



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



XINYI XU

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
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INSTITUTE OF SCIENCE INNOVATION AND CULTURE
RAJAMANGALA UNIVERSITY OF TECHNOLOGY KRUNGTHEP
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ABSTRACT

This study examined the development of compulsory education in Le Shi Chong Central School in Yunnan Province. The purposes of the research were: 1) To explore the factors of children-related customs and compulsory education at Le Shi Chong Central School in Wenshan and 2) To investigate the parents' perceptions regarding factors that influence children-related customs and compulsory education of Le Shi Chong Central School in Wenshan. According to Krejcie and Morgan's table, the population was 1,900, and the sample group was 320. The research tool was a questionnaire survey. This study was a quantitative study, using percentage, mean ($\bar{x}$), and standard deviation (S.D.) for statistical analysis. The results showed that the Children - Related Customs of Wenshan Zhuang and Miao Autonomous Prefecture and Parents' Perceptions Towards China's Compulsory Education were composed of three factors: 1. Parental involvement; 2. Parents' attitude; 3. Cultural factors and educational equity. Children's customs and parents' cognition of compulsory education in Wenshan Lesichong School are high ($\bar{x}$) 4.07. S.D. = 0.66). Parents have a positive attitude towards compulsory education. The compulsory education of ethnic minorities in China and the student-teacher relationship will be investigated as the future research direction. The recommendation is that education equity should be strengthened to nurture and develop children in an all-round way. The study's limitations are not generalized enough, and the results are not comprehensive.

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

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CHAPTER I

INTRODUCTION

1.1 Background and Rationale

Yunnan, a province located in Southwest China, is known for its rich ethnic diversity. Le Shi Chong Central School is in Wenshan, and 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. First, the educational and pedagogical structures 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, limited resources may affect the educational outcomes of Le Shi Chong Central School in Wenshan. Compared to urban areas, the border minority areas often have fewer educational facilities, including schools, classrooms, and teaching materials. A 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 and limit students' chances to maximize their potential.

Thirdly, customs and traditions within the Zhuang and Miao communities may influence their perceptions of compulsory education. Cultural factors, such as traditional gender roles or agricultural practices, can affect the priorities placed on education within these communities. Understanding the customs and beliefs surrounding education is crucial for designing effective strategies that align with the cultural values and aspirations of the Zhuang and Miao people.

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 minority students' customs, attitudes, parental involvement 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.

Furthermore, the perceptions of minority parents towards mainstream education are crucial in understanding the challenges minority students face. By examining parents' attitudes, beliefs, and expectations regarding education, the research can identify the barriers and gaps that hinder the educational progress of Zhuang and Miao children. This knowledge will facilitate the development of effective interventions and strategies that align with the needs and aspirations of these communities. This study, related to Narumanchi and Bhargava (2011), stated active reactions towards children with special needs, with parents supporting inclusion but suggesting separate academic classes. Experts describe the situation of children with special needs more professionally and technically than parents. Schools and families can work together for their children's overall developmental success, aligning with the Chinese government's call for promoting school and family relationships to enhance student learning (Chan et al., 2021).

The results of this study will contribute to the development of the existing body of knowledge on equity in education and inclusive education. By shedding light on the specific needs and challenges faced by Zhuang and Miao children in Yunnan's border minority areas, this research will provide valuable insights into fostering an

environment that supports the holistic development of all children, regardless of their ethnic background or geographical location.

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 sought to fill the knowledge gap regarding the 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 minority students' customs, attitudes, parental involvement 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.

1.2 Research Questions

1. What factors affect children-related customs and compulsory education at Le Shi Chong Central School in Wenshan?
2. What are parents' perceptions of factors influencing children-related customs and compulsory education at Le Shi Chong Central School in Wenshan?

1.3 Research Objectives

1. To explore the factors of children-related customs and compulsory education at Le Shi Chong Central School in Wenshan.
2. To investigate the parents' perceptions regarding factors that influence children-related customs and compulsory education at Le Shi Chong Central School in Wenshan.

1.4 Scope of the Research Study

This research study primarily focused on the Le Shi Chong Central School in the Wenshan border minority areas of China. It aims to examine the customs, attitudes, and levels of parental involvement toward education in this specific region and explore the variations among different minority groups. The study also aims to investigate the impact of cultural factors, such as language barriers, traditional practices, and cultural beliefs, on educational equity in Yunnan border minority areas. Additionally, it aims to analyze the challenges faced by minority students in mainstream education, examine the perceptions of minority parents towards education, and assess the legal requirements and curriculum of China's compulsory education system.

The research will collect data through questionnaires. It will include the perspectives of minority parents, students, teachers, and education administrators. The study will also review relevant policies, documents, and literature to understand the research topics comprehensively.

1.5 Conceptual Framework

This study will follow a structured framework to guide the investigation of education issues in Yunnan border ethnic minority areas. The first step will involve a rich literature review to understand existing knowledge on equity in education, minority education, parental involvement, cultural factors, and legal requirements in China's compulsory education system. This review will also identify relevant theories, models, and frameworks that can guide research. All the conceptual frameworks from various researchers are as follows: Education is seen as a pathway to upward mobility, improved opportunities, and a better quality of life (Liu, 2017). Parental involvement theory (Epstein, 2001) stresses that active parental support for children's education impacts their performance, motivation, and behavior. Beliefs, cultural values, and life context influence involvement (Fan & Chen, 2001). Perceived invitations for involvement affect engagement (Henderson & Mapp, 2002). Parental attitudes towards education matter (Johnson, 2010; Lee, 2012), influencing motivation and support, while involvement fosters strong partnerships (Henderson & Mapp, 2002). Cultural factors impact educational equity, with language barriers (García & Kleifgen, 2010) and

traditions affecting opportunities (Gay, 2010). Culturally responsive teaching and community involvement are crucial (Ladson-Billings, 1995; Villegas & Lucas, 2002; González et al., 2005) in promoting inclusive and equitable education (Benson, 2008; Mau, 2004; Epstein, 1995).

Based on the findings, the research study will develop evidence-based recommendations and strategies to address the challenges and enhance educational equity in the studied region. The proposals will cover parental involvement, teacher training, curriculum adaptation, and policy reforms. The study will conclude by summarizing the key findings, highlighting the importance of addressing educational equity in Yunnan border minority areas, and providing directions for future research and interventions as in Figure 1:

1. What factors affect children-related customs and compulsory education at Le Shi Chong Central School in Wenshan?
2. What are parents' perceptions of factors influencing children-related customs and compulsory education at Le Shi Chong Central School in Wenshan?

