

# Research on the Demand for Home Guidance for Parent Child Games in Rural Areas

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**Abstract:** *Parent child games are an increasingly popular topic in families nowadays. Through parent-child games, family affection can be enhanced, the quality of family interaction can be improved, and the cultivation of children's personality, emotions, thinking, and other aspects is also very important. Home guidance is an effective way to promote families with young children to have a deeper understanding of parent-child games and actively participate in them. However, not all regions can truly understand the educational value of parent-child games, especially in rural areas where families with young children may have less exposure to knowledge and skills related to parent-child games due to various reasons. Therefore, this article will use survey and literature research methods to scientifically describe and analyze the current demand for home guidance of parent-child games for young children in rural areas, comprehensively understand the current situation and influencing factors of parent-child games for young children in rural areas, and provide targeted guidance suggestions for home guidance. It is hoped that through home guidance, family parent-child games can be more specific and help parents achieve a better impact of family factors on infant games, Empower family parent-child games with the necessary energy and promote the harmonious development of infants and young children in all aspects of their physical and mental health.*

**Keywords:** *parent-child games, home guidance, rural areas, comprehensive development*

## 1. Introduction

The China Education Conference proposed to promote balanced development of preschool education, improve quality, enhance policy coordination, innovate models, and continuously support the development of preschool education. In addition, the "Opinions of the Ministry of Education and Four Other Departments on Consolidating and Expanding the Achievements of Education Poverty Alleviation and Effectively Connecting with Rural Revitalization" emphasizes the improvement of rural children's education and care work, vigorously strengthens the care and care work for left behind children and disadvantaged children in rural areas, and emphasizes the importance of preschool education for the development of young children, cultivating the sound personality and good psychological qualities of rural children, and enhancing their ability to withstand setbacks and adapt to the environment [1].

Firstly, the quality of early childhood education in families is crucial for both the short-term and long-term development of children. Neuroscience research has shown that the level of brain development in children is directly related to the environmental stimuli they receive before the age of 3, especially the quality of care and education provided to infants and young children, which can have a lasting impact on individual development. Only when basic needs are met can children potentially acquire better thinking skills, problem-solving abilities, and the ability to collaborate with others. These skills will determine an individual's future performance and may alter their developmental trajectory.

Secondly, there are some misconceptions in the educational views of parents in China, especially those of rural children, whose understanding of the significance of parent-child activities is not yet very clear. Parents of young children in rural areas generally have a lower level of education. Only by improving their cultural literacy and changing their educational concepts can parents truly understand their children's age characteristics and developmental needs, and carry out targeted parent-child games based on their interests and hobbies. For example, in the view of talent, intelligence is emphasized over morality, and knowledge is emphasized over ability [2]. In the view of children and parent-child relationships, children are treated as family accessories, and family education is treated as an internal

behavior of the family, or their developmental potential is ignored, and they are not studied or blindly directed.

Again, influenced by the market economy and urbanization construction, most young parents in rural areas go out to work, and the pressure of work and life is very high. In this context, the parent-child relationship in families is relatively weak, and opportunities for communication between parents and children are particularly limited [3]. Therefore, it is particularly important to use parent-child games to promote communication and exchange between parents and children. Parent child education is an important component of early education and a key link in the beginning of life. It plays a huge role in cultivating children's personality, emotions, thinking, and other aspects. Simultaneously, parent-child games can promote the formation of healthy attachment relationships between parents and young children.

Finally, when the home guide enters the household, they can focus all their attention on a single infant and young child, thereby discussing the issue of infant and young child personality with parents and providing appropriate and personalized guidance. Moreover, parents and infants will be more at ease in their own homes, more likely to actively ask questions and interact with their mentors. The "home guidance" project has a positive effect on improving parent-child relationships, reducing parental parenting pressure, and enhancing parental parenting efficacy. After investigation, it was found that the majority of parents understand and support the importance of parent-child games for the development of young children.

## **2. Research methods**

This study combines multiple methods to present the interactive situation of infant and toddler games in a diversified and visual manner. The following are the specific research methods used.

### **2.1 Questionnaire method**

By using the questionnaire method, it is convenient and efficient to conduct simultaneous surveys on larger samples in a shorter period of time, and collect research data and information from households in rural areas. This research method cannot introduce subjective biases into research investigations, and can help us obtain comprehensive and systematic research data.

### **2.2 Literature research method**

By using the literature research method, we conducted a convenient, fast, safe, and free investigation to study the theoretical literature on parent-child games for infants and young children in rural areas. We extracted useful information from it to help us improve and supplement our research materials.

