Cultivating Family Education Guidance Competence among Preservice Teachers: A Curriculum Reform Practice Study

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Abstract: Family education guidance competence has become an essential part of teachers´ professional quality in the new era. This study involved 184 undergraduate pre-service teachers majoring in primary education at Zhaoqing University who took the course Family Education. The course was reorganized around three dimensions: knowledge, skill, and attitude, and delivered through the ADDIE model´s analysis, design, development, implementation, and evaluation phases. Teaching tasks included case discussions, role play, simulated parent meetings, and practical home-school cooperation investigations. A mixed-methods design evaluated the outcomes. Quantitatively, paired-sample t-tests were conducted on 152 valid matched pre-post responses to the Pre-service School-Home Cooperation Competence Scale for Primary and Secondary School Teachers. Qualitatively, three-level grounded theory coding was applied to 142 reflective reports. The results show that pre-service teachers improved significantly on skill, knowledge, attitude, and total score ($p<0.001$), with the largest gain in the skill dimension ($d=0.692$). Qualitative analysis shows that, through realistic cognition, conception reshaping, and role reconstruction, students translated new understanding into concrete guidance strategies in action rehearsal. The study indicates that competence-oriented curriculum reform can effectively improve pre-service teachers´ family education guidance competence.

Keywords: Pre-service teachers; family education guidance competence; curriculum reform; effectiveness analysis

1. Introduction

In 2021, the Family Education Promotion Law of the People´s Republic of China elevated family education from a private matter to a state concern by law, requiring primary and secondary schools to include family education guidance in their work plans and encouraging universities to strengthen the discipline and train professionals. In 2023, the Opinions on Improving the School-Family-Society Collaborative Education Mechanism, issued by the Ministry of Education and twelve other departments, further called for real efforts to build teachers´ family education guidance capacity and incorporated it into teacher evaluation, turning the capacity from a soft expectation into a hard indicator. The 2024 Outline for Building a Strong Education Nation (2024 to 2035) stressed building a capable and well-qualified teacher workforce. These policies, layer upon layer, raise the bar for teachers´ family education guidance capacity. This study addresses that demand by exploring a systematic path to cultivate this capacity in pre-service teachers, and it shows that the capacity is shifting from an aspirational requirement to an assessable professional competency.

1.1 The concept and significance of family education guidance

Family education guidance is a teacher´s ability to guide parents, using scientific educational ideas, means, techniques, and methods, on theory, method, content, and technique, helping parents improve their scientific child-rearing literacy. Its content covers educational philosophy, methods, and parent-child communication [1]. Scholars such as Lü Cong and Yuan Keman, focusing on in-service school teachers, argue that family education guidance competence should

include three dimensions: knowledge, skill, and attitude [2-3]. In sum, teachers´ family education guidance competence is a comprehensive professional quality spanning three core dimensions: knowledge base, practical skill, and professional attitude. Its fundamental aim is to help parents raise their scientific child-rearing capacity and promote students´ healthy all-round development. It should be noted that most family education guidance behavior is embedded in home-school cooperation contexts such as home visits, parent meetings, and daily communication. Home-school cooperation is both the core setting where such guidance occurs and the basic practice through which the competence is tested.

Extensive research shows that good family education positively affects children´s mental health, cognitive development, social adaptation, and academic quality [5-13], whereas poor parenting triggers parent-child conflict, raises children´s anxiety, and increases problem behavior and academic burnout [14-18]. In China today, parents´ educational literacy has improved, yet most still lack systematic professional knowledge and methods, and family-internal resources alone cannot solve real problems. Professional family education guidance therefore helps raise parents´ capacity, improve family education quality, and support children´s and adolescents´ healthy development [4,19-20]. Under the Promotion Law, schools are charged with the important mission of family education guidance, and home-school cooperation and family education guidance are no longer separate [21].

