

A Brief Analysis of the Influence of Cultural Values on Family Education in Different Regions: A Case Study of Four Regions

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Received: 19 August 2024; Accepted: 16 September 2024; Published: 10 December 2024

Abstract:

With the gradual increase in attention to education in society, it is indispensable to analyze the formation of the current education situation from multiple perspectives. Based on the results of actual visits, this paper selects Beijing, Shanghai, Tacheng, and Shijiazhuang as representative cities, combined with the details of the actual situation, analyzes the differences in family education under the influence of cultural values in different regions from three aspects of family education priorities, education methods, and cultural inheritance, and puts forward the rationalization and improvement of the family education. An in-depth analysis of the relationship between cultural values and family education in different regions provides theoretical support and practical guidance for the promotion of educational equity and social progress, as well as useful references for policymakers, educators, and parents.

Keywords:

Family Education, Cultural Diversity, Cultural Value, Educational Difference

1. Introduction

1.1. Research Background

With the more convenient information transmission and regional transportation, population mobility and information exchange between different regions are also more intense, and people pay more and more attention to education. Larger scales of parents realize the importance of integrating theoretical and practical guidance, and children's education should not only be managed by the school, but the significance of family education is becoming gradually crucial [1]. However, there are differences in education levels and beliefs among different regions, which are influenced by factors such as economic development, geographical environment, historical culture, and social environment. At the same time, cultural values vary in different regions due to the unbalanced development of the economy, differences in traditional social customs and historical backgrounds. Family education in different regions has different

educational goals influenced by cultural values. For example, some cultures pay more attention to academic achievement and professional performance, while others emphasize cultivating moral ability and a sense of responsibility. Different ways of family education can have a profound impact on children's growth and development, such as children's level of thinking, behavior, psychological qualities, and the formation of character traits [2]. Therefore, family education should receive attention and provide children with a good development environment and growth foundation.

1.2. Research Significance

With the change in society and the development of globalization, people's emphasis on education has greatly increased, and their understanding of education is more comprehensive. The economic level, geographical environment, traditional culture, and social customs of different regions form different cultural values, which may lead to differences in family education in different regions [3]. At present, theoretical research on the relationship between cultural values and family education is still insufficient. Based on the field of investigation, this paper selected Beijing, Shanghai, Tacheng, and Shijiazhuang as representatives to introduce the basic status of cultural values and family education. It analyzed the differences in the focus, methods, and cultural inheritance of family education in the four regions, explained the mechanism of the role of different cultural values, and put forward countermeasures and suggestions for the rational implementation of family education in view of the differences. This study has enriched the theoretical research on the influence of different cultural values on family education and provided theoretical references for understanding the diversity of education, promoting education reform, and improving education quality. Furthermore, it helped to gain a deeper understanding of the concepts and practices of education in different cultures, explored the impact of different education on psychological development, and promoted the improvement of educational policies and practices, as well as the equity and development of education.

2. Literature Review

2.1. Cultural Value

Cultural values are the spiritual production experience and pursuit of guidance summarized by people through different practices in the process of social development. It is a consensus formed by the long-term common action and historical accumulation of people in a certain region, as well as the inheritance and development of social phenomena and shared spirit within a certain ethnic group. It usually includes the common recognition of ethics and morality, freedom and rights, social relations and educational cognition, religious beliefs, etc., which affects people's behavioral decisions and shapes the society's cultural identity and development direction. The cultural values in this paper tend to emphasize and respect education and promote the cultivation of knowledge learning. Educational cultural values are reflected in the requirements for knowledge mastery, the attitude and evaluation of the academic qualification, the pursuit of personal inner cultural accomplishments, the cultivation of values for future generations and the degree of participation in academic education. Educational values are influenced by different regional cultural backgrounds. Research has shown that regions with higher levels of economic development have relatively higher cultural capital, which has a positive impact on family educational expectations [4]. Different educational values collectively

constitute the fundamental concepts and goals of education, influencing the practice, reform, and equitable development of education.

