

Research on the Management Path of Family Factors in the Talent Cultivation System of Higher Education Institutions

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Abstract:

As the most fundamental unit of society, the family plays a foundational role in shaping students' developmental starting points, value formation, and growth quality within the higher education talent cultivation system. Strengthening the management of family factors and the construction of collaborative education mechanisms holds significant practical importance. This article analyzes the role of family factors, examines existing issues within the higher education talent cultivation system, and systematically proposes management approaches from four dimensions—cognitive synergy, information communication, educational guidance, and resource integration—to enhance the collaborative efficacy and quality of family involvement in higher education talent cultivation.

Keywords:

Talent Cultivation, Family Factors, Home-school Collaboration, Management Approaches

1. Introduction

The talent cultivation system in universities is a key carrier for implementing the fundamental task of cultivating morality and talents, and its quality is directly related to the improvement of students' comprehensive quality and the achievement of talent cultivation goals [1]. Family factors are important external variables that affect students' growth, playing a fundamental role in value guidance, behavior shaping, and developmental support. However, in the actual process of educating people, there are still certain constraints on the cognitive participation, information interaction, educational support, and resource supply of families, which affect the full play of the collaborative educational effectiveness between families and schools. Therefore, it is necessary to explore the management path of family factors in the talent cultivation system of universities, and further improve the collaborative education structure.

2. The Role of Family Factors in the Talent Cultivation System of Universities

Firstly, family background influences the starting point of development. Family factors play a fundamental and leading role in the talent cultivation system of universities, and are one of the key external conditions that affect the development

differences of students after entering the higher education stage. There are objective differences in the economic conditions, cultural capital, and educational resources provided by different families, which are already evident in the early stages of students' growth and continue to affect their learning adaptability and development starting point after entering universities. Secondly, family values shape the direction of growth. The educational philosophy, value orientation, and behavioral norms formed by families over a long period of time will subtly influence students' ideological cognition and behavioral choices, and thus have a sustained guiding effect on their academic attitudes, career planning, and personality development. In the talent cultivation system of universities, the influence of this concept often interacts with school education, jointly determining the development path and growth direction of students [2]. Thirdly, family support promotes comprehensive development. The role played by families in emotional support, psychological care, and resource supply is an important guarantee for students to successfully complete their university studies and achieve comprehensive development. Good family support can not only help students alleviate academic pressure and difficulties in adapting to life, but also improve their psychological resilience and development motivation, thereby promoting their comprehensive improvement in knowledge, comprehensive quality, and social adaptation.

3. Problems in the Management of Family Factors in the Talent Cultivation System of Universities

One is the lack of family cognitive collaboration. The effective participation of family factors relies on the formation of consistent educational cognition and educational goals between families and universities. However, in reality, some families do not have a deep understanding of the goals, methods, and requirements of talent cultivation in universities, and there is still a cognitive misunderstanding centered on a single academic achievement, which leads to the inability to form effective synergy between family education and university education practice, thereby affecting the overall synergy of education. Secondly, the communication mechanism within the family is not smooth. At present, information exchange between families and universities mostly relies on periodic notifications or passive feedback, lacking a normalized and systematic communication platform and interactive mechanism. This not only makes it difficult for families to timely grasp students' development in school, but also for universities to fully understand their family background and support conditions, thereby affecting the collaborative efficiency and pertinence of both parties in the talent cultivation process. Thirdly, the ability to provide family guidance is weak. Some families still use the education methods of the basic education stage after their students enter universities, lacking sufficient understanding of the characteristics of students' independent development and self-management, and lacking scientific growth guidance methods. Their support abilities in academic planning, psychological adjustment, career development, and other aspects are relatively weak, which cannot effectively meet the diverse development needs of students. Fourthly, the integration of family resources is limited. The social resources, information resources, and development resources possessed by families have not been fully explored and integrated. Some families lack awareness and ways to actively participate in talent cultivation, which hinders the full play of family resources in supporting the improvement of students' practical abilities and the

cultivation of social adaptability, thereby restricting the overall function of family factors in the talent cultivation system of universities.

