizes the importance of lifelong learning and the public welfare nature of family education guidance, while also pointing out the necessity of supply demand matching and legal support. In order to improve the quality of family education and promote the harmonious development of families and society, this study provides some strategic recommendations how to cultivate family education instructors.

**Keywords:** Family Education Instructors; Cultivation; Professional Development; Interdisciplinary Cooperation; Professionalization.

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## 1. Introduction

Family education has always been a focal point of societal concern. Family education instructors as professionals providing support and guidance in family education play a significant role in the field. The aim of this study is to in-depth analyze the strategies for improving the cultivation quality of family education instructor and find solutions to the current challenges.

This paper reviews the current state of family education instructor cultivation, analyzes the currently available cultivation models, and reveals cultivation strategies under different educational systems through international comparative research. Based on international experiences and local realities, the paper proposes targeted development directions and suggestions. Additionally, the paper discusses the necessity of establishing professional standards and admission mechanisms for family education instructors, and how to enhance their professional teaching staff and improve career development path. We also offer some suggestions for policy support and legal frameworks to provide valuable references for the future development of family education instructor cultivation.

In summary, our study provides a comprehensive analysis about the cultivation of family education instructors, with the hope of offering theoretical support and practical guidance for work in this field and promoting the development and improvement of this area.

## 2. Current Status of Research on the Cultivation of Family Education Instructors

### 2.1. Definitions and Responsibilities of Family Education Instructors

Family education instructors are professionals with

specialized knowledge and skills in the field of family education. They assist parents in addressing educational challenges, enhancing the quality of family education, and promoting the growth and development of family members by providing relevant educational consultation and guidance services[1].

The core responsibilities of family education instructors[2] lie in applying professional knowledge and skills to communicate effectively with family members. Through personalized educational methods and strategies, they help families to develop educational plans that meet their unique needs, establish a comprehensive and coordinated educational system, and cultivate positive family education concepts in the process. Additionally, family education instructors are expected to actively participate in family education activities, strengthen the bonds among family members and stimulate their intrinsic motivation.

To maintain the foresight and adaptability of family education services, family education instructors should focus on enhancing their personal qualities and emotional skills, continuously expanding their professional knowledge base, actively learning and reflecting on their experiences in practice, and maintaining a keen insight into emerging educational trends. These ensure that their services can meet the key needs of social development.

### 2.2. Review and Evaluation of Existing Cultivation Models

The current cultivation models present diverse characteristics in the field of family education instructor cultivation. One model is the school-based cultivation, which is primarily organized by internal experts and educators, covering various aspects such as family education psychology, family relationship management, and communication strategies. The advantage of this model lies in its comprehensive coverage of cultivation content. But it is limited by a lack of practical components, which restricts the

enhancement of students' operation abilities.

Another model is the training class led by social institutions, which conducted by professional training organizations or social groups. These classes typically offer a broad curriculum and include practical sessions, which are beneficial for strengthening the trainees' hands-on abilities. However, due to the uneven level quality of training institutions, the teaching quality and actual effectiveness may not be guaranteed.

With the advancement of internet technology, online cultivation models emerges gradually. Trainees can study flexibly according to their own schedules, increasing the convenience of cultivation. Nonetheless, online cultivation also has its limitations, particularly in the areas of face-to-face interaction and practical operations. The absence of immediate guidance and feedback may impact the learning outcomes.

Considering the strengths and weaknesses of various cultivation models, we could attempt to integrate these models organically, innovating a comprehensive cultivation model that embrace both theory with practice while ensuring the quality and effectiveness. Through such an integrated cultivation model, it is possible to better meet the needs of different trainees and promote the professional development and service quality of family education instructors.

### **2.3. Discussion on Training Content and Methods**

The training content for family education instructors is the core of their professional development, encompassing three main areas: theoretical knowledge, professional skills, and psychological literacy. Firstly, the impartation of theoretical knowledge includes relevant professional fields such as education, psychology, and sociology. Family education instructors need to have an in-depth understanding of the definition, objectives, principles, and methods of family education. They must grasp the characteristics of children's physical and mental development at different age stages, their educational needs, be familiar with family education-related policies and regulations, and understand the importance of school-family-community collaboration in nurturing individuals as well as strategies for family culture construction. Additionally, there should be an emphasis on learning research methods to enable family education instructors using various research tools to analyze and solve problems in family education. All these will lay a solid theoretical foundation[3].

Secondly, the cultivation of professional skills is the key to the practical capabilities of family education instructors. These include knowledge impartation, emotional communication, home visit techniques, diagnosis and solution of family education issues, activity organization, evaluation of the family education, and case documentation and reflection. The training of these skills enhances the instructors' guidance and problem-solving abilities in their practice work.

Lastly, psychological literacy is equally important for family education instructors, encompassing mental health, emotional management, emotional support, stress coping, teamwork, and the capacity for continuous learning and growth. These qualities help family education instructors to better fulfill their duties and provide comprehensive support to family education.

Regarding training methods, a combination of online and

offline teaching, expert lectures, and case analysis remain the primary means of instruction. To improve training effectiveness, the integration of theoretical and practical teaching is crucial. It allow trainees to apply what they have learned in real work scenarios, and deepen their understanding and mastery of the knowledge. Utilizing internet technology to establish online learning and communication platforms not only provides a wealth of learning resources for trainees but also broaden the space of interaction. Furthermore, a variety of activities such as field works, study tours, assessment and certification, and continuing education can enrich the training format and enhance the training outcomes.