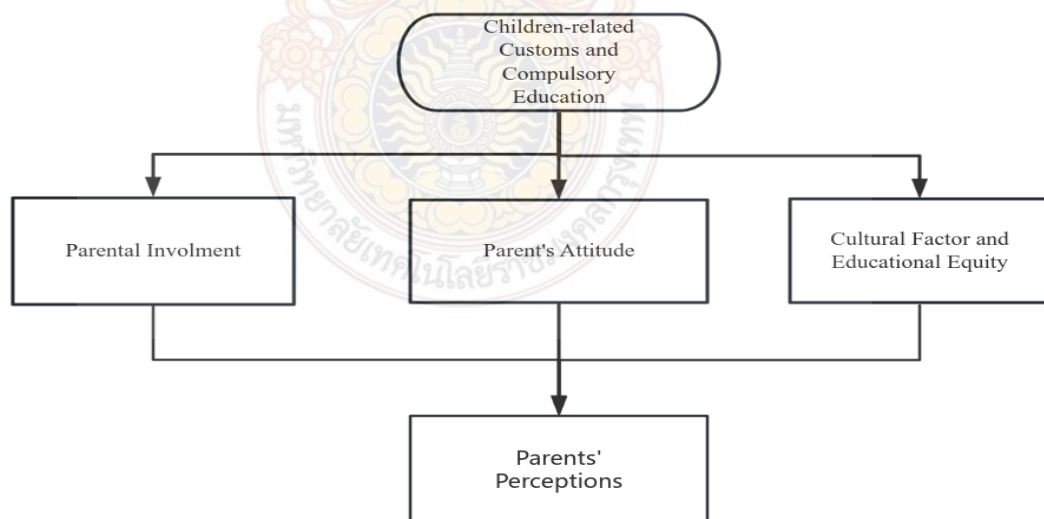


Figure 1.1 Conceptual Framework

1.6 Definitions of Key Terms

To ensure clarity and consistency throughout the research study on education in Yunnan border minority areas, the following key terms are defined within the context of this research:

1. Children-Related Customs:

Children-related customs refer to the cultural practices, rituals, and traditions that directly relate to children's upbringing, education, and socialization within the ethnic minority communities in Yunnan border areas. These customs include child-rearing practices, educational rituals, and community celebrations that involve or affect children.

2. Parents' Perceptions:

In this research, parents' perceptions refer to their beliefs, attitudes, and opinions regarding various aspects of their children's education, including their expectations, involvement, and views on mainstream education systems. This includes understanding how parents from minority communities perceive and engage with the educational opportunities available to their children within the Yunnan border minority areas. The research studies the parents' perceptions at Le Shi Chong Central School in Wenshan towards China's compulsory education in the context of their traditional customs.

3. Compulsory Education:

Compulsory education, in the context of this research, refers to the legally mandated period of education that all children, regardless of their ethnic background or geographical location, are required to attend within a specific age range. It encompasses the educational policies and regulations that ensure access to education for all children in Yunnan border minority areas.

4. China's Compulsory Education System:

China's compulsory education system refers to the specific educational policies, laws, and regulations implemented by the Chinese government to ensure that all children receive education. This system includes the legal framework and requirements established at the national level that apply to all regions, including Yunnan border minority areas.

1.7 Benefits of the Study

Through the Chinese compulsory education curriculum research, including core and elective curricula, one can further understand the core courses to cultivate students' primary learning ability and comprehensive quality and elective courses to provide personalized development and professional training opportunities. In addition, it is also reminded that education should attach importance to participation in practical activities and courses to cultivate students' practical ability and innovative spirit.

Through the discussion of children's customs at Le Shi Chong Central School in Wenshan, Zhuang, and Miao Autonomous Prefecture, we can see that these customs have a positive impact on children's growth and development, including strengthening family cohesion, cultivating musical sense and dance skills, and reminding society to pay attention to children's rights and interests. These customs enrich the cultural heritage of Le Shi Chong Central School in Wenshan and provide opportunities for children to show their talents and personalities.

At the same time, more research and attention are needed on the views of ethnic minority parents on mainstream education to formulate corresponding policies and measures to ensure that ethnic minority students have access to equitable educational opportunities, maintain cultural identity, promote family participation and cooperation, and receive support from teachers and schools.

Paying attention to children's customs and parents' awareness of compulsory education at Le Shi Chong Central School in Wenshan can help improve the quality and equity of local compulsory education, provide equal opportunities for every student to receive education, and promote social progress and development.

CHAPTER II

LITERATURE REVIEW

The purpose of this study is to comprehensively assess the current situation and status of the Wenshan Lesichong Central School, including its educational structure, outcomes, and customs. It aims to fill the knowledge gaps in the customs, attitudes, and parental involvement of ethnic minority students in education and to identify barriers in the mainstream education system. Related literature was searched and sorted out. 1. Children-Related Customs of Wenshan Zhuang and Miao Autonomous Prefecture; 2. Parental Perception; 3. Children of Minorities in Mainstream Education; 4. Minority Parent's Perceptions Towards Mainstream Education. 5 China's Compulsory Education

2.1 Children-Related Customs of Wenshan Zhuang and Miao Autonomous Prefecture

Wenshan Zhuang and Miao Autonomous Prefecture, located in China's Yunnan Province, have a rich and diverse ethnic culture. In this region, children are the future and hope of society, and customs and traditional activities play an essential role in shaping their physical and mental health and personality development. This section will introduce the customs related to children in Wenshan Zhuang and Miao Autonomous Prefectures and explore their impact on children's development.

The Dulong, an ethnic minority in Wenshan Zhuang and Miao Autonomous Prefecture, has a unique naming ceremony for children. According to the traditional customs of the Dulong ethnic group, a naming ceremony is held in the third month after the birth of a child. This ceremony is usually performed under the auspices of the oldest person in the family. During the ceremony, the elders of the family name the baby, usually choosing an auspicious name based on the baby's appearance, personality, and the family's wishes (Yang, 2014). This ceremony is not only about naming the baby but also a celebration of the whole family, strengthening family cohesion.

