

An Analysis of the Differences in Family Education Between China and the United States under the Orientation of Educational Policies

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Abstract: Family education is influenced by many factors, and education policy is one of the most important factors. There is a big difference between China and the United States in terms of family education. From the point of view of the different admission systems of colleges and universities in the two countries, the diversified admission system of the United States contributes to the formation of the concept of "quality education" family education. In contrast, the single-indicator admission system of China leads to the concept of "teaching to the test" family education to a certain extent. This paper examines the differences between the admissions systems of China and the United States and their impact on the differences between family education in China and the United States and makes suggestions for family education in China through a comparative analysis of the strengths and weaknesses of family education in the two countries. Parents should have a long-term view of education and regard academic performance as one of the goals of family education, and more importantly, take the comprehensive development of children as the primary goal, so that they can raise healthy and excellent children.

Keywords: Family education, college admissions system, educational policies

1. Introduction

Influenced by the different educational policies of the two countries, the concepts of family education in China and the United States are very different. A country's education policy usually guides the development direction of family education, for example, a country's college enrollment system usually represents the portrait of the talents needed by the country, which affects the goals, contents, and results of family education in the country. Therefore, this paper will start from the differences between the admission systems of colleges and universities in China and the United States, and analyze its impact on the differences between family education in China and the United States. At the same time, by comparing and analyzing the advantages and disadvantages of family education in the two countries and combining the reality of China and the United States, it will give some optimization ideas to China's family education.

2. Differences between Chinese and American

2.1. U.S. College Admissions System

The United States is one of the most developed countries in the world of higher education, and its diversified college admissions system is also unique, the most notable features are reflected in the flexibility and a high degree of autonomy. This paper briefly introduces the enrollment system of American colleges and universities from three aspects, namely, admission policies, admission standards, and enrollment methods.

2.1.1. Admission Policy

According to the classification standard of the American Standard Education Yearbook, American colleges and universities are mainly divided into three categories: comprehensive colleges and universities, four-year colleges and universities, and two-year colleges and universities. With the surge in the number of people receiving higher education and the development of multiple types of colleges and universities, to meet the needs of different types of colleges and universities and people with different potential, the U.S. admissions policy is divided into three categories: highly selective policy, general selective policy, and open policy [1]. Colleges and universities that adopt highly selective and generally selective policies focus not only on the academic achievements of applicants, but also on the non-academic achievements of candidates, such as personality, extracurricular activities, specialties, and awards of applicants. It seems that most American universities prefer to enroll students with strong overall strength.

2.1.2. Admission Criteria

The admission standards of American colleges and universities are very diversified and comprehensive, generally speaking, the main evaluation indexes of college admissions include large-scale test scores, secondary school grades, extracurricular activities, talents and abilities, personality qualities, and so on. The weighting of each admissions indicator in the admissions preference varies among different colleges and universities.

High school large-scale test scores are one of the most important indicators for admission to U.S. colleges and universities, and applicants must have good large-scale test scores to be admitted to prestigious private universities and famous public universities. U.S. college admissions also need to assess the applicant's secondary school performance and combine it with the student's family background to do a comprehensive evaluation. Comprehensive examination of students is the purpose of the admissions of American colleges and universities, which are first-class research universities, and they hope to recruit and cultivate talents with high comprehensive quality and usefulness to society [2]. To comprehensively examine the strengths of students, U.S. colleges and universities also take into account students' talents in sports, music, and verbal expression, as well as leadership skills in community activities and hobbies. The personality of the student is also a common indicator for admission to colleges and universities. Colleges and universities use letters of recommendation, high school reports, and essays or personal narratives submitted by the student to examine the student's personality. These materials allow colleges and universities to accurately and easily understand the students' attitudes towards life, hobbies, life experiences, and other aspects of daily life.

2.1.3. Forms of Admission

American colleges and universities are given full autonomy in enrollment and students' choice of admission. Autonomous two-way selectivity between colleges and students is a major feature of the

U.S. college admissions system [3]. Colleges and universities can choose students by their standards, students can also be based on their professional interests, hobbies, and even the city of preference to the colleges and universities to send their admission notice to choose. Therefore, to ensure that the acceptance rate is equal to the enrollment rate, colleges and universities will adopt different enrollment methods. Generally speaking, American colleges and universities have four types of admissions: Early Admission, Regular Admission, Rolling Admission, and Open Admission.

