

## *Original Paper*

# Research on the Current Status and Countermeasures of Family Education Guidance Provided by Kindergartens in the Transition from Kindergarten to Primary School: A Case Study of X Kindergarten in Jimo District, Qingdao City, Shandong Province

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### ***Abstract***

*This study investigates the current status of family education guidance provided by kindergartens during the transition from kindergarten to primary school in Jimo District, Qingdao City, Shandong Province, and proposes recommendations and strategies for improvement. The research identifies several issues, including deficiencies in the organizational management of family education guidance by kindergartens and the lack of a robust regulatory framework. To address these challenges, kindergartens should establish a constructive mutual assistance mechanism for family education during the transition from kindergarten to primary school and enhance teachers' empathetic skills. Additionally, a collaborative effort between home and kindergarten is essential to ensure a smooth transition for both parents and children into the primary school stage.*

### ***Keywords***

*kindergarten-to-primary school transition, family education guidance, family education*

## **1. Introduction**

Currently, many families in the local area face significant challenges in the transition from kindergarten to primary school. One major issue is that most parents fail to recognize the crucial role of the family in this transitional process, often viewing it as the sole responsibility of kindergartens or teachers. Additionally, some parents place excessive emphasis on academic preparation, neglecting the holistic development of their children, which can lead to difficulties in adapting to primary school life (Song,

2023) Therefore, to address these existing problems and fully leverage the guiding role of teachers in family education, it is essential to shift parents' perceptions regarding the transition from kindergarten to primary school. Based on this, this paper proposes several strategies for family education guidance during the kindergarten-to-primary school transition. These strategies aim to provide practical support for improving family education during this critical period, thereby promoting the healthy growth and development of young children.

## **2. Current Status and Existing Problems of Family Education Guidance in the Transition from Kindergarten to Primary School in Jimo District, Qingdao City, Shandong Province**

This study distributed 210 questionnaires in X Kindergarten in Jimo District. Among these, 170 questionnaires were distributed to parents of senior kindergarten classes, with 155 returned, resulting in an effective response rate of 91.12%. Additionally, 40 questionnaires were distributed to kindergarten teachers, with 37 returned, yielding an effective response rate of 92.50%. The questionnaires aimed to understand the educational methods and attitudes of parents in X Kindergarten regarding the transition from kindergarten to primary school, as well as the basic learning and living situations of children in family education. Simultaneously, the study surveyed the views of X Kindergarten teachers on family education during the transition and sought their suggestions for related activities. Through the distribution of questionnaires, it was discovered that parents generally do not prioritize family education during the transition, and teachers show low enthusiasm in conducting relevant work. This led to an investigation of the current status of the issue.

Furthermore, interviews were conducted with parents and teachers of senior kindergarten classes at X Kindergarten. Fifteen parents were randomly selected, including 5 fathers and 10 mothers, along with 13 teachers, for in-depth interviews. These interviews explored the current status of family education guidance during the transition from kindergarten to primary school from both ideological and practical perspectives, identifying the problems parents face in family education guidance and analyzing their educational beliefs.

### *2.1 Issues Existing in Family Education Guidance During the Transition from Kindergarten to Primary School*

#### **2.1.1 Imperfections in the Management System for Family Education Guidance in Kindergartens**

The administrative system for conducting family education guidance in kindergartens is not robust, exacerbated by insufficient dissemination of pertinent policy regulations. A questionnaire survey conducted at Kindergarten X revealed that 93.7% of parents were unaware of the institution's established policies and procedures for such guidance. Concurrently, 89.3% of the teaching staff at the kindergarten lacked knowledge regarding local policy documents, indicating a lack of standardized criteria for this work. Investigations further uncovered deficiencies in the organizational management system for family guidance in Jimo District, Qingdao City, Shandong Province.