## **3. Challenges and Issues in the Cultivation of Family Education Instructors**

### **3.1. The Absence of Professional Standards and Accreditation Mechanisms**

A core issue in the cultivation of family education instructors is the absence of unified professional standards and an accreditation mechanism[4],[5]. It led to a large number of inadequately trained instructors on the market. Their professional levels and the quality of service fails to meet the needs of parents and children. Although several training institutions provide programs for family education instructors, there are those that are overly profit-driven and take advantage of the lack of authoritative certification bodies to review and evaluate the outcomes of their training. All these makes the quality of training can not be effectively guaranteed. Therefore, the cultivation of family education instructors urgently needs to establish unified professional standards and accreditation mechanism and to implement a hierarchical training model.

### **3.2. Challenges in Training Content and Faculty Strength**

The issues concerned about the training content and faculty strength of family education instructors have long been significant factors constraining the development of the industry. In our country, the construction of family education academic courses in higher education institutions is weak, the academic system is not perfect, and the number of teacher trainees engaged in family education is less. Currently, despite the multitude of training institutions present in the market, there is a general lack of standardization and systematic approach, primarily focusing on short-term intensive training and training organization complicated. The cultivation for family education instructors is confined to the impartation of theoretical knowledge and neglect the cultivation of practical skills. This has led to a disconnection between the training content and the actual needs of family education, making it difficult for many family education instructors to provide effective solutions when facing complex family education issues. This situation indicates that the proportion of family education instructors receiving continuing education is low, which limits further enhancement of their professional level. In addition, the criteria for the faculty cultivating family education instructors are not clearly defined, and the quality of the faculty varies widely, failing to meet the significant talent gap that currently exists in the field.

### 3.3. Uncertainty about Career Development and Employment Prospects

Family education instructors, as an emerging professional group, face a market that is not yet fully mature due to limited public understanding and acceptance [6]. This can affect the trust and satisfaction of parents when selecting family education guidance services, thereby constraining the market development of this career. Currently, the professionalization of family education instructors is still in its early stages, and the number of individuals who work full-time in this capacity is not yet predominant. Furthermore, the lack of established positions for family education instructors in schools and communities directly impacts the enthusiasm of higher education institutions and training organizations to offer related courses and majors. This situation not only hinders the supply of relevant educational products but also affects the cultivation and recruitment of outstanding talent, creating an unfavorable cycle.

## 4. Suggestions and Conclusions

### 4.1. Recommendations for the Cultivation of Family Education Instructors

#### 4.1.1. Integration of Faculty Resources

The interdisciplinary competence of family education instructors necessitate strengthening of discipline construction in colleges and universities, the establishment of professional courses, the cultivation of specialized talents[7], and encouraging interdisciplinary research[8] which will establish a solid academic foundation. The formation of interdisciplinary faculty teams, encompassing experts in the fields of education, psychology, sociology, and others, is crucial. Collaboration between schools, educational institutions, and social organizations should recruit practical talents, such as experienced family education instructors, successful parent representatives, and social workers, to provide practical guidance and case analyses, thereby enhancing the level of instruction.

#### 4.1.2. Establishment of an Evaluation System

The establishment of a comprehensive evaluation system is a critical aspect of family education instructors cultivation[9]. The evaluation system should encompass multiple dimensions, including the training process, faculty strength, student competencies, and post-graduation follow-up. The assessment of training should be diverse, comprising theoretical examinations, practical ability, and evaluations of emotional attitudes, utilizing tools such as exams, assignments, case analyses and so on. The evaluation of faculty strength should focus on teaching standards, professional backgrounds, and experience, with established assessment criteria to monitor quality. Student competency assessment, through the evaluation of theoretical understanding, practical skills, and emotional attitudes, provides a basis for personalized guidance. Post-graduation follow-up evaluation focuses on career development, growth trajectories, and continuing education, offering feedback on the quality of cultivation and providing directions for improvement for training institutions.

#### 4.1.3. Building a Bridge between Supply and Demand

The cultivation of family education instructors faces challenges of imbalance. On the supply side, it is recommended to empower industry associations or

organizations[10] by delegating authority and standardize the registration and certification of training institutions, thereby enhancing their legitimacy and credibility. On the demand side, it is essential to strengthen the connections between family education instructors and educational institutions such as families, schools, and society. It also can be achieved by enhancing practical teaching and internships to improve the practical skills and professional literacy of trainees, which in turn can increase employment opportunities.

#### 4.1.4. Support from Policy and Legal Frameworks

In the field of family education instructor cultivation, the support from policy and legal frameworks is of paramount importance. The government needs to establish regulations that clearly define the responsibilities of family education instructors, create supervisory bodies to oversee the quality of training, and increase funding to enhance the level of training services. At the same time, the government should introduce incentive policies to encourage family education instructors to participate in academic conferences and international exchange activities through scholarships and subsidy programs. It is also necessary for the government to guide businesses and social organizations to provide internship and employment opportunities, and encourage family education instructors to engage in community services and public welfare activities to improve their social reputation. In addition, the support and guidance from government, along with the formulation of relevant policies and regulations[11], are essential to create a favorable development environment for family education instructors.

### 4.2. Conclusions and Insufficiencies

In this study, we conducted an in-depth exploration of the current state of research related to the cultivation of family education instructors. The research initially clarified the definition and responsibilities of family education instructors, highlighting their significant role in the field of family education. Subsequently, we reviewed and evaluated the existing cultivation models and identified several issues, including the lack of clear professional standards and accreditation mechanisms, insufficient training content and faculty strength, as well as uncertainties in career development and employment prospects.

Furthermore, the study analyzed the challenges faced in this field and provided recommendations for future development directions.

The paper proposed innovative suggestions for establishing an evaluation system and building a bridge between supply and demand to optimize the cultivation process of family education instructors. However, there is a shortage of empirical data to support these suggestions, and an in-depth discussion of the theories and methods for interdisciplinary cultivation, which are areas that require further effort in future research.

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