



The Family Influence on the Self-Management of Students' Learning
of TV ZONE Academy of Media and Communication in
Haikou University of Economics

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Abstract

The objectives of this research were 1) to study the scales of influence of family on self-management of students' learning 2) to compare the difference scales of influence of family on self-management of students' learning classified by gender, students' year, father's and mother's education degree, father's and mother's occupation. The samples consisted of 320 students by simple random sampling. The research instrument was a 5-rating scale questionnaire with a content validity (IOC values) between .67-1,00 and a reliability value of .98. The data were statistically analysed by using percentage, mean, standard deviation, t-test, One-way ANOVA, and LSD.

The results of the research were as follows: 1) Scale of influence of family on self-management of student's learning in total and all aspects were high level, the highest mean was parents' attitude towards student. followed by family atmosphere, parents' study habits. parents' guidance. student's autonomous status in the family. 2) The compare found that there were not different when classified by gender, student year and father's and mother's occupation. Meanwhile father's and mother's degree education were difference statistically significant at level of .01 and .05. Father's degree education and mother's degree education were different in total. For father's and mother's degree education showed that junior college education and junior high school or below were higher than high school. For mother's degree education, the junior high school or below was higher than undergraduate or above in family atmosphere, parents' study habits.

Keywords: The influence, Family, Self-Management, TV ZONE Academy of Media and Communication, Haikou University of Economics



Background and statement of the problems

The main training goal of higher education is to cultivate high-skilled innovative talents for society. The influences of family will be effect to study self-management of college students' learning especially the first-year student problems of college because students have adjusted themselves in new environment in college so that the influences of family become an important obstacle that prevents some students from successfully completing their studies and maintaining physical and mental health.

Family of origin is a sociological concept, which refers to a family in which children are not yet married and still live with their parents. For individuals, it is the family in which they were born and grew up. The family of origin is the environment in which an individual initially grows and learns. It is also inextricably linked to the individual's emotional expression, behavioural patterns, attachment style, and intimate relationships. It is the soil where we begin to grow and shape ourselves. The things we encounter give us the memories and beliefs we bring about depend largely on the family environment in which we grow up.

The family atmosphere, traditional habits, children's role models in the family, family interactions, etc. will all affect the children's future performance in their new families. People should understand the influence of their family of origin and use healthy values to avoid the impact of their family of origin on their children's academic performance.

In July 2016, Haikou University of Economics cooperated with China Guangdong Tianze Media Co., Ltd. to establish China Tianze Media College. It is the school's first secondary school-enterprise cooperative education college. The college has six undergraduate majors (directions): Broadcasting and Hosting Art, Radio and Television Directing, Radio and Television Directing (Media Creative Direction), Journalism (Internet and New Media Direction), Photography, and Photography (Integrated Media Image Creation and Marketing Direction.) and three junior college majors (directions) in Broadcasting and Hosting, Film and Television Directing (New Media Program Production), and Photography and Videography Technology. There are currently nearly 1600 full-time students.

At the same time, according to the report of TV ZONE Academy of Media and Communication found that of student is affected by family factors during the school-age period, which will have a certain role and impact on his future independent



learning ability, learning methods, learning interests, learning goals and results (Haikou University of Economics,2020). Therefore, researcher would like to study the influence of family on self-management of college student's learning. The results of this research can be used for planning to guide the learning management of different students in different family growth environments in the Media and Communication of Haikou University of Economics.

Research Objectives

1. To study the family Influence on the Self-Management of Students' Learning of TV ZONE Academy of Media and Communication in Haikou University of Economics.
2. To compare the scales of influence of family on self-management college students' learning when classified by different gender, student year, father's degree education, mother's degree education, father's occupation and mother's occupation.

Research Hypothesis

The students were different gender, student year, father's and mother's degree education, father's and mother's occupation have difference scales of influence of family on self-management college students' learning.

Conceptual Framework for research

Researchers set conceptual framework for study.

The independent variables are the personal status, gender, education level, father's and mother's degree education, father's and mother's occupation of the family Influence on the Self-Management of Students' Learning at the TV ZONE Academy of Media and Communication in Haikou University of Economic. And the dependent variables by the concept of Ling and others (2021):1) Student's autonomous status in the family; 2) Family atmosphere; 3) Parents' attitude towards students ;4) Parents' study habits; 5) Parents' guidance.