Miao nationality is another important nationality in Wenshan Zhuang Miao Autonomous Prefecture. They have a custom related to children: the Lusheng dance. Lusheng is a traditional Miao musical instrument, often used to celebrate the harvest, pray for good luck, and various important events. Children play an essential role in Lusheng dance. Dressed in gorgeous Miao costumes, they hold a Lusheng and dance to the rhythm of adults (Li, 2018). This custom makes children feel the charm of traditional culture and cultivates their musical sense and dance skills.

Children's Day is an important day of celebration and is most anticipated by children in the Zhuang and Miao Autonomous Prefecture of Wenshan. On this day, various festivals are held to make children feel their importance and care (Wang, 2020). The celebration includes games, competitions, artistic performances, and gift-giving. These activities are entertainment for children and an opportunity for them to grow and develop. Children develop teamwork, competitiveness, and social skills by participating in these activities. At the same time, the celebration also reminds the community of the importance of children's rights.

Wenshan Zhuang and Miao Autonomous Prefecture, located in Southwestern China, are known for their rich cultural heritage and diverse ethnic groups. This region's local customs and traditions significantly impact children's education, growth, and development.

Overall, the customs and traditions in Wenshan Zhuang and Miao Autonomous Prefecture profoundly impact children's growth and development. Whether through the Dulong baby naming ceremony, the Lusheng dance, or the celebration of Children's Day, these cultural practices contribute to preserving local traditions, strengthening family bonds, nurturing children's talents and skills, and promoting cultural pride and identity. By actively engaging in these customs, children in this region have valuable opportunities for personal growth, self-expression, and exploring their unique personalities.

2.1.1 Parent's Involvement and Attitudes Towards Education

In addition to the customs and traditions mentioned above, the involvement and attitudes of parents in Wenshan Zhuang and Miao Autonomous Prefecture towards their children's education are crucial factors in their overall development. Understanding the beliefs and attitudes of parents in this region towards education provides essential

insights into the support and importance they place on their child's growth and development.

Research has shown that parents in Wenshan Zhuang and Miao Autonomous Prefecture generally recognize the significance of education for their children's future. Education is seen as a pathway to upward mobility, improved opportunities, and a better quality of life (Liu, 2017). Parents understand that education equips their children with the knowledge, skills, and values necessary for personal and professional success. Therefore, they encourage their children to pursue education and strive for academic excellence.

Parental involvement in their children's education is also a common practice in this region. Many parents actively participate in school activities, such as parent-teacher meetings, school events, and volunteer work (Wu, 2016). They take a keen interest in their children's academic progress and provide support and guidance to ensure their success. Parents often collaborate with teachers to create a conducive learning environment and monitor their children's performance.

However, it is essential to note that challenges related to economic constraints and geographical factors exist in some areas of Le Shi Chong Central School in Wenshan. These challenges may limit parents' ability to fully engage in their children's education. Some parents, especially those in remote and marginalized communities, may need help accessing educational resources and providing adequate support due to limited financial means and infrastructure (Chen, 2019).

In some areas, such as the Le Shi Chong Central School in Wenshan, economic constraints and geographical factors challenge parents to fully engage in their children's education (Chen, 2019). Limited financial means and infrastructure can hinder parents' ability to provide adequate support and access to educational resources. For instance, parents may need help accessing quality schools, books, and technology in remote and marginalized communities. The financial strain may also lead parents to prioritize immediate economic needs over investing in education, and children may feel compelled to contribute to the family's income at an early age, impacting their ability to focus on their studies.

Cultural factors also significantly shape parents' attitudes and decisions regarding education in the region. Traditional values, such as filial piety, respect for

elders, and parents' expectations and aspirations for their children's education, will be affected (Wu, 2016). They consider education important to preserve cultural heritage and instill cultural and ethnic pride in their children. While academic achievements are generally valued, parents may also emphasize character development, moral values, and the preservation of cultural heritage. As a result, some parents may prioritize vocational skills or traditional knowledge over mainstream academic education. They believe these skills are more practical for their children's future livelihoods or community contributions. In such cases, parents may support their children in pursuing vocational training or traditional crafts, diverging from the mainstream academic route.

It is important to note that these observations are general and may not apply universally to all individuals or communities within the region. The interplay of economic constraints, cultural values, and individual circumstances can vary significantly. Over time, as educational opportunities improve and societies evolve, attitudes and perspectives regarding education may also change.

2.2 Parental Perception

Parental perception plays a crucial role in shaping children's educational experiences and outcomes. Understanding parents' perspectives, attitudes, and involvement in education is essential for promoting educational equity in Yunnan border minority areas. This section explores parental perceptions within the context of compulsory education, considering various theoretical frameworks such as parents' participation theory, family social capital theory, family educational habit theory, and family socialization theory. By conducting in-depth research and analysis, the article aims to help us better understand parents' role and influence in their children's education, providing valuable guidance for family education practices.

2.2.1 Parental Involvement

Parental involvement theory emphasizes parents' active participation and support in their children's education. According to this theory, when parents are actively involved in their children's educational journey, it positively impacts their academic performance, motivation, and behavior (Epstein, 2001).

Parent's motivational beliefs regarding their involvement:

Parents' beliefs about the importance and effectiveness of their involvement play a crucial role in determining the extent of their engagement. When parents believe their involvement can make a difference in their child's education, they are more likely to participate actively. These beliefs can be influenced by cultural values, personal experiences, and expectations for their child's future.

Parents' perceptions of invitations for involvement from others:

Parents' perceptions of the invitations and opportunities for involvement from schools, teachers, and the community also influence their level of engagement. When parents feel welcomed, valued, and invited to participate, they are more likely to be involved in their child's education. Schools and educators can create a positive, inclusive environment that encourages and supports parental involvement.

Parents' Perceived Life Context: The Unique Circumstances

Moreover, the demands of parents' lives, such as work commitments, time constraints, and financial constraints, can impact their ability to be involved in their children's education. Understanding and addressing these contextual factors can help schools and educators support parents in overcoming barriers and finding meaningful ways to engage.

Parents' involvement forms: Parental involvement takes various forms, including academic involvement (such as helping with homework and attending parent-teacher conferences), school-based involvement (participating in school activities and events), and community involvement (engaging with community organizations that support education). Recognizing and facilitating diverse forms of involvement allows parents to contribute in ways that align with their strengths and preferences.