2.2. Comparison between the U.S. SAT and China's Unified College Entrance Examination

First of all, the U.S. SAT is mainly an aptitude test and a subject test, which provides a basis for U.S. colleges and universities to recruit suitable students and to assign students to majors after enrollment. China's unified college entrance examination subject settings and test content to secondary school curriculum education-oriented to a certain extent, exacerbated the division of arts and sciences, secondary school "test-oriented education " and other phenomena.

Secondly, SAT scores are only one of the indicators for admission to U.S. colleges and universities, and the importance of SAT scores will change according to different schools. Different types of colleges and universities have different requirements for SAT scores and combine subject tests for admission. It is worth noting that highly selective colleges and universities in the admissions, test scores, and candidates' secondary school learning status accounted for the weight of the same, which indicates that the research universities not only pay attention to large-scale test scores but also pay more attention to the usual learning performance and knowledge accumulation. In contrast, the enrollment of colleges and universities in China is based on the high and low scores of the college entrance examination, and colleges and universities make less reference to the usual performance, personal performance in secondary school, interests, hobbies, and morals when admitting new students. In other words, before and after the admission, the enrollment personnel do not know the rest of the information except the students' scores in the college entrance examination. The unified test scores as the main admission criteria for college admission make it difficult for colleges to distinguish the academic inclination and research ability of the student population during admission. Nowadays, when the types of colleges and universities are diversified, it is difficult for a single admission criterion to effectively select suitable students for different types of colleges and universities. At the same time, with the increasing diversity of colleges and universities, this kind of admission standard which only focuses on test scores has brought a great negative impact on high school teaching and encourages the tendency of exam-oriented education, which leads to the one-sided pursuit of scores by students, parents and even the whole society and is centered on scores.

3. Comparison of Family Education in China and the United States

3.1. Educational Goals

The goal of family education is affected by many factors, one of which is the education policy. China's university admission system affects the educational goals of Chinese families to a certain extent. Since the Chinese university admission system is based on a single criterion, i.e., the results of the college entrance examination, Chinese parents have made it their educational goal to achieve high scores and enter a prestigious university.

Due to such a goal, Chinese parents pay special attention to their children's academic performance. Their only requirement is that their children can concentrate on their studies [4]. Parents neglect the development of their children's other abilities, such as communication skills and life skills, to develop their children's academic performance. This kind of cultivation goal that only emphasizes academic performance will eventually turn children into "high-score" but low-ability people.

American colleges and universities do not have fixed or only admission standards, and student's academic performance and overall quality are critical, so American colleges and universities focus on the overall quality of the enrollment system also guide the United States family education has been to the children's overall quality of training as the goal of education. American parents want to train their children to become an "independent person" who can take care of themselves [5]. To achieve this goal, when their children are still young, parents assign some tasks to their children and ask them to complete them independently. The United States takes a hands-off approach to child rearing from the point of view of exercising children's ability to live independently. The so-called let go, that is, from the child's birth, parents try to allow them to create self-exercise and conditions so that they are in a variety of environments to get full exercise. In terms of life, American children sleep independently from an early age. When they are older, they have their own independent space [6]. In their territory, they can arrange the layout of their rooms and are responsible for the cleanliness and hygiene of their rooms. As the child grows older, parents will have fewer and fewer restrictions on them. From choosing which school to attend and which city to work in, to whom to marry and where to live, American parents give their children plenty of choices. In the economic aspect, American parents have strict requirements and regulations on their children's pocket money [7]. According to a survey, 54% of teenage students in the U.S. do not have pocket money, and about 68% of the teenage students surveyed earn pocket money by doing odd jobs. In terms of learning, American parents generally seldom monitor whether their children have completed their homework. Instead, they pay more attention to cultivating their children's hands-on and independent thinking skills and emphasize the development of their talents. This reflects the desire of American parents for their children to be independent from an early age.

From the viewpoint of family education goals of the two countries, American family education goals are more long-term, and its cultivation of children's various abilities will benefit the children for a lifetime, while Chinese family education goals tend to be short-termism, which is beneficial for short-term exams, but not for children's future integration into the society and independent life. Therefore, Chinese families should learn from the advantages of American families in cultivating their children's comprehensive abilities, focusing on cultivating their children's test-taking abilities while also focusing on cultivating their children's independent living abilities.