### **2.3 Interview Method**

This study designed an interactive interview outline for rural parent-child games using interview methods, asking appropriate questions to the research subjects, accurately capturing important information from the interviewees, and making appropriate responses. This study directly learned about the real and effective situation from the interviewees through timely recording of interview content and oral communication.

## **3. Analysis of problems in parent child games in rural areas**

### **3.1 Lack of game content**

As high as 60.87% of parents believe that the main difficulty in parent-child games is not knowing what game to play, which is quite astonishing. This reflects a serious knowledge gap among parents in rural areas regarding the content of parent-child games. On the one hand, rural areas relatively lack channels to acquire modern parenting knowledge, such as the lack of professional parenting books and the low popularity of online resources. On the other hand, traditional rural parenting methods may focus more on basic life care for children, lacking experience inheritance for education and parent-child interaction through games. Specifically, the relevant interview questions for this study include: Have

parents in rural areas read professional parenting books? Are parents in rural areas familiar with creative parent-child games? Have parents in rural areas learned about parenting knowledge online?

### ***3.2 Child not cooperating***

37.2% of parents face the problem of their children not cooperating. This may be due to multiple factors. Firstly, the age and interest differences of children have not been fully considered. If the game chosen by parents is not suitable for the child's age group or interests, the child is prone to develop resistance. For example, for younger and active children, it may not be appropriate to let them play board games quietly for a long time. Secondly, there may be issues with the way the game is guided. If parents simply order their children to participate in games without interesting guidance, it is difficult for the children to actively cooperate.

### ***3.3 Lack of game materials***

58.94% of parents reported a lack of game materials, which is an issue that cannot be ignored. In rural areas, economic conditions may be relatively limited, and parents may not have enough funds to purchase specialized game materials. Moreover, the commercial resources in rural areas are relatively scarce, making it difficult to obtain rich and diverse game materials. For example, some creative games that require specific props, such as the special building blocks needed to build complex brick castles, may be difficult to buy in rural areas. At the same time, rural parents may lack the awareness and ability to make their own game materials using the resources around them, such as preparing game materials for making natural artworks from tree branches and leaves.

### ***3.4 Lack of time and energy***

54.11% of parents mentioned a lack of time and energy. This is closely related to the economic structure and household division of labor in rural areas. In rural areas, many parents engage in agricultural production or work outside, with long working hours and high labor intensity. For example, during the busy farming season, parents work in the fields from morning till night, and when they get home, they are exhausted and have no energy to play games with their children. Moreover, rural areas may lack a comprehensive social support system, such as a lack of childcare institutions to share parents' parenting pressure.

### ***3.5 Other difficulties***

Although other difficulties only account for 0.97%, they cannot be ignored. These other difficulties may include the impact of disharmony in family relationships on the gaming atmosphere, and restrictions imposed by local customs and habits on gaming. Specific interview questions include: In more traditional rural families, will the tense relationship between mother-in-law and daughter-in-law affect children's participation in parent-child games? How can disharmony in family parent relationships affect both oneself and children's participation in parent-child games? Are there any specific customs or habits in the local area that may affect the development of parent-child games?

## **4. Investigation and analysis of the demand for home guidance for parent-child games in rural areas**

### ***4.1 Game content requirements***

Parents in rural areas have a strong demand for knowledge of parent-child game content and diverse game choices. They need to obtain game plans suitable for children of different age groups, including various types of games such as physical, intellectual, emotional, etc. For example, parent-child games for young children can include simple body rhythm games, such as imitating the walking of small animals, which can exercise children's body coordination and be full of fun; For school aged children, there can be science exploration games, such as conducting simple chemistry experiments at home, allowing children to learn scientific knowledge through games. As is shown in Figure 1.