**Independent variables**

- students personal background
- 1.Gender
- 2.Student year
- 3.Father's degree education
- 4.Mother's degree education
- 5.Father's occupation
- 6.Mother's occupation

Dependent variables

- The Family Influence on the Self-Management of Students' Learning
- 1.Student's autonomous status in the family
- 2.Family atmosphere
- 3.Parents' attitude towards students
- 4.Parents' study habits.
- 5.Parents' guidance.

**Research Methodology**

This research used a quantitative approach. The researcher distributed questionnaires with the purpose is to collect raw data, which can be used to study the opinions of freshmen of different gender, student year, father's degree education, mother's degree education, father's occupation and mother's occupation in the family Influence on the Self-Management of Students' Learning and analyze the measures to the family Influence on the Self-Management of Students' Learning the survey.

The population used in this study was 1600 students from the TV ZONE Academy of Media and Communication in Haikou University of Economics. According to Krejcie and Morgan's sample size determination table cited in (Robert V. Krejcie and Earyle W. Morgan, 1970, cited in Laddawan Petcharoj, 2019), The study sample consisted of 320 students, The statistics used an analysis of the data to obtain descriptive statistics; frequency, percentage, mean, standard deviation, t-test One-way ANOVA and LSD.



Research result

Table 1 Means and standard deviation of the family influence on self-management of college students' learning

Aspect	The Family Influence on self-management	\bar{X}	S.D.	Level	Rank
1	Student's autonomous status in the family	4.15	.52	High	5
2	Family atmosphere	4.18	.52	High	2
3	Parents' attitude towards students	4.19	.52	High	1
4	Parents' study habits.	4.18	.53	High	3
5	Parents' guidance.	4.18	.55	High	4
Total		4.18	.51	High	

From table 1, It was found the total was a high level ($\bar{X} = 4.18$, SD=.51). The highest mean of aspect was parents' attitude towards students ($\bar{X} = 4.19$, SD=.52), followed by family atmosphere, parents' study habits. parents' guidance. student's autonomous status in the family.

Table 2 Comparison of the family influence on self-management of college students' learning by gender.

Aspect	The Family Influence on self-management	Gender				t	sig		
		Male		Female					
		\bar{x}	SD	\bar{x}	SD				
1	Student's autonomous status in the family	4.13	.52	4.18	.53	-.78	.44		
2	Family atmosphere	4.16	.50	4.19	.55	-.54	.59		
3	Parents' attitude towards student	4.17	.50	4.21	.53	-.72	.47		
4	Parents' study habits	4.17	.51	4.19	.56	-.35	.73		
5	Parents' guidance	4.16	.54	4.20	.56	-.73	.46		
Total		4.16	.49	4.19	.53	-.65	.52		



From Table 2, It found that there was no difference in total and individual aspect of the family influence on self-management of college students' learning among male and female.

Table 3 Means and standard deviations of the family influence on self-management of college students' learning by student year.

Asp ect	The Family Influence on self-management of college students' learning	Student year							
		Freshman		Sophomore		Junior		Senior	
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
1	Student's autonomous status in the family	4.11	.59	4.24	.52	4.14	.48	4.04	.53
2	Family atmosphere	4.13	.57	4.25	.55	4.18	.48	4.08	.49
3	Parents' attitude towards student	4.12	.61	4.28	.49	4.18	.48	4.14	.50
4	Parents' study habits	4.12	.57	4.27	.56	4.17	.49	4.07	.52
5	Parents' guidance	4.12	.60	4.24	.58	4.19	.51	4.10	.50
	Total	4.12	.57	4.26	.52	4.17	.47	4.08	.49

From Table 3, it found that the opinions of the family influence on self-management of college students' learning classified by student year, in overall the highest mean was the group of sophomore ($\bar{X} = 4.26$, SD=.52), followed by junior, freshman and senior.

**Table 4** Means and standard deviation of the family influence on self-management of college students' learning by father's degree education.