4. The Management Path of Family Factors in the Talent Cultivation System of Universities

4.1. Strengthen family awareness and enhance collaborative mechanisms

Family cognition is a key prerequisite for the quality of collaborative education between families and schools, and its essence is the degree of understanding and recognition of the goals, methods, and paths of talent cultivation in universities by families. When there is a deviation between family cognition and the educational philosophy of universities, it is easy to weaken the collaborative educational effect and affect the formation of talent cultivation synergy. At the same time, family education is the result of the development of social productive forces. As a form of education, individual families with the same husband and wife are born together, and its development is always accompanied by changes in social structure and educational needs [3]. Therefore, strengthening family cognition is not only an educational guidance issue, but also a key link in systematic collaborative governance. One is to enhance cognitive consistency. Universities can use forms such as joint home school lectures, specialized lectures, and online parent teacher classes to systematically convey the concept of talent cultivation and the laws of student development to families. For example, in the stage of new student enrollment education, universities can carry out the “Parent First Class”, mainly explaining the differences between university education and high school education, emphasizing the shift of university learning from “passive acceptance of knowledge” to “autonomous construction ability”, and using practical cases to illustrate that if families still use exam scores as the sole evaluation criterion, it is easy to lead to a single or even imbalanced development direction for students, thereby guiding families to gradually adjust their educational cognitive structure. The second is to establish a collaborative mechanism. Led by universities, establish an institutionalized family school collaborative participation system, determine the functional positioning of families in student growth support, psychological care, and development guidance, standardize the boundaries of family participation, transform family participation from “empirical intervention” to “institutionalized collaboration”, and build an orderly, sustainable, and stable collaborative education mechanism. The third is to strengthen value guidance. Through regular release of student growth reports, feedback on academic development, and sharing of typical cases, we guide families to gradually establish a talent concept centered on comprehensive quality development, reduce excessive emphasis on short-term grades, and strengthen their awareness of supporting students’ long-term and comprehensive growth. The fourth is to enhance the initiative of participation. Encourage families to actively participate in communication and negotiation during important stages such as student major selection, internship planning, and career development. By relying on continuous communication and interaction, the foundation of trust and depth of cooperation between families and schools can be strengthened, thereby enhancing the collaborative effectiveness of family factors and overall educational level in the talent cultivation system of universities.

4.2. Improve family communication and promote information exchange

Improving family communication is an important way for universities to optimize the collaborative relationship between families and schools in the process of talent cultivation. The key lies in establishing a stable information transmission and feedback system through institutionalized and information-based means, so that families and universities can achieve timely sharing and effective docking of educational information, thereby reducing delays and deviations in the information transmission process. By continuously improving communication structures, universities can not only enhance families' overall grasp of students' development status, but also deepen their understanding and application of family support conditions, thereby improving the overall quality and operational efficiency of collaborative education. One is to build a communication platform. Universities can rely on information technology to create a unified home school information system, which modularizes and integrates various aspects such as students' academic performance, classroom performance, practical activities, and comprehensive evaluation, thereby achieving real-time acquisition and dynamic tracking of students' development status by families. For example, universities can create a systematic "student growth profile" module, allowing parents to view learning progress and ability development status by stage, thereby improving information transparency. The second is to improve the feedback mechanism. Create a normalized and multi node information feedback system, including semester growth reports, periodic learning feedback, reminders of major milestones, etc., to promote the transformation of information transmission from phased to continuous. At the same time, families should provide corresponding support and adjustments based on feedback information to achieve dynamic collaboration and continuous improvement, avoiding communication interruptions or information lag. The third is to enhance two-way interaction. Promote a shift from one-way information dissemination between universities and families to two-way communication and negotiation. For example, when students encounter academic warnings, psychological fluctuations, or career development difficulties, universities actively organize families to participate in special communication, jointly analyze problems, and develop intervention plans, transforming families from passive recipients to active participants, strengthening the interactivity of communication and the scientificity of decision-making. The fourth is to improve the quality of communication. Implement a hierarchical and classified communication strategy, and carry out precise communication according to the growth stages and development needs of different student groups. For example, in the freshmen stage, guidance and communication on learning adaptation and life transformation are the main focus, helping families understand the pace and management mode of university learning; In the middle and lower grades, guidance and communication are mainly focused on academic development and ability improvement, guiding families to participate in learning planning reasonably; In the higher grades, communication on employment choices and career paths is the main focus, and targeted communication is carried out based on specific majors and industry characteristics; For students with special difficulties or developmental deviations, establish a "one-on-one key communication mechanism" for long-term tracking and refined support.