1.2 The current state of cultivating pre-service teachers´ family education guidance competence

Despite clear policy requirements, pre-service training still shows obvious gaps. Surveys show that schools are the channel where parents most want to receive family education guidance, yet many teachers lack the relevant knowledge and ability to meet parents´ real needs [22]. It is therefore necessary to embed family education guidance competence cultivation into the teacher professional development system, so that teachers are both willing and able to take on the task.

International experience offers reference. In the United States, family education guidance is built into pre-service teacher training through bodies such as the National Parent Teacher Association, with three strands of cultivation content: professional values, knowledge-skill, and experience [23-24]. Singapore updated its Home-School Cooperation Guidelines in 2024, stressing the building of trust-based home-school relationships [25]. Overseas research also stresses using top-level design to embed home-school cooperation competence systematically into the full teacher education and certification process. Overseas scholars further cultivate pre-service teachers´ home-school cooperation competence through role play and simulated parent meetings, with good results [26-27]. These explorations offer useful lessons for cultivating this competence among China´s pre-service teachers.

By contrast, China´s cultivation of pre-service teachers´ family education guidance competence is still at an early stage. Surveys show that few institutions offer family education courses, and even fewer do so at the undergraduate level in local universities, with some treating them only as electives [28]. Existing research also points out that such courses tend to have single goals, low student engagement, and a gap between knowledge and practice [29-30]. There is thus a need to establish dedicated courses in pre-service education and to provide practicum opportunities that put students in direct contact with parents.

This study took undergraduate pre-service teachers in a primary education program at a local university in Guangdong as participants. Reform was carried out through the Family Education course, and its effect was evaluated with a mixed-methods design combining scale pre-post tests and reflective reports. Given that family education guidance behavior is embedded in home-school cooperation contexts, this study uses pre-service teachers´ home-school cooperation competence as a window onto their family education guidance competence, and sets out to answer two questions: can course learning improve pre-service teachers´ family education guidance competence, and to what extent; and how this competence is generated through

practical experience and reflection.

2. Curriculum reform measures for the Family Education course

2.1 Curriculum philosophy

In terms of philosophy, the course draws on policies such as the Promotion Law, the National Family Education Guidance Outline, and the Opinions on Improving the School-Family-Society Collaborative Education Mechanism, and borrows from overseas experience to set four reform directions: (1) incorporate an interdisciplinary perspective, avoid reducing family education merely to domestic pedagogy; (2) promote the symbiosis of theory and practice by bringing in analysis of contemporary family education realities; (3) promote fine family traditions of the new era, embedding elements such as love for country and family and fostering virtue through education; (4) attend to curriculum-based ideological education, distilling cultural confidence and legal-awareness content from traditional cultural wisdom and real cases [31].

In practice the course draws on the ADDIE instructional design model and the ASK talent cultivation model. Following ASK's three dimensions, attitude, skill, and knowledge [32], content is arranged as follows: the knowledge dimension covers policy and law, child development, and school-family-society collaboration; the skill dimension covers situation observation and assessment, problem analysis, activity design and implementation, and home-school communication; the attitude dimension cultivates professional identity, respect and empathy for parents, and awareness of professional boundaries. The three dimensions run through the whole course in the sequence knowledge lays the foundation, skill takes shape, attitude internalizes. ADDIE comprises five stages: analysis, design, development, implementation, and evaluation, corresponding respectively to assessing student and policy context, framing goals, building the case library and tools, organizing in-class and out-of-class teaching, and comprehensively judging competence. [33]

2.2 Course content and teaching methods

Course content has three modules: (1) Introduction to family education, building a basic understanding of family and family education; (2) Family internal mechanisms, examining how parents' beliefs, parenting styles, and parent-child relationships affect child development, with skill training in observation, assessment, and problem study; (3) Home-school cooperation, focusing on school-family collaboration, identifying the heterogeneity of parent groups, home-school communication strategies, and concrete guidance paths for parents. Table 1 shows the module arrangement and teaching methods.