Research by Fan and Chen (2001) found that parental involvement in school activities can enhance student motivation and academic performance. Similarly, Henderson and Mapp (2002) highlighted the importance of close cooperation between parents and schools in establishing a positive home-school relationship and improving students' learning outcomes.

Enhancing parents' awareness of compulsory education and cultivating their sense of participation is crucial to promoting parental involvement. By providing information, resources, and support, schools can help parents understand the importance of their involvement and empower them to contribute to their children's

education actively. Supporting parents in developing their motivational beliefs, creating a welcoming and inclusive environment, acknowledging and addressing life context challenges, and facilitating diverse forms of involvement can foster more robust partnerships between parents and schools to benefit students' educational growth and development.

2.2.2 Parental Attitudes towards Education

Parental attitudes towards education are crucial factors to consider in the research on the equitable development of compulsory education in the border areas of Yunnan province. Parental attitudes encompass values, beliefs, educational aspirations, and expectations for their children's future. Understanding the components of parental attitudes as a research variable and examining their effects on children's education is essential for promoting educational development in the region.

Past literature consistently demonstrates the significant influence of parental attitudes on students' educational development. Parents who hold positive attitudes towards education and have high expectations for their children's academic success tend to create a conducive environment for learning and motivate their children to excel academically (Johnson, 2010; Lee, 2012).

Research has shown that parental attitudes towards education can significantly impact students' academic achievement and overall educational outcomes. When parents value education, emphasize its importance, and actively support their children's learning, it positively affects students' motivation, effort, and engagement in school (Johnson, 2010). Parents with high expectations for their children's academic success tend to provide the necessary support, resources, and guidance to help their children achieve their educational goals (Lee, 2012).

Furthermore, parental attitudes extend beyond academic expectations and involvement. Parents who actively engage in their children's educational journey, such as by attending parent-teacher meetings and school events and volunteering their time and resources, demonstrate their commitment to their children's education. This involvement fosters a strong partnership between parents and schools and instills a sense of importance and value for education in children (Henderson & Mapp, 2002).

However, it is essential to recognize that parental attitudes toward education can vary among families and communities due to socioeconomic status,

cultural background, and parental educational attainment. These factors may influence the level and nature of parental attitudes and their impact on children's education. Therefore, educational institutions and policymakers must consider these factors and develop strategies to understand and support parental attitudes toward education, particularly in underserved communities.

By addressing the diverse needs of families and promoting positive parental attitudes toward education, educational institutions can create an inclusive and supportive environment that maximizes the potential of every student.

2.2.3 Cultural Factors and Educational Equity

The cultural factors that influence educational equity in the border areas of Yunnan province are critical to understanding the unique challenges and opportunities faced by students in these regions. Cultural factors encompass various aspects, including language, traditions, beliefs, and values, significantly impacting students' educational experiences and outcomes. In this literature review, we explore the role of cultural factors in shaping educational equity and identify strategies to address cultural barriers.

Language is a critical cultural factor affecting students' access to quality education. In many border areas, ethnic minority groups have distinct languages, which may differ from the dominant language used in formal education. Research has shown that language barriers can hinder students' academic progress and contribute to educational disparities (García & Kleifgen, 2010). To address this issue, bilingual education programs and language support initiatives have been implemented to ensure that students can learn in both their native language and the dominant language of instruction (Benson, 2008).

Cultural traditions and beliefs also play a significant role in shaping educational equity. Some cultural practices may prioritize specific gender roles or other non-academic activities over education, which can limit educational opportunities for marginalized groups (Gay, 2010). Understanding and respecting different communities' cultural values and traditions is crucial while promoting the importance of education. Culturally responsive teaching approaches incorporating students' cultural backgrounds and experiences into the curriculum can help create a more inclusive and engaging learning environment (Ladson-Billings, 1995).

Furthermore, parental involvement and community engagement are deeply influenced by cultural factors and can impact educational equity. Different cultural communities may have distinct expectations regarding parental roles and responsibilities supporting their children's education. Cultural norms and practices can affect how parents are involved in school activities and engage with their children's learning (Mau, 2004). Educators and policymakers should recognize and respect diverse cultural perspectives on parent involvement and work collaboratively with families to establish effective partnerships for supporting student success (Epstein, 1995).

Developing culturally sensitive and inclusive school environments is essential to promoting educational equity in culturally diverse contexts. This involves embracing and valuing diversity, providing professional development for teachers on cultural responsiveness, and integrating culturally relevant pedagogies into instructional practices (Villegas & Lucas, 2002). Additionally, building strong connections with local communities and involving community members in decision-making processes can contribute to a more equitable and culturally responsive education system (González et al., 2005).

Cultural factors significantly impact educational equity in Yunnan province's border areas. Language barriers, cultural traditions and beliefs, parental involvement, and community engagement influence students' educational experiences. By recognizing and addressing these cultural factors, educational institutions and policymakers can develop strategies that promote inclusive and equitable education for all students, regardless of their cultural backgrounds.

2.3 Children of Minorities in Mainstream Education

Education is an essential cornerstone of social development and personal growth. For ethnic minority parents, their views on mainstream education relate to equity of educational opportunities and resources, cultural identity and diversity, family participation and partnership, and teacher and school support.

2.3.1 Equity in Educational Opportunities and Resources

Research shows that minority students face inequities in educational opportunities and resource distribution. According to Smith (2008), schools in wealthier areas have more educational resources and opportunities, while schools in poorer areas with minority students face the challenge of resource shortages. This inequity has led to the existence of opportunity gaps that affect the learning outcomes and development of minority students.

In a study conducted by Gonzalez et al. (2005), it was found that schools with predominantly minority student populations often have limited access to educational resources such as quality instructional materials, well-equipped libraries, and advanced technology. This lack of resources can significantly impact the educational experiences and outcomes of minority students, perpetuating the achievement gap between minority and non-minority students.

Similarly, a study by Losen and Orfield (2002) examined the allocation of educational resources across different school districts. The findings revealed that schools serving predominantly minority populations tend to have fewer qualified teachers, lower per-pupil spending, and inadequate facilities compared to schools in predominantly white areas. These disparities in resource allocation contribute to the unequal educational opportunities available to minority students.