### 2.1.2 Lack of Scientific Approach in the Models of Family Education Guidance Conducted by Kindergartens

Investigations have revealed that the training models employed by Kindergarten X in Jimo District, Qingdao City, Shandong Province, for the transition from kindergarten to primary school primarily consist of in-school training and external training sessions, with the former being more prevalent. Survey results indicate that 90% of teachers at Kindergarten X perceive the family education training for the kindergarten-primary school transition as lacking specificity. Additionally, 94% of parents report that the guidance provided by the kindergarten is predominantly theoretical, delivered through channels such as official accounts and class groups, which they find ineffective for fostering the development of family education during the transition period. According to the survey, 85% of parents at Kindergarten X believe that the models of family education guidance for the kindergarten-primary school transition in Jimo District lack scientific rigor and exhibit signs of disorganization.

## 2.2 *Issues Encountered by Preschool Teachers in Providing Family Education Guidance During the Transition from Kindergarten to Primary School*

### 2.2.1 Insufficient Competence of Preschool Teachers in Providing Family Education Guidance for the Transition from Kindergarten to Primary School

Survey results indicate that 87.1% of teachers at Kindergarten X believe that the short-term training courses on family education for the kindergarten-primary school transition provided amidst their busy teaching schedules are inadequate to equip them with professional guiding capabilities. Furthermore, the survey highlights that teachers at Kindergarten X lack comprehensive understanding of relevant policies and possess insufficient skills to effectively organize activities, thereby revealing gaps in their capacity to provide family education guidance for the kindergarten-primary school transition.

### 2.2.2 Low Enthusiasm Among Preschool Teachers When Engaging in Relevant Family Education Activities

According to the questionnaire, 76.4% of teachers at Kindergarten X reported discrepancies between the concepts imparted during in-house training and those held by parents. Moreover, 45% of preschool teachers fail to adopt a parent-centric perspective, leading to inadequate communication and a lack of synergy between internal and external information sources in family education. Additionally, 63% of parents do not understand the teachers' efforts, resulting in a one-way contribution model where there is a lack of close collaboration. The absence of quantifiable evaluation criteria in the kindergarten's assessment system also diminishes the motivation for self-improvement among 78% of preschool teachers. Furthermore, the evaluation methods for activities related to the kindergarten-primary school transition in family education are overly simplistic, contributing to these issues.

### *2.3 Issues Faced by Parents in Family Education Guidance During the Transition from Kindergarten to Primary School*

#### *2.3.1 Inadequate Implementation of Transition Education by Parents*

While most parents recognize the necessity of providing transition education for young children, the implementation of such education within families remains limited. For instance, some parents focus narrowly on cultivating basic self-care habits and abilities, such as dressing and eating independently, which are insufficient for preparing children for the academic demands of primary school. There is a notable lack of emphasis on developing organizational skills, independence, rule-following behavior, and safety awareness, highlighting significant limitations in the transition education provided by families. Additionally, parents often lack a clear understanding of the content necessary for effective transition preparation. Some parents assume that enrolling their children in various cultural and sports interest classes during the preschool years will foster learning interests, but this approach can prematurely expose children to academic pressures, potentially leading to negative attitudes and resistance towards learning when they enter primary school.

#### *2.3.2 Lack of Scientific and Systematic Methods in Family Education Among Parents*

According to the survey, many parents of children at Kindergarten X exhibit a certain degree of bias in their understanding of family education for the transition from kindergarten to primary school. It is shown that 82% of parents confine the scope of transitional family education to intellectual development, focusing primarily on activities such as character recognition and simple arithmetic calculations. Interviews with parents of senior kindergarten children reveal widespread uncertainty about whether the learning during the transition period aligns with the developmental stage of their children. Here are excerpts from two parent interviews:

Parent Interview One: "I am worried that my son will fall behind in his studies once he starts primary school. My spouse and I often argue about this; I wanted to enroll him in a kindergarten-primary school transition class, but he thinks it's unnecessary."

Parent Interview Two: "Kindergarten X promotes Montessori education, which does not include phonics or arithmetic courses. I only found out that foundational phonics and arithmetic are not taught here right before my child was about to move on to primary school. I need to teach these at home, but I don't have the time or know-how."

This excessive focus on knowledge-based education is detrimental to children's future learning. Influenced by such incorrect educational philosophies, parents tend to overlook the developmental levels of their children, which hinders the smooth transition from kindergarten to primary school.