Table 1 Module arrangement and main teaching methods of the Family Education course

Module	Time	Main content	Teaching goal	Teaching method
Introduction to family education	Weeks 1-3	Definitions and changes of family and family education; features, functions, elements; policy and law, child development and rights, school-family-society collaboration, family education guidance	Build an overall understanding of family	Lecture, group discussion
Family internal mechanisms	Weeks 4-11	How parents' educational beliefs, parenting styles, and parent-child relationships affect child development; situation observation and assessment, problem study and analysis	Understand family internal interaction and its educational impact	Lecture, case analysis, role play, group seminar

Home-school cooperation	Weeks 12-16	Effects of different family types on home-school cooperation; definition, models, and significance; cooperation basis, challenges, and strategies; knowledge and skills of family education guidance for parents	Form a positive cooperative attitude and master guidance knowledge and skills	Case teaching, role play, simulated parent meeting, lecture, group seminar

The core change in teaching method is a shift from a passively lecture-centered classroom toward a student-centered, real-context teaching format. Combined methods such as case teaching, role play, simulated parent meetings, case analysis, scheme design, and parent interviews let students move from theoretical understanding to practical trial in near-authentic settings. This shift answers the dependence of ADDIE's implementation phase and ASK's skill dimension on practical contexts.

3. Design and methods of the effectiveness survey

3.1 Participants

184 undergraduate pre-service teachers majoring in primary education who took Family Education at Zhaoqing University. Among them, 49 were male (26.63 percent) and 135 female (73.37 percent); 64 came from urban areas (34.78 percent), 71 from rural areas (38.59 percent), and 49 from towns or urban-rural fringe (26.63 percent); grades included 98 sophomores (53.26 percent) and 86 juniors (46.74 percent).

3.2 Research instruments

3.2.1 Pre-service School-Home Cooperation Competence Scale for Primary and Secondary School Teachers

Because no mature instrument specifically targets pre-service teachers' family education guidance competence, and because that competence is tightly linked to home-school cooperation competence, this study adopted the Pre-service School-Home Cooperation Competence Scale for Primary and Secondary School Teachers developed by Liu Jianjin et al. [34] as the observation instrument. The scale has 21 items across three dimensions, knowledge, skill, and attitude, all rated on a 7-point Likert scale (positive). In this study, Cronbach's α values for the pre-test were 0.911 (skills), 0.823 (knowledge), 0.862 (attitude), and 0.937 (total); the post-test values were 0.919, 0.826, 0.815, and 0.936, respectively; KMO values were 0.942 and 0.936. The scale shows good reliability and validity. The pre-test was administered in week 2 and the post-test in week 16 via an online survey platform, matched by student ID; after removing invalid responses, 152 valid matched pairs remained.

3.2.2 Practical investigation reflective report

At the start of the course, students received a home-school cooperation practical investigation task: (1) collect typical cases and analyze lessons; (2) interview parents or acquaintances familiar with parents' experience and difficulties in home-school cooperation; (3) write a reflective report of at least 1,000 characters covering case lessons, differences between teachers' and parents' views from the prospective-teacher perspective, parents' difficulties, and personal gains. At the end of the course, 146 reports were collected; after removing invalid ones, 142 valid reports numbered S1 to S142 entered qualitative analysis.

3.3 Data analysis

A mixed-methods approach was used. Quantitatively, SPSS 26.0 was used for paired-sample t-tests on pre-post data, and Cohen's d was calculated from the standardized paired difference. Qualitatively, three-level grounded-theory coding was applied to the 142 reports: open coding

produced 96 initial concepts, axial coding clustered them into 7 categories following the condition-phenomenon-strategy-result paradigm, and selective coding determined the core category and built the story line. After coding stabilized, 15 reports were randomly drawn for theoretical saturation testing.

4. Research results

4.1 Scale data: pre-service teachers´ family education guidance competence improved significantly

Paired-sample t-tests on the 152 valid matched pairs show that pre-post differences in skill, knowledge, attitude, and total score were all highly significant ($p<0.001$), with effect sizes in the medium-to-large range ($d=0.46$ to 0.70). Results are in Table 2.