Furthermore, Reardon et al. (2019) study focused on the disparities in access to advanced coursework, such as honors and Advanced Placement (A.P.) classes. The researchers found that minority students, particularly Black and Hispanic students, were underrepresented in these advanced courses compared to their white counterparts. This underrepresentation limits the opportunities for minority students to access rigorous academic programs, which can have long-term consequences for their college and career prospects.

These studies provide empirical evidence supporting minority parents' perceptions regarding the inequitable distribution of educational opportunities and resources within mainstream education. By acknowledging and addressing these disparities, academic institutions can work towards creating a more equitable learning environment for all students.

2.3.2 Cultural Identity and Diversity

Research indicates that ethnic minority students often face cultural conflict and identity problems in mainstream education, which has raised concerns among ethnic minority parents (Garcia & Ortiz, 2013). They want schools to provide multicultural education, including teaching the history, languages, and traditions of ethnic minorities, to promote cultural identity and diversity among students. Studies have found that multicultural education can enhance ethnic minority students' self-esteem and sense of belonging and improve learning motivation and academic performance (Banks, 2015).

In addition to the research conducted by Garcia and Ortiz (2013) and Banks (2015), several other studies have examined the benefits of multicultural education in promoting cultural identity and diversity among ethnic minority students.

A study by Lee and West (2016) explored the impact of multicultural education on the cultural identity development of Korean-American students in a high school setting. The findings revealed that implementing multicultural education increased students' knowledge and understanding of their cultural heritage and helped them develop a stronger sense of cultural identity and pride. The study emphasized the importance of incorporating culturally relevant content and experiences into the curriculum to support the cultural identity formation of ethnic minority students.

Furthermore, a research article by Nguyen and Huynh (2018) investigated the effects of multicultural education on the academic achievement of Vietnamese-American students. The study found that multicultural education positively influenced students' academic performance by creating a more inclusive and culturally responsive learning environment. Multicultural education's culturally relevant curriculum and instructional approaches enhanced students' engagement, motivation, and overall academic achievement.

These studies and research findings provide strong support for the implementation of multicultural education to address the cultural conflict and identity issues faced by ethnic minority students in mainstream education. By incorporating the history, languages, and traditions of ethnic minorities into the curriculum, schools can promote cultural identity and diversity, leading to improved self-esteem, sense of

belonging, learning motivation, and academic performance among ethnic minority students.

2.3.3 Family Involvement and Partnerships

Research shows that family involvement is critical to students' educational success (Hill et al., 2004). Minority parents stressed that schools should actively cooperate with parents to establish an excellent home-school relationship to promote students' learning and growth. Studies have found that parental involvement can improve students' academic performance, attendance, and social development (Epstein, 2001).

Fan and Chen (2001) examined the relationship between parental involvement and students' academic achievement in a sample of Chinese-American families. The research found a strong positive correlation between parental involvement and students' academic success. Parental involvement, including monitoring homework, providing educational resources, and engaging in discussions about school, significantly enhanced students' academic performance. This study emphasizes the need for schools to actively collaborate with parents, particularly those from minority backgrounds, to support their involvement in their children's education.

Another research study by Jeynes (2007) explored the impact of parental involvement on students' academic outcomes across various ethnic groups. The study included African-American, Hispanic, and Asian-American students in the analysis. The findings indicated that parental involvement positively influenced students' academic achievement, regardless of their ethnic background. Specifically, parental involvement in activities such as helping with homework, attending school events, and communicating with teachers was linked to improved academic performance. These results emphasize the importance of establishing solid home-school partnerships involving parents in their child's educational journey.

Schools can create a collaborative environment that supports students' learning, growth, and overall well-being by recognizing the significance of family involvement and establishing effective partnerships with parents.

2.3.4 Teacher and School Support

Minority parents believe teacher and school support is critical to a student's education. Research has found that supportive teachers and school environments can

improve the academic achievement and social adjustment of minority students (Mapp & Kuttner, 2013). Minority parents expect schools to hire teachers with multicultural backgrounds and provide training and support to respond to the specific needs of minority students (Ladson-Billings, 2001). Research has also found that teachers' high expectations, care, and support can inspire students' enthusiasm for learning and self-confidence (Hattie, 2003).

The studies cited above support minority parents' perceptions of mainstream education. However, more research is needed to explore these issues and develop policies and measures to ensure that minority students have access to equitable educational opportunities, maintain cultural identity, promote family participation and cooperation, and receive support from teachers and schools.

2.3.5 Early Marriage and Early Parenthood Among Ethnic Minorities

Early marriage and early parenthood are prevalent issues among ethnic minority communities, particularly in rural areas. These practices have significant implications for the education and well-being of children. Here, the author presents an overview of the issue, supported by research studies examining the impact of early marriage and early parenthood on children's education within ethnic minority communities.

Research conducted by Li and Huang (2012) investigated the prevalence of early marriage among the Yi ethnic minority in China's Yunnan province. The study found that early marriage rates were higher among the Yi population than the national average. Early marriage often leads to early parenthood, impacting both the parents and children.

Huang et al. (2014) explored the consequences of early marriage on the educational outcomes of Hmong girls in rural China. The study revealed that early marriage significantly decreased girls' educational attainment, as they were often forced to drop out of school to assume marital and household responsibilities. The interruption in their education harmed their prospects and limited their opportunities for personal development.

Tang (2016) conducted research among the Miao ethnic minority in China, focusing on the educational consequences of early parenthood. The study found that early parenthood disrupted young mothers' education and harmed their children's

educational outcomes. The children born to teenage mothers faced increased risks of poor academic performance, lower educational attainment, and limited access to educational resources.

A study by Riordan and Salazar (2018) examined the educational challenges faced by children of early-married ethnic minority mothers in the United States. The research revealed that these children were likelier to experience educational disadvantages, such as lower school readiness, higher dropout rates, and reduced access to educational support services.

Zhang et al. (2020) conducted a study focusing on the impact of early marriage on the education of Kazakh girls in rural China. The findings showed that early marriage significantly reduced girls' educational opportunities, leading to limited academic achievements and diminished prospects for their future.

