

THE CHILDREN-RELATED CUSTOMS OF WENSHAN ZHUANG AND MIAO AUTONOMOUS PREFECTURE AND PARENTS' PERCEPTIONS TOWARDS CHINA'S COMPULSORY EDUCATION

XinYi XU

Saifon Songsiangchai

Institute of Science Innovation and Culture (ISIC), Rajamangala University
of Technology Krungthep, Bangkok Thailand
saifon.s@mail.rmutk.ac.th

ABSTRACT

This study looked at how Yunnan Province's Leshichong Central School implemented mandatory instruction. The study's goal was to investigate the variables influencing kids' habits and required learning at Wenshan Leshichong School. The sample group consisted of 320 people, and the population 1900, as per the table by Krejcie and Morgan. A survey with questions was the research instrument. In this quantitative investigation, statistical analysis was performed utilizing percentage, mean (\bar{x}), and standard deviation (S.D.). The findings indicated that three components made up the Children-Related Customs of Wenshan Zhuang and Miao Autonomous Prefecture and Parents' Views Towards China's Compulsory Education: 1. The engagement of parents. Future research will focus on the student-teacher connection and the mandatory education of ethnic minorities in China. It is advised that educational equity be enhanced to provide children with holistic care and development. The results are not thorough, and the study's limitations are not sufficiently generalized.

Keywords: children-related customs, parents' perceptions, compulsory education.

INTRODUCTION

Yunnan, a province located in southwest China, is known for its rich ethnic diversity, with Le Shi Chong Central School in Wenshan, the Wenshan area is home to a substantial population of Zhuang and Miao communities. However, these minority groups face unique challenges in accessing quality education and achieving educational equity.

In the context of compulsory education, the current situation of Le Shi Chong Central School in Wenshan is characterized by several factors. Firstly, the educational and pedagogical structure in the region may differ from mainstream education systems. The curriculum and teaching methods may not fully consider the cultural and linguistic backgrounds of these minority communities, potentially leading to a gap in educational attainment (Ministry of Education of the People's Republic of China, 1986).

Secondly, educational outcomes for Le Shi Chong Central School in Wenshan may be affected by limited resources. Compared to urban areas, the border minority areas often have fewer educational facilities, including schools, classrooms, and teaching materials. Lack of resources can hinder the quality of education and limit the opportunities for these students to reach their potential. Inadequate resources affect the educational quality limit students' opportunities to maximize their potential.

Consequently, research on the balanced development of compulsory education in Yunnan's border minority areas is paramount, explicitly focusing on Zhuang and Miao children in Wenshan. Such a study aims to comprehensively assess these children's current situation and status, including the educational and pedagogical structures in place, the educational outcomes they achieve, and the customs and traditions that shape their educational experiences.

This research project is driven by the need to address the educational challenges faced by Zhuang and Miao children in the border minority areas of Yunnan Province, with a specific focus on the Miao Autonomous Prefecture in Wenshan District. The rationale for conducting this research lies in the existing knowledge gap regarding the customs, attitudes, and parental involvement of minority students in education and the barriers they encounter in mainstream educational systems.

There needs to be a greater understanding of the customs and traditions that influence the educational experiences of Zhuang and Miao children. By exploring these customs and their impact on education, this research aims to fill the knowledge gap and provide insights into the cultural factors that shape the educational landscape for these minority groups.

The researcher is the art teacher at Le Shi Chong Central School in Wenshan and aims to comprehensively assess the current situation and status of Le Shi Chong Central School in Wenshan, including educational structures, outcomes, and customs. It seeks to fill the knowledge gap regarding customs, attitudes, and parental involvement of minority students in education and identify barriers in mainstream educational systems. It also contributed to filling the knowledge gap regarding the customs, attitudes, and parental involvement of minority students in education and the barriers they encounter in mainstream educational systems. The findings of this research could contribute to the actual knowledge of educational equity and the development of inclusive

educational policies, providing insights into fostering an environment that supports the holistic development of all children in Yunnan's border minority areas.