Aspect	The Family Influence on self-management of college students' learning	father's degree education							
		Junior High School or below		High School		Junior College education		Undergraduate or above	
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
1	Student's autonomous status in the family	4.17	.47	3.97	.56	4.25	.53	4.15	.58
2	Family atmosphere	4.21	.47	3.97	.56	4.28	.50	4.13	.59
3	Parents' attitude towards student	4.24	.46	4.01	.55	4.25	.53	4.17	.57
4	Parents' study habits	4.24	.47	3.95	.56	4.26	.51	4.14	.62
5	Parents' guidance	4.20	.52	3.99	.58	4.29	.53	4.14	.58
Total		4.21	.45	3.98	.54	4.27	.50	4.15	.57

From Table 4, it found that the opinions of the family influence on self-management of college students' learning by father's degree education, in overall the highest mean was the group of junior college education ($\bar{X} = 4.27$, $SD = .50$), followed by junior high school or below, undergraduate or above and high school.

**Table 5** The analysis of variance (ANOVA) of the family influence on self-management of college students' learning by father's degree education.

Aspect	The Family Influence	Sources of variance	SS	df	MS	F	Sig
1	Student's autonomous status in the family	Between Groups	2.64	3	.88	3.27*	.02
		Within Groups	85.22	316	.27		
		Total	87.86	319			
2	Family atmosphere	Between Groups	3.69	3	1.23	4.67**	.00
		Within Groups	83.39	316	.26		
		Total	87.08	319			
3	Parents' attitude towards me	Between Groups	2.56	3	.85	3.24*	.02
		Within Groups	83.15	316	.26		
		Total	85.71	319			
4	Parents' study habits	Between Groups	4.21	3	1.40	5.10**	.00
		Within Groups	86.82	316	.28		
		Total	91.02	319			
5	Parents' guidance	Between Groups	3.34	3	1.11	3.77**	.01
		Within Groups	93.25	316	.30		
		Total	96.59	319			
Total		Between Groups	3.19	3	1.06	4.21**	.01
		Within Groups	79.72	316	.25		
		Total	82.91	319			

* Statistically significant at the level of .05

** Statistically significant at the level of .01

From Table 5, the opinions of the family influence on self-management of college students' learning by father's degree education, were statistically significant



at .05 and .01 levels in total and all aspects. The companion for pair difference in table 6

Table 6 The comparison of pair men difference with LSD about the family influence on self-management of college students' learning by father's degree education.

Aspect	The Family Influence	Junior High School or below	High school	Junior college education	Undergraduate or above
1. Student's autonomous status in the family	\bar{X}	4.17	3.97	4.25	4.15
1). Junior High School or below	4.17	-	0.20*	-0.08	0.02
2). High school	3.97		-	-0.28*	-0.08
3). Junior college education	4.25			-	0.10
4). Undergraduate or above	4.15				-
2. Family atmosphere	\bar{X}	4.21	3.97	4.28	4.13
1). Junior High School or below	4.21	-	0.24*	-0.07	0.08
2). High school	3.97		-	-0.31*	-0.16
3). Junior college education	4.28			-	0.15
4). Undergraduate or above	4.13				-
3. Parents' attitude towards students	\bar{X}	4.24	4.01	4.25	4.17
1). Junior High School or below	4.24	-	0.23*	-0.01	0.07
2). High school	4.01		-	-0.24*	-0.16
3). Junior college education	4.25			-	0.08
4). Undergraduate or above	4.17				-

Table 6 The comparison of pair men difference with LSD about the family influence on self-management of college students' learning by father's degree education.

Aspect	The Family Influence	Junior High School or below	High school	Junior college education	Undergraduate or above
4. Parents' study habits	\bar{X}	4.24	3.95	4.26	4.14
1). Junior High School or below	4.24	-	0.29*	-0.02	0.10
2). High school	3.95		-	-0.31*	-0.19
3). Junior college education	4.26			-	0.12
4). Undergraduate or above	4.14				-
5. Parents' guidance	\bar{X}	4.20	3.99	4.29	4.14
1). Junior High School or below	4.20	-	0.21	-0.09	0.06
2). High school	3.99		-	-0.30*	-0.15
3). Junior college education	4.29			-	0.15
4). Undergraduate or above	4.14				-
Total	\bar{X}	4.21	3.98	4.27	4.15
1). Junior High School or below	4.21	-	0.23*	-0.06	0.06
2). High school	3.98		-	-0.29*	-0.17
3). Junior college education	4.27			-	0.12
4). Undergraduate or above	4.15				-