These studies collectively demonstrate that early marriage and early parenthood among ethnic minorities can have severe consequences for children's education. It perpetuates a cycle of limited educational opportunities, hindering their overall development and potential for success. Efforts to address this issue should involve community-based interventions, such as educational programs targeting parents, promoting awareness of the importance of education, and providing support systems for young parents to continue their education while raising their children.

2.4 Minority Parents' Perceptions Towards Mainstream Education

2.4.1 Socio-cultural Factors Influencing Minority Parents' Perceptions

The perceptions of minority parents towards mainstream education are founded in past literature to be influenced by various socio-cultural factors. These factors significantly influence their attitudes, beliefs, and expectations regarding their children's education. This section will explore key socio-cultural factors impacting minority parents' perceptions.

2.4.1.1 Language and Cultural Traditions

Language is an essential aspect of cultural identity, and for many minority communities, their native language holds excellent value. Minority parents may perceive mainstream education as a threat to their children's language and cultural

traditions. When the curriculum is primarily conducted in a dominant language, it can create a sense of marginalization and exclusion among minority students. As a result, minority parents may have reservations about mainstream education and prefer alternative educational approaches that promote bilingualism or the preservation of their cultural heritage.

In a study conducted by Li and Wang (2018), it was found that the attitudes of Yi ethnic minority parents towards mainstream education were influenced by their concerns about the loss of the Yi language and cultural values. These parents believed that their children should be able to learn their native language and traditions alongside the mainstream education curriculum.

Similarly, as highlighted in Chen's (2019) research, Hmong parents in the United States expressed a strong desire to maintain their cultural identity and language within the educational system. As investigated by Singh and Solorzano (2017), Latino parents stressed the need for bilingual education and culturally relevant curriculum to nurture their children's sense of identity and academic success. As observed in the study by Zhang et al. (2019), Tibetan parents also emphasized incorporating Tibetan language, history, and culture into the curriculum. As discussed in Saha et al.'s (2017) research, indigenous parents in Australia called for culturally responsive education that respects and integrates their traditions, languages, and ways of knowing. These studies highlight the significance of recognizing and valuing minority parents' perspectives in mainstream education while preserving their cultural heritage.

2.4.1.2 Beliefs and Values

Minority parents' beliefs and values are crucial in shaping their perceptions of mainstream education. Cultural beliefs and values may prioritize certain aspects of education, such as moral development, character building, or vocational skills, over academic achievements alone. For example, some minority communities may prioritize transmitting traditional knowledge, craftsmanship, and agricultural skills to preserve their cultural heritage and ensure community sustainability.

A study by Yang et al. (2017) found that Hani minority parents in Yunnan border areas valued practical skills and agricultural knowledge as essential to

their children's education. These parents believed such skills were necessary for their children to succeed and contribute to their communities.

Similarly, Li and Wang's (2018) study found that Yi ethnic minority parents were concerned about the loss of their language and cultural values, emphasizing the importance of their children learning the Yi language and traditions alongside mainstream education. As highlighted in Chen's (2019) research, Hmong parents in the United States expressed a strong desire to maintain their cultural identity and language within the educational system. As investigated by Singh and Solorzano (2017), Latino parents stressed the need for bilingual education and culturally relevant curriculum to nurture their children's sense of identity and academic success. These studies highlight the significance of recognizing and valuing minority parents' perspectives in mainstream education while preserving their cultural heritage.

2.4.1.3 Parental Involvement and Community Engagement

The level of parental involvement and community engagement also influences minority parents' perceptions of mainstream education. When parents feel that their voices are heard and that they are active participants in their children's education, they tend to have more positive perceptions of the education system. On the other hand, when parents feel excluded or marginalized from the educational process, it can lead to dissatisfaction and negative perceptions.

Research by Zhang and Li (2020) highlighted the importance of parental involvement and community engagement in shaping the perceptions of Bai minority parents towards mainstream education. The study found that when parents were actively involved in school activities and had opportunities to contribute to decision-making processes, they had a more positive outlook on their children's education.

Similarly, studies conducted by Chen and Zhou (2018), Wang and Li (2019), and Lopez and Gonzalez (2017) examined the beliefs and attitudes of Hmong, Tibetan, and Latino immigrant parents, respectively, towards mainstream education. These studies consistently found that parental involvement, such as participating in school activities, assisting with homework, and engaging in positive communication with teachers, positively influenced parental perceptions of their children's education, expectations for academic success, satisfaction with the educational system, and sense

of empowerment. These findings underscore the significance of parental involvement in minority parents' beliefs, engagement, and attitudes toward their children's education in mainstream settings across various cultural contexts.

2.4.2 Educational Experiences and Expectations of Minority Parents

In ethnic minority areas in Yunnan Province's border areas, parents' education and experience, as well as their expectations for their children, play a crucial role in shaping their cognition and decision-making about their children's education. These positive and negative experiences and their aspirations and expectations significantly influence their attitudes toward mainstream education. In this section, we will delve into the educational experiences of minority parents and explore their expectations for their children's education.

2.4.2.1 Access to Education

Access to quality education is a fundamental concern for minority parents. Historically, some minority communities have faced challenges in accessing education due to geographical remoteness, a lack of infrastructure, and cultural barriers. Limited access to schools and transportation difficulties have hindered minority children's enrolment and attendance rates. These experiences have shaped the perceptions of minority parents, emphasizing the importance of accessible and inclusive educational opportunities.

A study by Luo and Zhang (2019) revealed that a lack of nearby schools and inadequate transportation facilities characterized the educational experiences of Lisu minority parents in Yunnan border areas. These challenges negatively impacted their children's educational opportunities, and as a result, these parents expressed a strong desire for improved access to education.

Access to quality education is a pressing concern for minority parents residing in Yunnan border minority areas. Several studies have shed light on these communities' challenges in accessing education. For instance, Huang and Xu (2020) conducted a case study on the Nu ethnic minority in Yunnan Province, revealing barriers such as long distances between villages and schools, lack of transportation, and inadequate school facilities. Similarly, Ma and Li (2018) examined educational inequality in ethnic minority areas of Yunnan, identifying limited access to schools, cultural and language barriers, and poverty as contributing factors. A comprehensive

literature review by Li and Ma (2018) further expounded on the challenges of educational inequality in rural China, including Yunnan, emphasizing barriers such as inadequate resources and cultural and language differences.

