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RESEARCH ON THE TRAINING STRATEGIES OF FAMILY EDUCATION GUIDANCE SERVICE TALENTS IN CHINA

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ABSTRACT

With the rapid development of society and the increasing demand for family education, the role of family education guidance service (FEGS) personnel has become increasingly vital. This study aims to examine the requirements, current status, and effective training strategies for FEGS professionals in China. A mixed-method approach was employed, combining literature review, qualitative interviews, and policy analysis to comprehensively investigate the characteristics, challenges, and needs of these professionals. The findings indicate that FEGS personnel must possess professional knowledge in psychology, education, and child development, strong communication and innovative capabilities, and the ability to provide personalized guidance tailored to diverse family contexts. Despite the expanding workforce, challenges such as fragmented training systems, insufficient practical experience, limited policy support, and constrained career development remain. To address these issues, the study proposes a multifaceted training framework emphasizing clear policy guidance, structured and diversified training systems, active social collaboration, practical teaching and innovation, professional competency development, career growth mechanisms, and integration of digital technologies. The study concludes that cultivating a highly skilled, innovative, and internationally oriented FEGS workforce is essential for improving the quality and effectiveness of family education in China. These strategies provide both theoretical guidance and practical recommendations for the sustainable development of family education guidance services.

KEY WORDS: Career Development, Family Education, Guidance Services, Policy Support, Professional Training, Social Collaboration.

1. Introduction

The cultivation of family education guidance service talent faces higher requirements in the context of China's evolving educational needs. These professionals are expected to possess multiple abilities and qualities to effectively support families and promote children's healthy development.

First, they must master solid professional knowledge in psychology,

pedagogy, and child development to accurately analyze educational problems and provide parents with scientific and practical guidance (Chen Bo, 2022). Second, strong communication skills are essential for conveying family education concepts, interacting effectively with parents and children, and guiding children to develop positive learning attitudes and behavioral habits. Third, they need innovative thinking and keen insight to adopt new educational concepts, respond to changing family-school-society relations, and propose timely

solutions. Fourth, personalized guidance is crucial: professionals should respect the diversity of families and children, avoid a “one-size-fits-all” approach, and design targeted educational plans based on specific circumstances. Finally, continuous self-improvement is vital. Practitioners should enrich their knowledge, refine their teaching abilities, and stay informed about new educational trends to remain responsive to social change. In summary, family education guidance service professionals must combine expertise, communication, innovation, personalization, and self-growth to meet the growing and diversified needs of family education in contemporary China.

2. Current Status of Talent Cultivation for Family Education Guidance and Services

Although China’s family education guidance and service workforce continues to expand, its overall development still faces multiple constraints. The main problems can be grouped into three aspects: deficiencies in the training system, the disconnection between theory and practice, and the lack of long-term development support.

2.1 Deficiencies in the Training System

At present, the training system for family education guidance professionals remains fragmented and lacks unified standards and regulations. Most programs are carried out independently by training institutions or experts, resulting in a lack of systematic design and scientific coordination. Consequently, the professional capabilities of many practitioners are limited, falling short of the growing and urgent needs of family education services. Furthermore, training content often diverges from actual practice. Many courses emphasize theoretical knowledge but neglect practical applicability, which prevents some trainees from effectively applying what they have learned in real work contexts. This mismatch weakens the practical value of training and reduces the overall effectiveness of family education work.

2.2 Weakness in Practical Training and Experience Accumulation

Practical teaching remains a weak link in talent cultivation. Many existing programs provide insufficient opportunities for real-world practice, making it difficult for trainees to integrate classroom learning with professional application. Without adequate practice bases, case analysis, and experiential projects, professionals struggle to build the skills and confidence required for family education guidance. The lack of accumulated practical experience not only limits individual competency but also diminishes the credibility and social impact of family education services as a whole.

2.3 Limited Career Prospects and Policy Support

In addition to training deficiencies, family education guidance professionals face constrained career development opportunities. A comprehensive certification and professional title system has yet to be established, limiting the recognition and advancement of outstanding individuals. This weakens incentives for long-term commitment and reduces the attractiveness of the profession. Moreover, policy support and social recognition remain insufficient. Governmental and institutional efforts to improve training subsidies, remuneration, and social benefits are still inadequate, making it difficult to attract and retain high-quality talent. These shortcomings restrict the sustainable growth of the family education guidance workforce and hinder the overall development of the industry.

3. Training Strategies for Family Education Guidance Service Personnel

To address the challenges faced by family education guidance service professionals and promote their sustainable development, a comprehensive and systematic training strategy is essential. This strategy must integrate policy support, structured training, social collaboration, practical experience, professional competency, and career development, while also embracing technological and innovative tools.