4.3. Strengthen family guidance and enhance educational abilities

In the talent cultivation system of universities, strengthening family guidance is mainly reflected in the systematic guidance and support, improving families' grasp and adaptability to the laws of university education and the characteristics of student

growth, thereby enabling families to participate in the process of student growth more scientifically and rationally. By improving the content and methods of family guidance in universities, families can shift from experiential education to specialized support, strengthen their comprehensive support abilities in academic development, psychological adjustment, and career planning, and thus improve the overall quality and collaborative effects of education. One is to enhance educational awareness. Universities can adopt forms such as special lectures, online courses, and case sharing to promote families' understanding of the importance of ability cultivation and comprehensive development in university education, and help families gradually form a supportive concept that adapts to the characteristics of higher education. The second is to strengthen capacity training. Through systematic parent classroom and layered thematic training, the ability of family education can be improved. For example, universities can set up differentiated training modules for parents of different grades: focusing on "college adaptation and learning style transformation training" for first-year families, explaining how to help students adapt to a self-directed learning environment; Provide "academic planning and development path guidance training" for sophomore and junior families, and guide families on how to participate in student course selection and practical arrangements based on specific professional cases; For senior families, "employment and further education support training" is carried out, which improves their participation ability in career development support through simulated resume guidance, industry lectures, and other forms, making the training content targeted and practical. The third is to optimize the guidance methods. Promote the transformation of families from the traditional education model of "replacing judgment with experience" to a rational guidance model based on scientific information and development laws, reduce subjective intervention, and strengthen supportive behaviors based on data and feedback, such as adjusting communication priorities based on students' stage learning reports to improve the accuracy and effectiveness of guidance. Fourthly, strengthen psychological support. Guide families to pay attention to the adaptation pressure, academic anxiety, and developmental confusion that students may face during their university years, and provide stable support through emotional communication and long-term companionship. For example, when students face high exam pressure or career choice confusion, families should adopt more listening and guidance methods rather than simply applying pressure, in order to help students form a positive psychological state and stable development motivation.

4.4. Integrate family resources and build a support system

The integration and utilization of family resources are important ways to expand the boundaries of education and enrich practical carriers. The social connections, industry background, and professional resources possessed by families can to some extent compensate for the limitations of a single educational field in universities and provide students with more diverse development support conditions [4]. Through systematic sorting and effective allocation of family resources, universities can further enhance the practicality and social adaptability of talent cultivation, thereby forming a supportive pattern of collaborative education both inside and outside the school. One is to sort out family resources. Universities should establish a mechanism for collecting and categorizing family resource information, systematically organizing and structuring the social, industry, and occupational resources possessed by students' families. For example, during the enrollment stage of new students, universities can create a "Family Resource Information Registration Module" to classify and record

parents' occupational backgrounds, industry fields, and social connections, such as manufacturing, healthcare, information technology, financial services, and education and research. Relevant information can be dynamically updated and hierarchically managed to provide a data foundation for subsequent resource utilization and matching. The second is to promote resource integration. Promote the precise integration of family resources with talent cultivation practices, and integrate family resources into internship practices, social research, and employment guidance systems. For example, in the teaching of engineering majors, families with corporate backgrounds can be guided to assist in providing internship position information or opportunities for corporate visits; In medical and nursing related majors, working families can be invited to participate in industry experience exchange and practical guidance, thereby improving the practical connection between teaching and industry development. Thirdly, establish a sharing mechanism. Create a family resource sharing platform to digitally integrate and centrally manage dispersed resources, achieve visual display and unified allocation of resources, such as publishing industry lectures, internship opportunities, and career mentor information through the "Home School Resource Service Platform", while supporting students to make appointments and connections as needed, making resource flow more efficient and transparent, and improving overall collaboration efficiency. The fourth is to improve the efficiency of resource conversion. Guide the transformation of family resources from static information to dynamic educational support, establish a feedback and evaluation mechanism for resource utilization, and incorporate the participation of family resources into the collaborative evaluation system for talent cultivation. For example, evaluate the correlation between enterprise internship recommendations, industry guidance participation, and student practical ability improvement, and continuously improve the actual educational effectiveness of resource utilization, promoting the deep integration of family resources into the entire process of talent cultivation in universities.

5. Conclusions

Family factors play a fundamental supporting role in the talent cultivation system of universities, and their management level directly affects the overall effectiveness of family school collaborative education. Through strengthening family cognition to enhance collaborative mechanisms, improving family communication to promote information exchange, enhancing family guidance to improve educational abilities, integrating family resources to build support systems, and other multidimensional paths, it is conducive to promoting more effective participation of families in the talent cultivation process, thereby improving the quality of education and educational synergy. In the future, we will continue to improve institutional safeguards and collaborative mechanisms, promote the systematic, normalized, and precise development of family factor management, and continuously strengthen the overall effectiveness and development resilience of the talent training system in universities.

Conflicts of Interest

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

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