3.2. Educational Content

Chinese family education, as an extension of school education, emphasizes reading, favors intellectual development and investment, and relatively neglects the cultivation and exercise of life skills [8]. They pay too much attention to their children's performance and neglect other aspects of their children's development. Chinese parents, especially parents of only children, the child's clothing, food, housing, and transportation, this arrangement involves all aspects of the child's life, many parents of the child's requirements, and many primary school students have cell phones, digital cameras, MP5 and other high-grade consumer goods, which inadvertently promote their luxury and wasteful habits, the formation of the child's autonomy is very unfavorable [9]. The content of education is one-sidedly emphasized on academic performance. Chinese parents only pay attention to their children's intellectual development, but seldom provide comprehensive and balanced education in morality, intelligence, physical fitness, and aesthetics, which has become an important reason for the unbalanced development of Chinese students. Many children are highly intelligent, vulnerable, and sensitive. In all aspects of intellectual development, the only concern of parents is the memory, comprehension, and arithmetic ability reflected in academic performance, while the innovative society urgently needs practical ability, creativity is not given due attention.

American family education, however, is very rich in content and pays attention to the harmonious development of children's physical, cognitive, linguistic, social, and emotional development, which

is why many people refer to American family education as real "quality education". In promoting children's physical strength, parents encourage their children to participate in indoor and outdoor activities, such as indoor activities such as badminton, and outdoor activities such as playing soccer, hiking, and so on. In promoting the development of the child's language ability, parents pay attention to cultivating the child's interest and ability to read from an early age, pay attention to the child's listening, speaking, reading, and writing the development of all aspects, such as parents to go to the library to borrow books or study like to take the child with them so that they are subjected to the environment of the inculcation of the desire to learn. In the cultivation of sociality, from a young age, parents encourage children to do their things, and sometimes also take some incentives to encourage children to face society independently. At the same time, American parents also attach great importance to the cultivation of their children's social skills, and they will encourage their children to participate in more group activities so that they can learn how to get along with others in group life.

In contrast, Chinese families mainly adopt the "exam-oriented education" model, which emphasizes only improving children's academic performance and neglects other educational contents, with a single dimension of education. Therefore, Chinese families can learn from the "quality education" model adopted by the American family education, which has a wider dimension and richer contents, to improve the comprehensive ability of Chinese children.

3.3. Educational Outcomes

Due to the differences in educational concepts and methods, the results are also significantly different. American children and teenagers have shown since childhood: Firstly, a pioneering and innovative spirit. As American parents focus on the child's independent personality, pay attention to cultivating independent thinking, and respect for the child's ideas, and personality, and actively encourage and guide the child to boldly envision, so the American child dares to imagine, dare to doubt, dare to "think of the sky", with a pioneering and innovative spirit. Secondly, strong self-reliance. American children at the age of 10 do not rely on their parents, or family, even in middle school, or primary school students, many rely on their work to subsidize their own consumption needs. This kind of self-reliance is slowly cultivated in the process of exercising from childhood. Thirdly, adapt to the market economy. In some families in the United States, children from an early age participate in "family financial management", to learn some of the sales and customer communication skills, such as the "way of doing business" [10]. Practice makes them know that money is not easy to come by, and to develop the habit of careful budgeting. Fourthly, the ability to adapt to the social environment. Because of the hard training since childhood, American youth are not afraid of suffering, have the perseverance to overcome difficulties; are calm and collected, can get along harmoniously with the people around them, as a member of the community, and have the confidence and courage to exist independently. These qualities and skills lay the foundation for future employment in society.

Although Chinese children, teenagers, and even college students are no less academically advanced than those in the United States, they generally show poor independent living skills, lack of self-reliance, and dependence on others.

Poor independent living ability, lack of self-reliance, strong dependence, passive, timid; lack of ability to adapt to the environment, do not know the skills of appropriate interaction, poor interpersonal relations; fear of hardship, fear of tiredness, only asking others to take care of, but lack of empathy and the ability to help others; do not know how to care for their elders at home, and lack of a sense of social responsibility in the outside world.

From the different results of family education in the United States and China, the children raised by American families have a stronger overall strength and are more able to survive independently in society, while the children raised by Chinese families are lacking in other aspects except for their academic performance. Therefore, for Chinese children to survive better in different environments,

Chinese families can learn from the education model of American families, and cultivate their children's ability to live independently and adapt to different environments while cultivating their children's academic performance.

4. Conclusions

Education is lifelong and Chinese parents should have a long-term view of family education. Although the scores of the college entrance exams are important for Chinese students to enter higher education institutions, the exams are only one part of a child's long life. When the child enters society, he or she still needs to face various examinations in life. In addition to the ability to learn knowledge, good communication skills, self-care skills, etc., will become the basic ability of the child to deal with the future life. Therefore, Chinese parents can learn from the education model of American parents and emphasize the quality education of their children, so that they can have harmonious development in physical strength, cognition, language, social and emotional development from childhood.

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