2.2. Family Education

Family education is a kind of behavior carried out by elders toward children or adolescents in blood relations, aiming to cultivate them to become the people needed by society [5]. Family education contains the expectations and requirements of the forefathers in the family for their offspring, reflecting the elders' life experience, moral quality, economic conditions, and education level. It not only imparts knowledge and skills, but also includes the cultivation of values, behavioral norms, and social skills. At the same time, the behavior and thinking patterns of parents in family education provide guidance for adolescents and play a vital role in their physical and mental health and future development, influencing adolescents' planning for future career paths, attitudes toward further study, and ability to self-regulate. Although family education methods vary due to the differences in cultural backgrounds and values, it's crucial for children's growth, and parents should actively participate in their children's education. They should cultivate good moral qualities through words and deeds; show solicitude for offspring to help build self-confidence and self-esteem; create a harmonious family atmosphere and guide correct values; and fully respect and communicate with their children to promote their all-round development.

2.3. Regional Differences in Beijing, Shanghai, Tacheng and Shijiazhuang

According to the field investigation, Beijing, Shanghai, Tacheng, and Shijiazhuang have distinctive cultural differences with regional characteristics. These cultural differences are usually formed by a combination of factors such as of policies implementation, economic status, social atmosphere, and cultural status. The research results are shown in Table 1. As China's capital, Beijing has a relatively developed economy and is the first region where most of the advanced education policies have been implemented. Parents in Beijing are generally highly educated and fully understand the importance of education. They usually arrange various tutoring classes or interests in advance based on their children's developmental paths centered on academic performance, striving for their children's all-around development under the premise of ensuring their attention to their academics in the classroom. Shanghai, located in the Yangtze River Delta region, is one of the important financial centers in China; since 1990, it has undertaken the important mission of opening up and has a more advanced education system, combining traditional Chinese culture and the world's advanced concepts. Parents in Shanghai are influenced by the international perspective and place greater emphasis on their children's comprehensive development and physical and mental health, and most of them do not prioritize their studies overwhelmingly. Tacheng is a small city on the western border of China's Xinjiang, an area where ethnic minorities and Han Chinese live together, with an economic gap compared to developed cities. Most parents in Tacheng do not have solid and specific requirements for their children's academic performance, but they place a relatively high value on personality cultivation and the transmission of minority languages and cultures. Shijiazhuang, as a provincial capital city adjacent to the capital city of Beijing, has a large population of high school students, a relative shortage of educational resources, and tremendous pressure of competition among

students. Parents in Shijiazhuang are more interested in their children's academic performance than in their physical and mental health.

Table 1. Result of the field research in Beijing, Shanghai, Tacheng and Shijiazhuang.

Title 1	Beijing	Shanghai	Tacheng	Shijiazhuang
Economic level	Developed super first-tier city	Developed super first-tier city	Underdeveloped border town	Medium-sized second-tier city
Social atmosphere	Education with Chinese characteristics	Multiple social atmospheres combined, strong international trend	Comfortable and less competitive pressure	Industrialized education and fierce competition
Educational resources	Abundant resources in and out of class	Rich resources focused on balanced distribution	A simple form of education and a relatively small-scale	Concentrated form of education
Cultural status	An intense atmosphere of traditional Chinese culture	Multiple cultures are combined	Evident ethnic minority traditions	Strive to create local characteristics