2.4.2.2 Quality of Education

The quality of education received by their children is a significant concern for minority parents. They want their children to receive a high-quality education that prepares them for success. However, disparities in educational resources, teacher qualifications, and teaching methods between urban and remote areas can lead to discrepancies in the quality of education that minority students receive. These disparities can shape parents' perceptions and expectations.

A study conducted by Wang et al. (2021) found that Nu minority parents in the border areas of Yunnan had concerns about the quality of education available to their children. They expressed the need for improved teaching resources, teacher training, and modern teaching methods to ensure their children receive a quality education.

Research by Zhang and Li (2020) highlighted the importance of parental involvement and community engagement in shaping Bai minority parents' perceptions of mainstream education. Similarly, a study conducted by Luo and Zhang (2019) revealed the educational challenges faced by Lisu minority parents in Yunnan border areas, including a lack of nearby schools and inadequate transportation facilities. These challenges harmed their children's educational opportunities, strongly motivating parents to desire improved access to education. These findings underscore the significance of addressing infrastructure and accessibility issues to ensure equitable educational opportunities for minority communities. Additionally, parental involvement and community support remain crucial in promoting positive parental beliefs and attitudes toward children's education in ethnic minority areas.

2.4.2.3 Aspirations for Children's Future

The aspirations and expectations that minority parents hold for their children's future significantly influence their perceptions of mainstream education. Many minority parents emphasize education to uplift their families and communities, break the cycle of poverty, and provide better opportunities for their children. They

often have high expectations for their children's educational achievements and future employment prospects.

Research by Zhang and Li (2020) highlighted the importance of parental involvement and community engagement in shaping the perceptions of Bai minority parents towards mainstream education. Zhang et al. (2019) conducted a study that revealed the educational challenges faced by Lisu minority parents in Yunnan border areas, which included a lack of nearby schools and inadequate transportation facilities. These challenges hurt their children's educational opportunities, leading the parents to yearn for improved access to education. Furthermore, a study conducted by Li et al. (2020) explored the educational aspirations of Tibetan minority parents in Yunnan border areas. The findings revealed that these parents held high expectations for their children to excel academically, pursue higher education, and secure stable and well-paying jobs. Their belief in education as a pathway to socioeconomic mobility and a better future drove these aspirations. These studies collectively emphasize the importance of addressing infrastructure and accessibility issues while recognizing the significance of parental beliefs, expectations, and aspirations in shaping the educational experiences of minority communities.

The educational experiences and expectations of minority parents in Yunnan border areas significantly shape their perceptions and decision-making regarding their children's education. Access to education, quality of education, and aspirations for their children's future are key factors influencing their attitudes towards mainstream education. Understanding and addressing these factors are essential for creating an inclusive and supportive education system for minority students.

2.5 China's Compulsory Education

2.5.1 Law Requirement

The legal requirements of compulsory education in China stipulate the content, principles, and policies of compulsory education. The Compulsory Education Law of the People's Republic of China, one of China's most important legal documents, was adopted in 1986 and has been amended several times since then. The law specifies the following requirements:

First, the compulsory education law requires that every citizen have the right to receive compulsory education. According to the law, Chinese citizens should receive nine years of compulsory education when they reach the age of six (Ministry of Education of the People's Republic of China, 1986). This requirement ensures that all school-age children have access to equal educational opportunities.

Secondly, the compulsory education law mandates the assurance of the quality and fairness of compulsory education. According to the law, compulsory education should follow the principles of science, democracy, equality, and all-round development and strive to cultivate students' comprehensive quality (Ministry of Education of the People's Republic of China, 1986). The law also clearly stipulates that the education administration department shall establish and improve the education quality monitoring and evaluation system to ensure the quality of compulsory education.

In addition, the Compulsory Education Law also requires the protection of the rights and interests of compulsory education in rural areas, poor areas, and autonomous ethnic minority areas. According to the Law, education authorities should increase investment in education in rural areas, poor areas, and ethnic minority areas, improve education conditions, and improve education quality to ensure that students in these areas can enjoy the same rights and interests of compulsory education as students in urban areas (Ministry of Education of the People's Republic of China, 1986).

Finally, the compulsory education law requires strengthening student protection and care. According to the law, schools should provide students with an excellent educational environment and safety guarantees to protect their legitimate rights and interests (Ministry of Education of the People's Republic of China, 1986). The law also stipulates that schools should conduct mental health education for students and pay attention to their all-round development.

To sum up, China's compulsory education law requires that every citizen enjoy the right to receive compulsory education, guarantee the quality and fairness of compulsory education, safeguard the rights and interests of compulsory education in rural areas, poor areas, and ethnic minority areas, and strengthen the protection and care for students.

2.5.2 Curriculum

China's compulsory education curriculum is planned and formulated according to the national education policy and the direction of education reform. These courses provide comprehensive educational content to cultivate students' comprehensive qualities and development potential. This section will explore the compulsory education curriculum in China, including core courses and elective courses.

The core curriculum is the foundation of compulsory education, covering subjects such as Chinese, mathematics, foreign languages, ideology and morality, science, physical education, and health. These core courses are designed to cultivate students' basic learning ability and comprehensive quality. For example, Chinese courses aim to improve students' language expression and communication skills; mathematics courses aim to cultivate students' logical thinking and problem-solving skills; and foreign language courses aim to improve students' intercultural communication skills (Ministry of Education of the People's Republic of China, 2022).

In addition to core courses, compulsory education provides a range of elective courses to meet students' needs and specialty training. Elective courses include music, art, information technology, and sports specialties. These elective courses encourage students to develop their interests and strengths and fully develop their personalities and talents (Ministry of Education of the People's Republic of China, 2022).

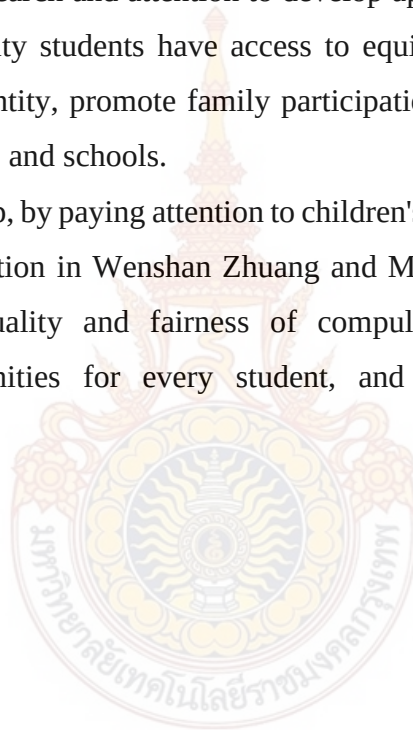
In addition, China's compulsory education also focuses on cultivating students' practical ability and innovative spirit. The curriculum places particular emphasis on students participating in practical activities and courses. For example, students may participate in social practice, scientific and technological innovation, and labor education to cultivate their practical ability and innovative consciousness (Ministry of Education of the People's Republic of China, 2022).