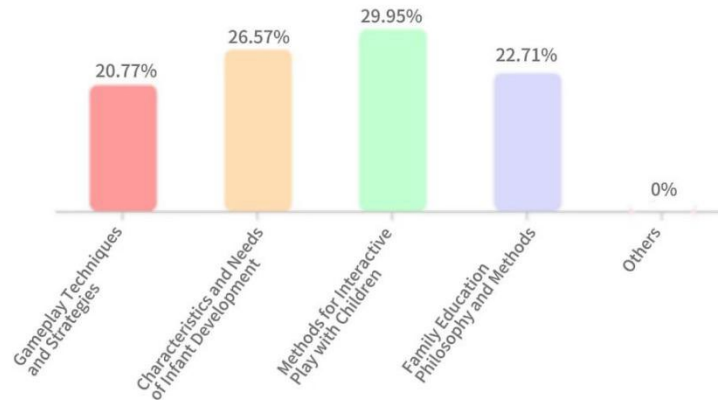


Figure 1: Guidance for parent child games at home

#### 4.2 Game material support requirements

Parents need support and assistance in obtaining game materials. This not only includes providing financial assistance or resource information for purchasing game materials, but also teaching parents how to use natural resources and waste items around them to make their own game materials. For example, parents can be organized to participate in handmade workshops, teaching them how to make cloth dolls from old clothes, and how to make cars from discarded cardboard boxes. 90.34% of rural households require parent-child game guidance services, which fully demonstrates the urgent need for parent-child game guidance among rural households. Due to the relative lack of channels for disseminating parenting knowledge in rural areas, parents lack professional guidance in parent-child games, such as not knowing how to choose appropriate games based on their child's age and personality traits. As is shown in Figure 2.

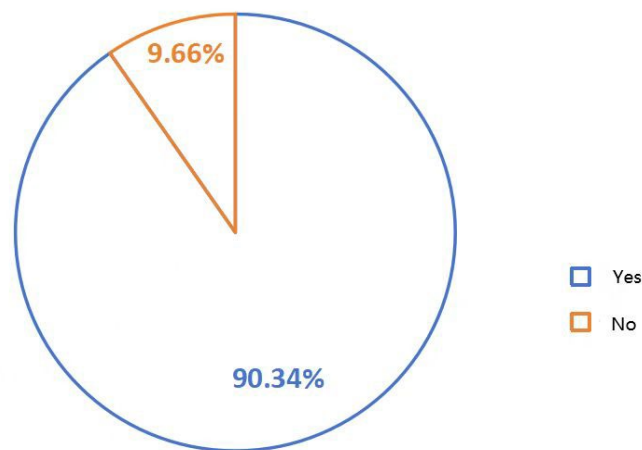


Figure 2: Acceptance rate of home guidance services for parent-child games

#### 4.3 Requirements for guidance methods

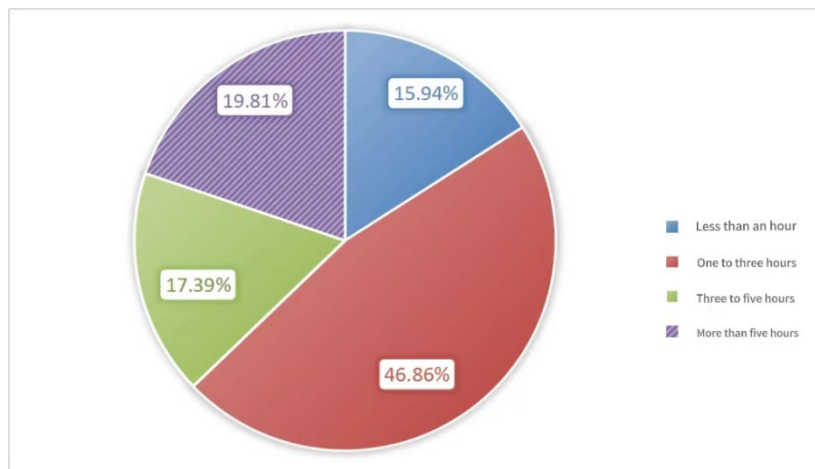
The fundamental reason why these families tend to prefer home guidance services provided by professional institutions is that they crave a more precise and personalized parent-child interaction model. Parents in rural areas often face problems such as limited resources and poor information flow. They hope that through the direct intervention of professionals, they can more accurately grasp every detail of their children's growth. The advantage of home guidance is that professionals can not only visually assess the impact of the family environment on children, but also observe their behavioral reactions and psychological states in real time, thus tailoring game plans that are both in line with the actual situation of the family and effectively promote parent-child relationships.

Incorporating rural characteristics is particularly important when designing parent-child games. For

example, using existing farm tools in the family as game props, or using natural landscapes in the countryside as game scenes, such designs not only allow children to feel the warmth and beauty of their hometown in the game, but also deepen their understanding and respect for agricultural culture and natural environment. In addition, by incorporating seasonal changes, themed games such as spring sowing, summer insect catching, autumn harvesting, and winter heating can be designed to combine education with entertainment and enhance emotional communication among family members.