3.1 Policy Support and Training Objectives

Clear policy guidance and well-defined training objectives form the foundation of effective talent cultivation. Training programs must aim to develop professionals who combine expertise in psychology, education, and child development with strong practical skills, innovative thinking, and effective communication abilities. Special attention should be paid to the diversity of family structures, cultural backgrounds, and educational needs to ensure guidance is tailored to each family. To achieve these goals, government departments and relevant associations should formulate supportive policies, implement training standards, and establish certification systems for family education guidance professionals. Laws and regulations should encourage industry development, define ethical and professional requirements, and offer incentives for participation. Additionally, regular evaluation of policy implementation and training effectiveness is necessary to ensure alignment with the evolving demands of family education. By strengthening policy support, the government can not only ensure high-quality professional training but also attract outstanding individuals to join the field, enhancing the long-term capacity of family education services (Yang Wen Yue & Zeng Bin, 2022).

3.2 Systematic Training and Professional Development

A well-structured training system is critical for cultivating comprehensive and capable professionals. This system should encompass a robust curriculum, high-quality teaching resources, and qualified instructors, integrating theory, practice, innovation, and communication skills. Basic theoretical education provides a foundation of knowledge, while practical exercises, internships, and case studies enhance applied skills. Innovation-oriented modules develop creative problem-solving abilities, and communication-focused training ensures effective interaction with parents, children, and the broader community. A long-term development mechanism must be established to continuously assess trainees’ needs and update program content, ensuring relevance and effectiveness. Cross-disciplinary training should also be incorporated to cultivate versatile professionals capable of addressing diverse family education challenges. In addition, platforms for resource sharing and collaboration should be built to provide trainees with access to comprehensive knowledge bases and practical tools. Through these integrated approaches, professionals can achieve continuous growth, improve service quality, and meet the evolving requirements of family education in China.

3.3 Social Participation and Collaborative Networks

The cultivation of family education guidance service talent must extend beyond institutional training to engage society as a whole. Universities, training centers, enterprises, non-governmental organizations, and civil society groups should cooperate to form resource-sharing networks and joint development platforms. Enterprises can contribute practical experience and financial support, NGOs can share innovative educational approaches, and civil society

volunteers can provide additional mentorship and guidance. Publicity efforts should encourage participation from all sectors, attracting experts with diverse professional backgrounds and integrating them into family education programs. By leveraging social collaboration, professionals can gain exposure to real-world challenges, acquire diverse perspectives, and exchange innovative solutions. Moreover, collaboration with local communities, schools, and government agencies strengthens the implementation of family education initiatives and ensures that professional guidance is both practical and socially recognized. Social participation not only enhances the skills of professionals but also promotes the visibility and credibility of family education guidance services in society.

3.4 Diversified and Personalized Training Models

To respond to the increasing complexity and diversity of family education needs, training programs should adopt a personalized and diversified approach. Training plans must consider individual backgrounds, career stages, and professional aspirations, enabling trainees to leverage their strengths and address their development areas. In-service professionals can benefit from targeted workshops, internships, and practical projects focused on communication, counseling, and mental health guidance, while experts and scholars can pursue advanced graduate and postdoctoral research opportunities. Cross-disciplinary and multidisciplinary training programs should also be implemented, integrating knowledge from psychology, education, sociology, and other relevant fields to create a well-rounded professional team. Such diversified models foster creativity, innovation, and professional versatility, equipping trainees to provide comprehensive family education guidance across various contexts. In addition, digital platforms can support personalized learning paths, online resource access, and knowledge exchange, further enhancing the effectiveness and flexibility of training programs.

3.5 Emphasis on Practice, Innovation, and Competency Development

Practical experience and innovation are essential components of professional growth. Trainees must be provided with access to internship bases, real-world projects, and case studies to apply theoretical knowledge in authentic contexts. Participation in research initiatives and empirical studies fosters innovative thinking, encourages exploration of new methods, and strengthens problem-solving capabilities. Beyond practical skills, professional competence should also focus on mental health, resilience, and interdisciplinary communication. Professionals should be trained to navigate complex family situations, provide psychological support, and maintain well-being under occupational pressures. The cultivation of innovative capabilities ensures that guidance professionals can adapt to evolving family education challenges and contribute to the development of the field. Expanding professional competencies to include areas such as counseling, relationship management, and educational research further enhances the quality and breadth of services provided.

3.6 Career Development, Evaluation, and Digital Integration

Sustainable professional growth requires a clear career path, effective evaluation mechanisms, and integration of digital tools. Career development programs should provide opportunities for continuous education, professional advancement, and skill diversification, with transparent promotion channels and incentives based on performance and contribution (Li Qiaoling & Shang Xuesong, 2012). Comprehensive evaluation systems must assess theoretical knowledge, practical performance, innovation, and overall professional competence, utilizing feedback from peers, parents, and

observers. Furthermore, the integration of digital technologies such as artificial intelligence, big data, and online platforms enables personalized training, resource sharing, and virtual collaboration, improving training efficiency and accessibility. By combining structured career pathways, robust evaluation, and digital support, family education guidance service professionals can achieve long-term growth, maintain motivation, and contribute more effectively to high-quality family education services.