3. Family Education Difference

3.1. Differences in Educational Priorities

Different regions and families have unique educational priorities for various reasons. Some families regard the formation of personality as the primary goal of education and give full guidance to their children in their words and deeds; some families have a unique cultural and artistic heritage that needs to be acquired and continued by their children as soon as possible; other families firmly believe that only learning culture and knowledge can change the fate of life, and are usually fully involved in their children's education process [6]. First, educational perceptions influence parents' demands on their children. Parents in Beijing are generally highly educated and attach more importance to their children's all-round development, and most of them let their children participate in extracurricular interest classes and cultivate their hobbies in addition to their academic performance requirements. Secondly, the social environment intensely shapes the requirements of parents. Take Shijiazhuang as an example, Hebei province has a large population and a relative shortage of educational resources. The exam-oriented education system model represented by the "Hengshui model" is formed to adapt to the college entrance examination system, and parents generally focus on exam-oriented education to train their children for academic performance competition. Next, economic level is also a key factor in family education. For example, Tacheng, as a western border city, is relatively poor in cultural and recreational life, and different family incomes do not bring about an extremely intuitive gap in living standards, so most Tacheng parents place more emphasis on the development of their children's moral qualities than on secular economic success. Finally, cultural heritage also greatly influences the focus of family education. In Shanghai, for instance, due to a history of openness and a strong business culture, Shanghainese generally place a higher value on nurturing their children's concepts of money and developing an international perspective. To summarize, parents in different regions have distinct educational priorities, and regional differences in education are gradually formed and differentiated over generations.

3.2. Differences in Educational methods

There are obvious differences in the educational methods of family education in different regions, which are not only affected by internal factors within the family, but also by external factors such as regional culture, economic level, and social environment [7]. First of all, different families have different time allocation priorities. Some families arrange specific times for professional training such as art, sports, and culture. In the case of Tacheng ethnic minority families, for example, parents hope that their children can learn and pass on the ethnic minority language, so they will spend more time on language training than the normal learning content in central China. In addition, in terms of family interaction, some families emphasize communication, organize regular family meetings, fully respect everyone's opinions, and cultivate children's sense of responsibility and participation. For example, parents in Beijing and Shanghai generally emphasize the state of their children's mental health and have regular in-depth communication with their children to understand their current situation. Last, in terms of the family learning environment, some families have a strong learning culture, and children often have a love and habit of learning. For example, some Shijiazhuang parents work to promote the application of "family study time", spending an afternoon at the same desk with their children. As parents continue to learn and lead by example, their children also tend to form serious and focused habits. Therefore, family education is an important form of education in the process of youth growth, parents should optimize family education, improve the effect of family education, and promote the healthy development of parent-child relationships.

3.3. Differences in Cultural Inheritance

Cultural differences in family education usually refer to the cultural characteristics and conceptual differences embodied by different families in the process of educating their children. These differences are influenced by family background, social environment, regional culture, and ethnic traditions [8]. Some families concentrate on the inheritance of traditional values such as filial piety and etiquette; in some cultures, communication within the family is more direct; and some families consider religious beliefs to be an important part of family education. Families in different regions are influenced by local cultures and show different educational characteristics. As the capital of China and the political and cultural center of many dynasties, Beijing is one of the four major contemporary cultural centers in China. The characteristics of family education in Beijing stem from its lengthy historical background and profound cultural accumulation, and its unique cultural atmosphere makes Beijing families attach greater importance to and demand cultural inheritance. Beijing's family education is endowed with unique cultural resources of historical places and monuments and has a high degree of inheritance of traditional Chinese culture, such as opera and Chinese painting. Due to its unique layout, Beijing's hutong culture has created close relationships with neighbors, facilitating the inheritance of historical stories and customs. In summary, with the continuous development of society, cultural differences in family education are a diversified phenomenon, reflecting different families' unique understanding of and emphasis on education, which influences individual growth and the shaping of social roles.

4. Suggestions for Rational Implementation of Family Education

4.1. Promote Advanced Educational Concepts

Family education play a significant role in a child's growth process, and its quality has a direct impact on the child's level of physical and mental development and social adaptability. To promote a correct concept of family education, it's necessary to consider various factors, including the family, society, and culture, as well as make it scientific and systematic, which is vital to the cultivation of children's personalities. From the government's perspective, it should provide resources and support to help families implement advanced educational concepts. It should lead educators to use digital and technological platforms to build family education service platforms, make them networked and intelligent, provide parents with convenient learning methods and comprehensive guidance programs. Also, family activity guides, family learning programs, and other demonstrations of advanced education concepts should be provided so as to enable parents to better interact with their children and promote their learning and growth. From the community perspective, the community should organize family education exchange activities to provide a platform for promoting advanced education theory and practice. Communities should establish parent community networks, carry out volunteer programs, and set up advanced family education demonstrations to promote the exchange of educational experiences among families. In conclusion, the promotion of scientific educational concepts is an important way to develop family education. Through the joint efforts of all sectors, create a favorable environment and popularize the correct concepts, which will ultimately promote the healthy growth and all-round development of children.