#### ***4.4 Requirements for guidance on game time***

From the data, 46.86% of parents spend an average of 50 hours or more per week playing parent-child games with their children, which is a quite high proportion. This indicates that in rural areas, nearly half of parents attach great importance to parent-child games and are willing to invest a lot of time in parent-child interaction. For example, these parents may use longer periods of time such as weekends and holidays to engage in parent-child gaming activities with their children, such as outdoor adventures and handicrafts. 19.81% of parents spend more than 5 hours of parent-child gaming time per week, 15.94% of parents spend less than 1 hour, and 17.39% of parents spend 3-5 hours. This distribution difference reflects the imbalance of rural parents' investment in parent-child game time. Parents who spend less than 1 hour per week playing parent-child games may face significant financial or life pressures, which may prevent them from spending enough time with their children playing games. Parents who spend 3-5 hours with their children may be in a relatively balanced state, having a certain amount of time with them while also being limited by external factors. Parents expect guidance or support in time and energy management. This may involve suggestions for arranging work and family life reasonably, such as how to allocate more time for parent-child games during the off-season and how to take short breaks for simple parent-child interactions during busy workdays. For example, parents can be advised to use half an hour after meals every day to play simple guessing games with their children. At the same time, it is also necessary to provide some methods to alleviate parental parenting pressure, such as how to guide family members to participate in parent-child games together and share parenting responsibilities. As is shown in Figure 3.



*Figure 3: Weekly parent-child game time*

## **5. Guidance on parent child games in rural areas**

### ***5.1 Due to limited economic awareness, parent-child games have been neglected***

According to the data, 67.63% of households live in rural areas, and these families are often more willing to focus their funds on essential areas such as children's clothing, food, housing, transportation, and education costs. They lack a deep understanding of the key significance of parent-child games in their children's growth process and only consider them as an optional form of entertainment, with low willingness to invest in parent-child games. Parent child games, as a seemingly unnecessary form of family activity, are difficult to obtain high levels of enthusiasm, resulting in a low acceptance of home guidance for parent-child games.

### ***5.2 Time and energy constraints, guidance to carry out obstacles***

Data shows that 46.86% of parents only spend an average of 1-3 hours per week playing parent-child games with their children. From this, it can be seen that rural families are often plagued by various agricultural labor or other closely related livelihood affairs. After being busy all day, parents are physically and mentally exhausted, and it is difficult to devote all their energy to parent-child games. They may even give up parent-child game time to save energy. Although there is a small amount of parent-child game time, it is difficult to fully devote oneself, which not only makes it difficult to find a suitable time window for home guidance, but also makes it difficult for parents to continue to follow the guidance requirements for parent-child game practice activities even if the guidance process is successfully initiated.

### ***5.3 Lack of professional resources and difficulty in ensuring guidance quality***

Professional parent-child game guidance talents are scarce in rural areas. Due to the dual constraints of region and economic development level, professional early childhood education practitioners, children's education experts, and others rarely venture into rural areas. As a result, household guidance work mostly relies on volunteers or grassroots workers who have undergone simple training. This group has limited expertise in the professional knowledge system of parent-child games and educational psychology, making it difficult to provide in-depth, systematic, and scientifically standardized guidance strategies. Key aspects such as designing adaptive games based on the age characteristics of children and guiding them to achieve learning and growth goals in game contexts may expose weaknesses in their abilities and fail to meet the urgent demands of rural families for high-quality parent-child game guidance services.

### ***5.4 Traditional concepts are constrained, making it difficult to implement household guidance***

In rural areas or retaining some traditional cultural concepts, their cognitive system tends to recognize that children's growth mainly relies on school education and natural growth processes. The role of parents in the family is more focused on providing material living materials, rather than promoting children's all-round development through parent-child games. This kind of concept undoubtedly builds a barrier for the effective promotion of home guidance for parent-child games. Parents may have resistance to the guidance content, or only accept it superficially, but deep down they do not agree with it. In practical operation, they may also show a negative attitude towards it.

## **6. Guidance strategies for parent child games in rural areas**

### ***6.1 Enhance parent-child game awareness and change economic investment concepts***

We conducted a promotion campaign on the importance of parent-child games for rural families. For example, regular community lectures can be organized, inviting children's education experts or experienced educators to explain to parents the positive impact of parent-child games on children's cognitive, emotional, social, and other aspects of development through practical cases. Parent child games can improve children's language expression ability. In games, children will interact more actively with their parents, thus learning to express their thoughts and feelings faster. Produce promotional materials such as brochures, short videos, etc. The brochure content can include the types of parent-child games, the benefits for children at different stages of development, and how to carry out parent-child games within a limited budget. Short videos can showcase the joyful scenes and positive outcomes of parent-child games through vivid and interesting visuals, enhancing parents' awareness of the value of parent-child games and increasing their willingness to invest in this area. We establish special subsidies or rewards for rural parent-child games. The government or social organizations can provide certain economic subsidies for families who actively participate in parent-child games, such as subsidies for purchasing parent-child game props. Alternatively, a reward system can be established to reward families who perform well in parent-child games. The prizes can be items suitable for parent-child use, such as parent-child book sets, outdoor parent-child sports equipment, etc. This helps to change parents' mindset of only investing funds in essential needs areas and increase their emphasis on parent-child games.