* Statistically significant at the level of .05

From Table 6, the comparison with LSD, it found that the opinions of the family influence on self-management of college students' learning classified by father's degree education, was statistically significant at .05 level all aspects and in total. The results of five aspects that the same pattern: the aspect of Student's autonomous status in the family, the aspect of family atmosphere, the aspect of parents' attitude towards students, the aspect of parents' study habits and the aspect of parents' guidance: group of junior high school or below was higher than high school in total, student's autonomous status in the family, family atmosphere,



parents' attitude towards students, parents' study habits .In addition to group of junior college education higher than high school in total ,student's autonomous status in the family, family atmosphere, parents' attitude towards students, parents' study habits, parents' guidance.

Table 7 Means and standard deviation of the family influence on self-management of college students' learning by mother's degree education.

Asp ect	The Family Influence on self-management of college students' learning	mother's degree education							
		Junior High School or below		High School		Junior College education		Undergraduate or above	
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
1	Student's autonomous status in the family	4.20	.46	4.05	.49	4.19	.55	4.10	.62
2	Family atmosphere	4.26	.46	4.02	.49	4.23	.51	4.09	.63
3	Parents' attitude towards student	4.25	.47	4.06	.50	4.25	.51	4.11	.61
4	Parents' study habits	4.26	.47	4.02	.53	4.23	.53	4.09	.64
5	Parents' guidance	4.26	.51	4.03	.51	4.24	.55	4.09	.64
	Total	4.24	.45	4.04	.48	4.23	.51	4.10	.61

From Table 7, it found that the opinions of the family influence on self-management of college students' learning classified by mother's degree education, in overall the highest mean was the group of Junior High School or below ($\bar{X} = 4.24$, $SD = .45$), followed by Junior College education, Undergraduate or above and High School.

**Table 8** The analysis of variance (ANOVA) of the family influence on self-management of college students' learning by mother's degree education.

Aspect	The Family Influence	Sources of variance	SS	df	MS	F	Sig
1	Student's autonomous status in the family	Between Groups	1.14	3	.38	1.38	.25
		Within Groups	86.72	316	.27		
		Total	87.86	319			
2	Family atmosphere	Between Groups	2.78	3	.93	3.47*	.02
		Within Groups	84.31	316	.27		
		Total	87.08	319			
3	Parents' attitude towards me	Between Groups	1.99	3	.66	2.50	.06
		Within Groups	83.72	316	.27		
		Total	85.71	319			
4	Parents' study habits	Between Groups	2.80	3	.93	3.34*	.02
		Within Groups	88.22	316	.28		
		Total	91.02	319			
5	Parents' guidance	Between Groups	2.85	3	.95	3.20*	.02
		Within Groups	93.73	316	.30		
		Total	96.59	319			
Total		Between Groups	2.24	3	.75	2.93*	.03
		Within Groups	80.67	316	.26		
		Total	82.91	319			

* Statistically significant at the .05 level

From Table 8, the opinions of the family influence on self-management of college students' learning classified by mother's degree education, were statistically significant at .05 levels in total and family atmosphere, parents' study habits and parents' guidance. The companion for pair difference in table 9.

**Table 9** The comparison of pair men difference with LSD about the family influence on self-management of college students' learning by mother's degree education.

Aspect	The Family Influence on self-management of college students' learning	Junior High School or below	High school	Junior college education	Undergraduate or above
2. Family atmosphere	\bar{X}	4.26	4.02	4.23	4.09
1). Junior High School or below	4.26	-	0.24*	0.03	0.17*
2). High school	4.02	-	-0.21*	-0.07	
3). Junior college education	4.23		-	0.14	
4). Undergraduate or above	4.09			-	
4. Parents' study habits	\bar{X}	4.26	4.02	4.23	4.09
1). Junior High School or below	4.26	-	0.24*	0.03	0.17*
2). High school	4.02	-	-0.21*	-0.07	
3). Junior college education	4.23		-	0.14	
4). Undergraduate or above	4.09			-	
5. Parents' guidance	\bar{X}	4.26	4.03	4.24	4.09
1). Junior High School or below	4.26	-	0.23*	0.02	0.17
2). High school	4.03	-	-0.21*	-0.06	
3). Junior college education	4.24		-	0.15	
4). Undergraduate or above	4.09			-	
Total	\bar{X}	4.24	4.04	4.23	4.10
1). Junior High School or below	4.24	-	0.20*	0.01	0.14
2). High school	4.04	-	-0.19*	-0.06	
3). Junior college education	4.23		-	0.13	
4). Undergraduate or above	4.10			-	