METHOD

The research population for this study consisted of 1900 parents at Yunnan border minority areas. The population includes individuals from various minority groups in the region, such as Zhuang, Miao, Yi, Hani, and others. These individuals provided valuable insights into their communities' educational experiences, challenges, and perceptions. According to Krejcie & Morgan (1970) table was used in this study. In empirical research, the demand for representative statistical samples was increasing, and an effective method to determine the sample size is required. The quantitative data are analyzed by means (\bar{x}) and standard deviations (S.D), and the mean value of the suitability score of expert opinions is calculated and compared with mean scores attainment.

FINDINGS AND DISCUSSION

The respondents consisted of 55.2% males and 44.7% females, indicating a slightly higher representation of males in the sample. This gender distribution reflects a balanced representation of both genders in the study. The age distribution of the respondents was as follows: 20% were between 30-40 years old, another 20% were between 40-50 years old, 40% were between 50-60 years old, and the remaining 20% were 61 years old or above. The majority of respondents fell within the 50-60 age group, suggesting that the study predominantly involved middle-aged individuals.

Regarding the status of respondents in taking care of the students, the majority identified themselves as parents (52.08%), followed by grandparents (41.40%). A small percentage comprised relatives (1.82%) and elder brothers and sisters (3.12%). This indicates that the study involved mainly parents and grandparents in the role of caregivers for the students. The highest education attainment of the respondents varied. The majority had completed junior high school (46.62%), indicating a significant proportion with a basic level of education. Other education levels reported were primary school (42.97%), technical secondary school (0.78%), junior college (0.52%), and undergraduate course (0.52%). It is worth noting that a considerable number of respondents had completed primary and junior high school education, suggesting a range of educational backgrounds within the sample.

In terms of job title, 59.38% of the respondents worked part-time, while 58.33% identified themselves as farmers. A smaller percentage reported other occupations (7.29%). This suggests that a considerable portion of the respondents had part-time employment or were engaged in agricultural activities. The diverse range of job titles reflects the varied occupational profiles of the respondents in the study.

Table 4 provides an overview of the respondents' demographic characteristics, highlighting the gender distribution, age groups, status in taking care of the students, highest education level, and job titles. These details shed light on the composition and background of the respondents involved in the study and provide insights into the demographic profile of the participants.

Table 4. Summary of Cultural Factors and Educational Equity in Compulsory Education (N=320)

3.Cultural Factors and Educational Equity in Compulsory Education	Mean (\bar{X})	Standard Deviation (S.D.)	Coefficient of variation (cv)	Ranking within All Factors
1. Cultural factors can lead to discrimination in education.	3.87	0.77	0.2	4
2. Cultural factors have influence on educational equity.	3.83	0.77	0.2	3
3. Regional culture has an influence on education.	3.84	0.81	0.21	5
4. Family background affects educational equity.	3.74	0.88	0.24	7
5. Family education can affect the effectiveness of education	3.83	0.89	0.23	8
6. Regional culture will affect family education.	3.75	0.90	0.24	9
7. Educational resources will affect educational equity.	3.78	0.87	0.23	6
8. Educational equity will affect		0.95	0.25	10

3.Cultural Factors and Educational Equity in Compulsory Education	Mean (\bar{X})	Standard Deviation (S.D.)	Coefficient of variation (cv)	Ranking within All Factors
the quality of education. What do you think is the correlation between educational equity and educational quality.				
9.Good regional cultural factors can promote education.	4.11	0.55	0.13	1
10.Good cultural factors will promote the development of educational equity.	4.11	0.58	0.14	2
Total Average of Cultural Factors and Educational Equity in Compulsory Education	3.86	0.80	0.21	

The overall mean score of cultural factors and educational equity in compulsory education is 3.86 and the standard deviation (S.D.) is 0.80, indicating a high level of participation. A mean Score of 3.51-4.50 means "agree." The three points with the highest average: the mean (\bar{X}) and Standard Deviation (S.D.) of "Good cultural factors will promote the development of educational equity." was 4.11 and 0.58.