### **3. Strategies for Enhancing Family Education Guidance During the Transition from Kindergarten to Primary School**

#### *3.1 Improving the Management System for Family Education Guidance During the Transition from Kindergarten to Primary School*

To ensure the effectiveness of family education guidance during the critical transition period, kindergartens must progressively establish and refine their regulatory frameworks under unified standards. Initially, kindergartens should prioritize long-term professional development for their educators, encompassing specialized training in organizing family education activities and gaining in-depth knowledge about the psychological and physical development of children during transitional periods (Zhang, 2021). Subsequently, based on the specific educational context of Jimo District, Qingdao City, Shandong Province, the unique characteristics of the kindergarten, and feedback from parents, a collaborative effort should be made to draft regulations that cater to the needs of children, parents, and the institution alike. External educational organizations should also align with policy directives from relevant authorities to formulate sound management systems, ensuring that teachers responsible for transition guidance hold valid certifications. In terms of financial management, adherence to pricing guidelines set by the appropriate departments is essential to establish a fair and reasonable fee structure, guaranteeing transparency and equity in charges.

### *3.2 Establishing a Positive Mutual Assistance Mechanism for Family Education Work During the Transition from Kindergarten to Primary School*

To enhance family education work during the transition period, kindergartens can introduce incentive mechanisms to encourage active participation from both parents and educators. For families that demonstrate excellent cooperation and achieve significant outcomes in the kindergarten-primary school transition, awards such as "Outstanding Collaborative Family" can be conferred to recognize their contributions. The cornerstone of building a positive home-kindergarten relationship lies in effective communication. Establishing a Parent Committee can facilitate regular updates on the progress of the transition, enabling joint discussions and problem-solving for any issues that may arise. Timely feedback between home and school is crucial for collectively supporting children's smooth transition into primary school. When addressing issues related to children, teachers should strive to understand the emotions and needs of both parents and children by placing themselves in their shoes. This empathetic approach fosters better collaboration and partnership between home and school, collectively promoting the seamless progression of children into the primary school phase. By working together, kindergartens and families can create a supportive environment that nurtures the holistic development of children during this pivotal transition.

### *3.3 Tailoring Approaches to Leverage Community Resources and Support Parents in Solving Educational Challenges*

Parents should recognize the significance of family education during the transition from kindergarten to primary school and proactively seek knowledge in this area. They should actively participate in seminars and activities organized by kindergartens in collaboration with local communities, engaging in cooperative education efforts both at home and in conjunction with kindergartens. Effective communication between parents and educators at both the kindergarten and primary school levels is essential. Parents should maintain ongoing dialogue with teachers to gain insights into their children's

performance and behavior (Bin, 2022). By closely aligning with the work of kindergarten teachers, parents can complement their efforts, helping to alleviate children's anxiety and fostering a sense of autonomy in problem-solving.

### *3.4 Forming a Synergistic Effort Between Teachers and Parents to Focus on Children's Mental Health*

As children transition to primary school, the increase in academic pressure necessitates that both kindergarten teachers and parents pay close attention to the mental health of young learners, which is vital for their future growth and development. It is important to monitor children's emotional states and their responses to academic and social pressures. When children face setbacks or difficulties, teachers and parents should offer support and encouragement to help them navigate through challenging times. Additionally, fostering psychological resilience in children, including confidence, resilience to adversity, and self-regulation skills, is crucial for ensuring a smooth transition to primary school. These competencies not only aid in managing current challenges but also lay a strong foundation for lifelong success.

### *3.5 Parents Should Foster Correct Family Education Concepts and Practice Scientific Child-Rearing*

To comprehensively nurture the development of young children, parents must continuously learn and update their educational philosophies. Effective communication with children is key to establishing a positive family atmosphere, allowing children to express their own viewpoints while adhering to parental guidance. Parents should serve as role models, setting examples for their children to emulate, thus promoting healthy development. As children advance to primary school, they will need to independently handle life and academic challenges. To facilitate a swift adaptation to primary school life, parents should guide their children in developing good habits during the transition period. At home, children should be encouraged to take responsibility for tasks within their capabilities (Duan, Ren, & Wang, 2020).

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