Table 2 Paired-sample t-test results for pre-post scores on each dimension and total score of pre-service teachers´ home-school cooperation competence (n=152). Note: dimension scores are item means; total score is the sum of 21 items; Cohen´s d is calculated from the standard deviation of the paired difference.

Dimension	Pre-test M±SD	Post-test M±SD	ΔM	t	p	Cohen's d
Skill	5.05±0.73	5.56±0.70	0.51	8.537	<0.001	0.692
Knowledge	5.92±0.65	6.22±0.64	0.30	5.717	<0.001	0.464
Attitude	5.79±0.63	6.14±0.59	0.34	6.857	<0.001	0.556
Total	114.86±12.35	123.53±12.15	8.67	8.611	<0.001	0.698

The skill dimension showed the largest gain ($d=0.692$). At the item level, the three items with the largest gains all belong to the skill dimension and correspond directly to practical tasks: organize or run home-school cooperation activities (4.72 to 5.43, $d=0.62$), help parents become better parents (4.57 to 5.28, $d=0.60$), and help parents gain confidence in raising children (4.77 to 5.43, $d=0.58$). Items with a higher baseline showed smaller gains, a clear ceiling effect. Skill-type literacy, starting low and clearly practical, is the easiest to raise through practice-based teaching; attitude and knowledge, already high at enrollment, have limited room to grow. For instance, respect the values, lifestyles, and living environments of different families (6.05 to 6.28, $d=0.25$) and I know that students´ family backgrounds greatly affect their development (6.09 to 6.31, $d=0.23$) are high-baseline items with small gains, again showing the ceiling effect.

4.2 Grounded-theory analysis: the mechanism and path of competence generation

Coding the 142 reports one by one produced 96 initial concepts clustered into 7 categories; saturation testing showed no new categories after the 11th report, reaching theoretical saturation. Selective coding identified the core category as generating family education guidance competence in home-school cooperation practice: the shift from bystander to educational ally. Its story line is: students first encounter the practical complexity of home-school cooperation through real parents´ accounts, then reshape their conceptions of the parent group and the teacher role, reconstruct their role cognition under the course´s theoretical tools and case references, and finally translate the new cognition into concrete future classroom-management strategies through action rehearsal. The four categories most closely related to this generative process are presented below.

4.2.1 Reshaping the conception of parents

More than two-thirds of the reports (104, 73.1 percent) explicitly used two-way communication, going beyond the one-way frame of school notifies, parent complies. A more important shift is the reattribution of parents´ non-cooperation: from tending to blame attitude, students came to see it more as a matter of capacity and circumstance, as in ´Many parents are not unwilling to cooperate, they just lack scientific child-rearing methods and communication channels´ (S96). Students also identified different types of parents, such as dual-earner, constrained by low

education, left-behind or skip-generation, and invisible types. This is the basis for forming tiered communication and differentiated guidance ideas. For example, a student reflected that parents ´say too little and feel they haven´t expressed themselves clearly´ (S106), or ´with poor grades, they are embarrassed to ask, worried the teacher will think badly of them´ (S129).

4.2.2 Realistic cognition of the home-school communication ecology

Students formed a systematic, critical understanding of the home-school communication ecology. More than half of the reports mentioned words such as trust, passivity, formalism, check-in burden, and shift of responsibility, and analyzed their causes: (1) time-structure mismatch, since effective home-school communication eats into time after work; (2) competence-threshold mismatch, since teachers use professional terms parents cannot decode; (3) relationship-status mismatch, since parents worry about saying the wrong thing or causing trouble. Students also recognized that parents´ urgency about student growth often exceeds teachers´, and that differences in purpose easily cause communication misunderstandings. These understandings are the premise for grasping the necessity of guidance, forming tiered strategies, and respecting boundaries.