The mean (\bar{X}) and Standard Deviation (S.D.) of "Good regional cultural factors can promote education." was 4.11. The standard deviation (S.D.) was 0.55. The mean (\bar{X}) and Standard Deviation (S.D.) of "Cultural factors can lead to discrimination in education." was 3.87. The three lowest averages of "Educational equity will affect the quality of education. What do you think is the correlation between educational equity and educational quality." Mean (\bar{X}) was 3.74 and Standard Deviation (S.D.) was 0.95. The mean (\bar{X}) and Standard Deviation (S.D.) of "Family background affects

educational equity." is 3.74 and 0.88. The mean (\bar{X}) and Standard Deviation (S.D.) of "Regional culture will affect family education." was 3.75. The standard deviation (S.D.) was 0.90.

Table 5. revealed Mean and standard deviations on cultural factors and educational equity, parental attitudes, and parental involvement.

Parental Involvement	4.20(\bar{X})	0.61(S.D.)
Parent's Attitude	3.86(\bar{X})	0.80(S.D.)
Cultural Factor and Educational Equity	4.16(\bar{X})	0.58(S.D.)
Total	4.07(\bar{X})	0.66(S.D.)

As can be seen from the above table, The total of all factors had a high degree of influence. The \bar{X} values of the three factors ($\bar{X} = 4.07$) (S.D.) = 0.66 was agree. For considering in each factor presented as Parental Involvement ($\bar{X} = 4.20$, S.D. = 0.61); Parent's Attitude ($\bar{X} = 3.86$, S.D. = 0.80); Cultural Factor and Educational Equity ($\bar{X} = 4.16$, S.D. = 0.58);

As can be seen from the above table, the influence of parental involvement is significant. ($\bar{X} = 4.07$) (S.D.) = 0.66 for the three factors indicates agreement. The data analysis presented in this chapter provides valuable insights into various aspects of compulsory education in the context of traditional customs. In terms of parental participation, the findings indicate a high level of involvement in their children's education. Parents strongly agreed on the importance of their child's education and actively engaged in their child's learning activities, providing them with resources, and participating in homework and school activities. However, there were areas where parental participation could be further improved, such as involvement in extracurricular activities and regular educational communication. These findings suggest that while parents recognize the significance of education and demonstrate active engagement, there is room for enhancing their involvement in certain aspects of their child's educational journey.

Regarding cultural factors and educational equity, the analysis revealed that participants generally agreed that cultural factors play a role in both educational equity and discrimination. They acknowledged the influence of regional culture and family background on educational equity, highlighting the need for attention to these factors in promoting equal educational opportunities. However, there were concerns about the correlation between educational equity and the quality of education. Participants expressed the view that good regional and cultural factors can positively impact educational equity, but there was a need for further exploration and understanding of the relationship between equity and educational quality.

In this study, the factors of children-related customs and compulsory education at Le Shi Chong Central School in Wenshan consisted of three factors as follows: 1) Parents' Participation in Compulsory Education consisted of 5 aspects as follow: The importance of the education, The children learning, extracurricular, and child' s school activities, The children' s homework and learning plan, The educational communication, giving reward, and after school tutoring.

The factors of children- related customs and compulsory education in Le Shi Chong central school in Wenshan consisted of education is seen as a pathway to upward mobility, improved opportunities, and a better quality of life. Parental involvement the active parental support for children's education impacts their performance, motivation, and behavior. Parents' involvement in Compulsory Education could be modified with specific issues as follows that related to these ideas (Epstein, 2001; Fan & Chen, 2001; Henderson & Mapp, 2002; Wang et al.,2021; Liu, 2017) and educational opportunities. By considering these implications and applying the recommended practices, policymakers and educators can work towards promoting educational equity, fostering cultural pride, and supporting the holistic development of children in the region.

CONCLUSION

In light of the findings and discussions, several areas for future research can be suggested. Firstly, further investigation is needed to explore the impact of digital technology in improving educational access and quality, especially in remote and underserved areas. Examining the effectiveness of distance learning programs, online resources, and digital platforms can provide valuable insights into leveraging technology to overcome geographical barriers and enhance educational outcomes.

In conclusion, this research has shed light on the educational challenges faced by minority groups in the Wenshan Zhuang and Miao Autonomous Prefecture and the effectiveness of government initiatives in addressing these challenges. The findings emphasize the need for targeted strategies, sustained investment, and community involvement to ensure equal educational opportunities and improve educational outcomes for all students. Continued research and implementation of evidence-based practices are essential to foster an inclusive and equitable educational environment in the region.

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