### ***6.2 Coordinate time and increase parental involvement***

We develop flexible family guidance plans based on the farming and work arrangements of rural parents. For example, during the busy farming season, reduce the frequency of family guidance and choose to provide guidance during the off-season or evenings when parents are relatively free. It is possible to communicate with parents in advance to determine their convenient time, ensuring that home guidance can be carried out smoothly and that parents have enough energy to participate. For parents who are very tight on time, they can teach some parent-child games that are suitable for playing in a short period of time, such as simple guessing games, finger games, etc. These games do not require much preparation time and space, and parents can interact with their children during breaks in daily life. For example, establishing a community mutual aid group, during busy farming periods, group members help each other harvest crops, take care of livestock, etc., allowing parents to have more time and energy to invest in parent-child games. At the same time, children can also be encouraged to participate in simple household chores that are suitable for their age. This not only reduces the burden on parents, but also allows for parent-child games during the labor process, such as parent-child cooperation in cleaning the room.

### ***6.3 Strengthen the construction of professional resources***

We continuously strengthen the cultivation of local parent-child game guidance talents in rural areas. We can collaborate with local vocational schools or educational institutions to offer training courses related to parent-child game guidance, including topics such as child developmental psychology, parent-child game design and organization. For outstanding students, certain rewards or employment recommendations can be given to encourage them to engage in rural parent-child game guidance work. Attract professional talents to serve in rural areas. The government can introduce some preferential policies, such as providing subsidies, housing discounts, etc., to attract professional early education practitioners and children's education experts to carry out home guidance for parent-child games in rural areas. At the same time, we have established an online guidance platform to enable professionals to provide remote guidance services for rural families, filling the gap in professional resources in rural areas. We provide ongoing professional training for existing volunteers and grassroots workers. The training content can be continuously deepened, including the latest parent-child game concepts, methods for designing games based on children's different personalities, etc. We regularly organize experience exchange activities, allowing volunteers and grassroots staff to share their experiences and problems encountered in family guidance for parent-child games, and jointly improve their guidance abilities.

### ***6.4 Transform traditional concepts and create a positive atmosphere***

Deepen rural culture and combine the concept of parent-child games with traditional rural culture for promotion. For example, during some traditional festivals or rural gatherings, parent-child game activities are carried out and traditional rural cultural elements are integrated into the game. During the Spring Festival, parent-child games with Spring Festival customs as the theme can be held, such as writing couplets competitions (parents and children jointly create couplets), to let parents realize that parent-child games can be integrated with traditional cultural inheritance and children's growth. Invite respected elders in rural areas to participate in the promotion of parent-child game activities. These elders play an important role in the inheritance of rural culture, and their recognition and participation can drive more families to receive guidance on parent-child games. For example, encouraging elders to take the lead in participating in parent-child reading games and encouraging other parents to follow suit. Encourage the creation of a positive parent-child gaming atmosphere within the family. Mentors can provide some templates for family parent-child game plans to help parents develop suitable parent-child game plans for their families. At the same time, encourage family members to supervise and encourage each other. For example, children can remind parents to play parent-child games, and parents can also share their experiences and fun of parent-child games with each other, making parent-child games a part of family life.

## **7. Conclusion**

The development of parent-child games plays a crucial role for young children, and for the current situation in rural areas where there is a lack of scientific early childhood education knowledge and it is

difficult to achieve and carry out truly effective parent-child games, it is urgent to provide professional and scientific guidance on parent-child games in rural areas. On the basis of exploring the positive effects of parent-child games on the healthy growth of young children, our study systematically explores and researches the demand for home guidance of parent-child games in rural areas. Through more than a year of research and summary, we have put forward relevant explanations and suggestions on the current understanding and demand for home guidance of parent-child games in rural areas, as well as the problems that arise. We hope that our article can provide some reference for researchers who want to explore related issues in the future, and also hope to explore more scientific and effective ways to make home guidance of parent-child games more effective on this basis.

### **Acknowledgement**

This work is supported by the College Student Innovation Training Program Project "Research on the Demand for Home Guidance of Parent child Games for Infants and Young Children in Rural Areas" (No. S202310977163).

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