If I say too much it feels deliberate, if too little it feels half-hearted, if I say nothing I fear they won´t cooperate. The essence of this anxiety is the fear that saying the wrong thing will affect the teacher´s impression of the child. (S108)

Teachers want efficiency, parents want warmth; teachers are used to assigning, parents long to discuss. If these two language systems are not consciously adjusted by both sides, friction is almost inevitable. (S137)

Sometimes the homework teachers assign requires parents to be deeply involved in grading and tutoring, making them feel like substitute teachers, yet they dare not refuse. (S122)

The opposition and internal friction between home and school are ultimately paid for by the growing child. (S92)

4.2.3 Redefinition of the teacher role

On the basis of realistic cognition, students´ imagination of the teacher role shifted markedly: no longer seen as an authority who issues commands, but as a coordinator of cooperative relationships; and they viewed professional ability as what makes a teacher irreplaceable, including translating abstract ideas into operable language for parents, recognizing family differences, and moderating relational tension. Thus students´ expectations of the teacher role grew clearer: professional, bounded, and warm. As one student put it, ´Good home-school cooperation is not shifting the school´s responsibility onto parents, but clarifying boundaries and playing each our part´ (S101).

The essence of home-school cooperation is not binding two educators together, but the school using its professionalism to warm, support, and uphold the other educator, the parent. (S103)

Parents cannot understand concepts like metacognition or core literacy, so teachers should use their professionalism to make home-school cooperation plain and lived, and to think from parents´ position. (S67)

When I become a teacher, I will try hard to think about how to better guide parents, because we are the more professional ones, and we and parents should be comrades on the child´s path of growth. (S120)

Good home-school cooperation is not shifting the school´s responsibility onto parents, but clarifying boundaries and playing each our part. (S101)

4.2.4 Action rehearsal and initial formation of professional identity

On the basis of deepened understanding, students had already consciously taken on the professional identity, internalizing course content into guidance strategy choices and summarizing strategies in action rehearsal: (1) respond to parents´ deep need to be seen through regular feedback and positive incentives; (2) adopt differentiated guidance according to parents´ education level, time structure, parent-child relationship, and parenting style; (3) prevent the shift of rights and duties, and guard the boundary of responsibility. One 设想 was to set up a monthly highlight private message mechanism, so that cooperation shifts from problem-driven to relationship-driven (S108).

I can set up a monthly highlight private message mechanism, so parents see the child´s concrete progress and cooperation shifts from problem-driven to relationship-driven. (S108)

Divide parents into democratic, impatient, and free-range types, and adopt different communication rhythms and feedback styles for each. (S116)

My sister said she was very moved to see the teacher affirm her as a parent, and didn´t delete the chat history with the teacher even after changing phones. That is probably the psychology all parents share: wanting to be seen and affirmed. (S137)

5. Reflection and discussion

This study used the Family Education course as a vehicle, shared its reform measures, and evaluated their effect with a mixed-methods design of scale pre-post tests and reflective reports.

The reform rebuilt the core goal from understanding family education to possessing the ability to guide family education, reorganized content around the three dimensions of knowledge, ability, and attitude, built the course along the five stages of analysis, design, development, implementation, and evaluation, and extended what was learned in class to real out-of-class family education contexts. The results show that students improved significantly on skill ($d=0.692$), knowledge ($d=0.464$), attitude ($d=0.556$), and total score ($d=0.698$), all $p<0.001$; grounded-theory analysis revealed the competence-generation path of realistic cognition, conception reshaping, role reconstruction, and strategy reflection.

This study has limitations. First, it used a single-group pre-post design without a parallel control class, so it cannot fully rule out the influence of other concurrent factors. Second, although the scale has good reliability and validity, it cannot fully cover the whole meaning of family education guidance competence, and more targeted instruments are needed in future work.

Future work can connect practical tasks with educational internships and probation, forming a cultivation chain of theoretical learning, case study, simulation rehearsal, and internship practice; and can build cross-school, cross-discipline faculty, advancing jointly in case-library co-construction and collaborative teaching research.

Author information and funding

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