4.2. Strengthen the Cooperation between Schools and Families

Adequate communication and collaboration between school and family education can make up for the limitations of a single educational subject, maximize the effect of education, and work together to create a good environment for the healthy growth of children. Firstly, family and school jointly develop education schema. Organize parents to participate in the development of family education guidance plan, establish a special family education guidance center, carry out regular education lectures and training, improve the timeliness of family education, create a comprehensive education atmosphere, and make full use of the resources and advantages of both the family and the school, to provide children with comprehensive support for their growth. Secondly, share information on educational resources. The school provides parents with timely information on education policies, students' learning status and course progress in a timely manner, so that parents can understand the school's education philosophy and students' physical and mental states, making family education a targeted supplement and cooperating with school education in a targeted manner. Thirdly, regulate communication between home and school. Schools conduct regular home visits and face-to-face communication to understand the situation of students in the family and discover and solve existing problems; parents should communicate with teachers in a timely manner and pay attention to students' personalized needs and growth process. In general, schools and families can form educational synergies and establish a close cooperative relationship to deal with the various challenges encountered by students in the course of their growth, contribute to the all-round development of students and improve the quality of education, and help students achieve academic success as well as develop a sense of social responsibility.

4.3. Provide Educational Assistance and Support

Family education has a direct impact on children's psychological development, character shaping, and academic achievement. However, due to unbalanced and inadequate development, there are significant differences in the educational abilities and levels of different families, so systematic and professional educational assistance is particularly important. In developed urban areas, the government should organize parent schools to promote exchanges and mutual assistance between parents of different levels of family education, and strengthen the educational assistance for disadvantaged families; conduct professional psychological counseling to provide theoretical support for family education, and relieve the difficulties of self-digest in family problems, and create a peaceful and healthy environment for the growth of students. In remote rural areas, the government can provide a distance education platform, set up an online resource library, and arrange regular online lectures and training courses to break down spatial limitations, bring high-quality and stable educational resources to areas with poor educational development, and create opportunities for full communication between educational experts and specific families, so as to provide continuous nourishment for the development of families. Educational assistance and support can effectively make up for deficiencies in family education and ensure that every child has access to quality and fair educational opportunities.

5. Conclusions

With the strengthening of information dissemination and population mobility, the interest in education is growing in different regions. The importance of family education in shaping children's physical and mental development and social adaptability is becoming increasingly prominent. However, the different economic, geographical, historical, and social environments in different regions have led to differences in the concepts and practices of education. Different cultural values have given rise to different ways and concepts of family education. Through detailed investigation and research comparisons, this study deeply analyzes the distinctive regional characteristics and differences in cultural values among Beijing, Shanghai, Tacheng, and Shijiazhuang. At the same time, there are obvious differences in family education in terms of the focus, methods, and cultural inheritance of family education in four regions. Differences in educational priorities are reflected in personality development, artistic heritage, and learning attitudes, which are influenced by parents' cognition, social environment, economic level, and cultural heritage; educational methods differences are reflected in the allocation of educational time, family interaction methods, and the family learning environments, which are influenced by both internal and external factors; cultural inheritance differences are reflected in traditional values education and family communication methods, which are influenced by ethnic, regional, and religious factors. They are influenced by ethnic, regional and religious factors. In order to ensure that every child enjoys high-quality and fair educational opportunities, the Government, schools and families should form a synergy to address the challenges, and this paper puts forward measures and suggestions for the rational implementation of optimized family education: first, promoting advanced educational concepts; second, strengthening cooperation between schools and families; and third, providing educational assistance and support.

Conflict of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

Funding

This research received no specific grant from any funding agency in the public, commercial or not-for-profit sectors.

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