* Statistically significant at the .05 level



From Table 9, the comparison with LSD, it found that the family influence on self-management of college students' learning classified by mother's degree education was statistically significant at .05 level in total. The results of three aspects that the same pattern: the aspect of family atmosphere, the aspect of parents' study habits and the aspect of parents' guidance: group of junior high school or below was higher than high school in total, family atmosphere, parents' study habits, parents' guidance, and higher than undergraduate or above in family atmosphere, parents' study habits. In addition to group of junior college education higher than high school. in total, family atmosphere, parents' study habits, parents' guidance.

Discussion

1. The Family Influence on self-management of college students' learning believe that parents' attitude towards to student was the first. The highest was parents always force students to do things students don't like. Because it might be that a good attitude is half the success of family education. This finding was consistent with Lou, L. (2021) "attitude decides everything!" Cultivation of students' autonomous learning ability in application-oriented universities. Theory and practice in language studies "Character determines destiny, attitude determines everything." It can be said that the more attention parents attach to their children's education and the more positive their attitudes are, the higher the effectiveness of family education. Parents' attitudes have an important impact on their children's emotions and behaviours. Also, will affect children's attitude towards study and work, even affect children's self-esteem and self-confidence.

2. The Family Influence on self-management of college students' learning believe that family atmosphere was the second. The highest was there are things about students prefer to make own decisions. Because it might be that the emotional climate of the family refers to the general attitudes and feelings that prevail in the family, which is formed through language and interpersonal atmosphere. This finding was consistent with Orth, U. (2018) research on the "We hope to get emotional needs that we did not get in our original family, such as parental approval, the need to feel unique, etc "in family environment in early childhood has a long-term effect on self-esteem. This atmosphere directly affects the psychology of every family member in the family and is of particularly profound significance to the formation of children's personality and character. A warm and pleasant atmosphere in the family can relieve the pressure and tension placed on children by the outside world to the greatest extent, allowing children to experience the beauty of life and spiritual happiness.



Therefore, parents must adhere to the principles of equality, democracy, and positive education. Families should respect each other, live in harmony, and pay more attention to their children, so that children can get great warmth from the family. A harmonious family environment can better promote the healthy development of children's mental health.

3. The Family Influence on self-management of college students' learning believe that parents' study habits were third. The highest was parents often encourage students to keep making progress. Will build a sense of purpose in learning process. Because it might be that the role model of parents plays a very important role in the development of good study habits in children. This finding was consistent with Tösten, R., Han, B., & Anik, S. (2017) the Impact of Parental Attitudes on Problem Solving Skills in High School Students. Universal Journal of Educational Research Parents should establish a concept. In the process of helping and accompanying their children to develop good habits, parents should lead by example, take the initiative to learn, and continue to study, so that their children can develop their intelligence and talents because of reading and practice, and better cultivate their children. Interest in independent learning and active exploration.

4. The Family Influence on self-management of college students' learning believe that Parents' guidance was fourth. The highest was the frequency of parents' going library will motivate students to learn on own. Because it might be that in the process of family education, due to the objective cognitive gap between children and their parents, parents should observe their children's learning dynamics and psychological activities in a timely manner and provide effective guidance. This finding was consistent with Bano, J., Jabeen, Z., & Qutoshi, S. B. (2018) research on the Perceptions of teachers about the role of parents in developing reading habits of children to improve their academic performance in schools. Journal of Education and Educational Development, impact of unresolved problems of a generation tend to be passed on. To the next generation, this is called multi-band transmission.

5. The Family Influence on self-management of college students' learning believe that student's autonomous status in the family was fifth. The highest was in times of difficulty, parents are students spiritual support. Because it might be that in family education activities, children should enjoy a certain degree of autonomy. This finding was consistent with Bai Hui, Wei Weina. Research on effective strategies for family education guidance in rural kindergartens in the new era [J]. Lucheng Academic



Journal, 2023, 35(2):88-90,96. Doing so will not only increase their participation, but also help them form self-management habits.