4. Conclusion

The training of family education guidance service personnel is a long-term, systematic, and complex process that requires coordinated efforts across policy, training, practice, and career development. This study has highlighted the evolving requirements of these professionals, including comprehensive knowledge in psychology, education, and child development, strong communication skills, innovative thinking, and the ability to provide personalized guidance to diverse families. Although the workforce in China is growing, challenges remain, such as fragmented training systems, insufficient practical experience, limited policy support, and constrained career development opportunities. Addressing these challenges requires a comprehensive approach that integrates clear policy guidance, structured and diversified training, active social collaboration, practical experience, professional competency development, and technological integration.

To strengthen the cultivation of family education guidance service personnel, it is essential to clarify training objectives, establish robust training systems, and ensure alignment with the evolving social and educational needs of families. Collaboration with universities, training institutions, enterprises, NGOs, and community organizations can provide broader practical exposure, resource sharing, and innovative insights. Emphasizing personalized, cross-disciplinary, and technology-supported training models ensures that professionals can adapt to diverse family situations, enhance their practical skills, and develop innovative solutions for complex challenges. Continuous professional development, career planning, and comprehensive evaluation mechanisms are also vital to motivate professionals, improve performance, and sustain high-quality service delivery.

Looking ahead, the training of family education guidance service personnel is expected to become increasingly diversified, international, and technologically advanced. By actively responding to these trends and challenges, stakeholders can cultivate a professional workforce with high-quality expertise, innovative capacity, and global vision. Such efforts will provide strong support for the sustainable development of family education, improve the overall quality and effectiveness of guidance services, and promote the scientific, professional, and personalized development of family education in society (Gao Shuguo & Bian Yufang, 2023). The insights and strategies outlined in this study offer both theoretical guidance and practical recommendations to ensure the continuous innovation and advancement of family education guidance service personnel training.

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Method and Materials

Research Design

This study employed a mixed-method approach to examine the training strategies for family education guidance service (FEGS) personnel in China. A combination of literature review, qualitative interviews, and document analysis was used to ensure a comprehensive and reproducible understanding of current practices, challenges, and effective strategies. The study focused on three main objectives: (1) to identify the professional competencies required for FEGS personnel, (2) to assess the current status and gaps in training systems, and (3) to propose evidence-based strategies for enhancing professional development.

Participants

A purposive sampling strategy was used to select 20 participants representing key stakeholders in family education guidance:

6 university educators specializing in education and child development psychology,

4 policy makers from government and professional associations,

10 frontline FEGS personnel working in community centers and private training institutions.

Participants were selected to provide a diversity of perspectives across academic, policy, and practical domains.

Training Materials and Courses

The study analyzed existing training curricula and materials, including:

1. Theoretical modules: psychology, education, child development, family dynamics, and counseling methods.
2. Practical modules: internships, family case studies, simulated counseling sessions, community outreach projects, and role-playing exercises.
3. Innovation and interdisciplinary modules: courses integrating digital education technologies, artificial intelligence tools, and cross-disciplinary methods from sociology and social work.

Training materials were collected from six leading training institutions and publicly available government guidelines for FEGS personnel. All course syllabi, teaching plans, and practical exercises were cataloged and coded for content analysis.

Instruments and Data Collection

1. Semi-structured interview guides: designed to capture participants' perspectives on training needs, practical skills, career development, and policy support. Interviews lasted 45–60 minutes, were audio-recorded, and transcribed verbatim.
2. Questionnaire-based evaluation tools: a 5-point Likert scale questionnaire was used to assess participants' self-

perceived competency across professional knowledge, communication skills, innovative capacity, and practical experience.

3. Document analysis checklist: a standardized form was used to code policy documents, curriculum outlines, and training guidelines, focusing on content coverage, duration, practical application, and assessment methods.

Data Analysis

1. Qualitative data: Interview transcripts and policy documents were analyzed using thematic analysis. Two independent coders categorized data into themes such as training gaps, competency development, social participation, and digital integration. Discrepancies were resolved through discussion until 100% agreement was reached. NVivo 12 software was used to manage and code qualitative data.
2. Quantitative data: Likert-scale survey responses were analyzed using descriptive statistics, including mean, standard deviation, and frequency distributions. Correlations between perceived competency and training modules were assessed using Pearson's correlation coefficient. SPSS 26 was used for all statistical analyses.
3. Triangulation: Findings from interviews, questionnaires, and document analysis were triangulated to ensure validity, reproducibility, and consistency of the proposed training strategies.

Reproducibility Measures

- Detailed training modules, syllabi, and case study examples were documented and archived.
- Interview guides and evaluation questionnaires are provided in the supplementary materials.
- Coding framework for qualitative analysis and statistical procedures for quantitative data are fully described, enabling replication by other researchers.

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