6. The comparison of the families' self-management of college students' learning by gender, student year and father's occupation, mother's occupation was not different, but when father's degree education and mother's degree education were statistically significant at level .05 and .01 in total and aspect of families' self-management of college students' learning. At father's degree education, the sample showed that group of junior high school or below was higher than high school in total, student's autonomous status in the family, family atmosphere, parents' attitude towards students, parents' study habits. In addition to group of junior college education higher than high school in total, student's autonomous status in the family, family atmosphere, parents' attitude towards students, parents' study habits, parents' guidance. In mother's degree education, the sample showed that group of junior high school or below was higher than high school in total, family atmosphere, parents' study habits, parents' guidance, and higher than undergraduate or above in family atmosphere, parents' study habits. In addition to group of junior college education higher than high school. in total, family atmosphere, parents' study habits, parents' guidance. Because it might be junior high school or below, they are so young, and junior college education higher, they are new students, so they need family help them. This result related to Jiménez-Pérez, Barrientos-Báez, Caldevilla-Domínguez, & Gómez-Galán, (2020) Study Influence of mothers' habits on reading skills and emotional intelligence of university students.

Suggestion

According to the research results, the following suggestions are put forward for the scale of college students' cognition and attitude towards family in the cognition and attitude towards family in the TV ZONE Academy of Media and Communication in Haikou University of Economics.

1. Student's autonomous status in the family is the lowest mean, and the lowest item is students always get blamed by parents. Taking family education as an example, parents should fully respect their children's age characteristics and personality traits when making family choices and give them the right to make independent choices and express family opinions. In addition to paying attention to family discussions that should be in line with the reality of life and be able to generate cognition of things based on the children's life experiences, thereby deriving



some imagination and creativity, in the end, let children make their own choices as much as possible. At the same time, we cannot always blame our children. We should focus on encouragement and recognition and try our best to create a loose and independent living space for them to express their own opinions. This can improve children's family enthusiasm and desire to share, thereby improving the efficiency of parent-child education.

2. Parents' guidance is the second lowest mean, and the lowest item is parents expect students to become an expert in a certain field, affect choice of subjects. Due to the poor cognitive level of the children, there is no way to reasonably understand and analyse the story. Therefore, on the one hand, parents should proactively discover problems in their children during the education process, and when their children become impatient or have a negative attitude, they should promptly care for and regulate their children's emotions. On the other hand, parents should encourage their children and guide them to independently solve the problems and difficulties they encounter in life. Parents should provide timely feedback on problems and provide reasonable answers. This can not only enhance the interaction between parents and children and create a good parent-child relationship, but also strengthen children's problem-solving experience and achieve better family relationships.

3. Parents' study habits are the third lowest mean, and the lowest item is parents' reading habits have an impact on students self-directed learning habits. In the process of family education, parents need to take the initiative to set an example and develop the habit of continuous learning and set an example for their children. For example, when parents provide study guidance, they can use the form of parent-child co-learning. By studying together with their children, they can better discover the problems that their children currently encounter in life. This can not only improve the effectiveness of family education, but also cultivate children's good behaviour. Learning habits can also increase the form of parent-child interaction between parents and children and have a positive impact on creating a good parent-child relationship.

4. Family atmosphere is the fourth lowest mean, and the lowest item is students have no secrets from parents. in family environment in early childhood has a long-term effect on self-esteem. This atmosphere directly affects the psychology of every family member in the family and is of particularly profound significance to the formation of children's personality and character. A warm and pleasant atmosphere



in the family can relieve the pressure and tension placed on children by the outside world to the greatest extent, allowing children to experience the beauty of life and spiritual happiness. Therefore, parents must adhere to the principles of equality, democracy, and positive education. Families should respect each other, live in harmony, and pay more attention to their children, so that children can get great warmth from the family. A harmonious family environment can better promote the healthy development of children's mental health.

5. Parents' attitude towards students is the fifth lowest mean, and the lowest item is students get more affirmations and compliments in family than criticisms. Parents' positive and friendly attitude towards their children can greatly build up their children's self-confidence and gain emotional recognition. In family relationships, listen to children's inner world and understand their needs and wishes. we must care for each other, be considerate of each other, blame and quarrel less, understand and communicate more, and resolve family conflicts in a positive way. This is a healthy growth environment for a family.

Reference

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