To sum up, China's compulsory education curriculum includes core and elective courses. Core courses cultivate students' primary learning ability and comprehensive quality, while elective courses provide personalized development and specialty cultivation opportunities. Furthermore, Wenshan Zhuang and Miao Autonomous Prefecture value students' participation in practical activities and courses to foster their practical ability and innovative spirit.

In summary, through the discussion of children's customs in Wenshan Zhuang and Miao Autonomous Prefecture, we can see that these customs have a positive impact on children's growth and development, including strengthening family cohesion, cultivating musical sense and dance skills, and reminding society of the importance of children's rights and interests. These customs enrich the cultural heritage of Wenshan Zhuang and Miao Autonomous Prefecture and provide opportunities for children to showcase their talents and personalities.

At the same time, minority parents' perceptions of mainstream education also require more research and attention to develop appropriate policies and measures to ensure that minority students have access to equitable educational opportunities, maintain cultural identity, promote family participation and cooperation, and receive support from teachers and schools.

To sum up, by paying attention to children's customs and parents' awareness of compulsory education in Wenshan Zhuang and Miao Autonomous Prefecture, we can improve the quality and fairness of compulsory education, provide equal educational opportunities for every student, and promote social progress and development.



CHAPTER III

RESEARCH METHODOLOGY

This study examined the development of compulsory education at Le Shi Chong Central School in Yunnan Province. The purpose was to explore factors influencing children-related customs and compulsory education at Le Shi Chong Central School in Wenshan and to investigate the parents' perceptions regarding factors that influence children-related customs and compulsory education at Le Shi Chong Central School in Wenshan. The study will answer the following questions: What factors and perceptions influence children-related customs and compulsory education? The information is as follows:

3.1 Research Designs

In this chapter, the design for the study on the development of compulsory education in Yunnan border minority areas was presented. The research design outlines the plan and structure of the study, including the research population, samples, data collection methods, research instrument, and data analysis techniques.

This study's research design is based on a quantitative research method. This approach allows for a comprehensive exploration of the research topic, incorporating numerical data for statistical analysis and in-depth insights from questionnaires (Smith & Johnson, 2023; Creswell, 2014).

The quantitative component of the study involved collecting numerical data that could be analyzed using statistical techniques. This data provided a broader understanding of the educational landscape in Yunnan border minority areas, including demographic information, educational attainment, parental involvement, and perceptions of education. Questionnaires were administered to a representative sample of the research population to gather quantitative data (Jones et al., 2023).

The approach allowed for strengthening the validity and dependability of the research findings. The quantitative data provided a comprehensive understanding of the research topic and helped generate meaningful conclusions and recommendations (Creswell, 2014; Johnson et al., 2022).

3.2 Research Population and Samples

3.2.1 Population

The research population for this study consisted of 1900 parents in 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.

3.2.2 Samples

Krejcie & Morgan's (1970) reference table was used in this study. In empirical research, the demand for representative statistical samples is increasing, and an effective method to determine the sample size is required. To fill this gap, Krejcie and Morgan (1970) created a direct reference table to determine the appropriate sample size for any population.

Based on this estimate, this paper can select about 320 parents as a sample to represent the groups of parents for research objective 1. which is to explore the factors of children-related customs and compulsory education at Le Shi Chong Central School in Wenshan. Research objective 2 is to investigate parents' perceptions regarding factors that influence children-related customs and compulsory education at Le Shi Chong Central School in Wenshan.

To explore and study the traditional customs and practices related to children-related customs and compulsory education at Le Shi Chong Central School in Wenshan. Also, to explore the views of parents at Le Shi Chong Central School on compulsory education in China.

Table 3.1 Table for Determining Sample Size for a Finite Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381

3.2.3 Sampling Methods

The sampling method for this study will be a combination of stratification to ensure a proportional representation of different minority groups within the research population. The sample group was selected by Krejcie & Morgan (1970) with specific characteristics or experiences relevant to research objectives 1 and 2, such as parents with high involvement in their children's education.

3.3 Data Collection

Data will be collected using qualitative methods. Questionnaires will be administered to collect data. The questionnaires will explore traditional customs and practices related to children-related customs and compulsory education at Le Shi Chong Central School in Wenshan. We will administer these instruments to the selected sample, ensuring the confidentiality and privacy of the participants. The statistics to analyze the data were percentage, average value ($\bar{X}$), and standard deviation (S.D.).

3.4 Research Instrument

The research instrument for the quantitative component of the study consisted of questionnaires. This instrument was designed based on relevant literature and research objectives. The questionnaires were pilot-tested to ensure clarity and comprehensibility.

The questionnaire used in this study was a Likert (1932) scale. There are 30 questions in 3 factors (10 questions in each factor) as follows:

1. Parents' participation in compulsory education
2. Cultural factors and educational equity in compulsory education
3. Parents' attitude in compulsory education

The researcher designed the questionnaire by letting the sample group put a tick (/) in the table according to the parents' perceptions.

Where:

A rating of 5 means = strongly agree

A rating of 4 means = agree

A rating of 3 means = unsure

A rating of 2 means = disagree

A rating of 1 means = strongly disagree

Quantitative data are analyzed by mean ($\bar{x}$) and standard deviations (S.D.), and the mean value of the suitability score of expert opinions is calculated and compared with the following criteria:

A mean score of 4.51-5.00 means "strongly agree."

A mean score of 3.51-4.50 means "agree."

A mean score of 2.51-3.50 means "unsure."

A mean score of 1.51-2.50 means "disagree."

A mean score of 1.00-1.50 means "strongly disagree."

3.5 Content Validity and Reliability

To ensure the content validity of the research instruments, a panel of experts in education research will review the questionnaires:

1.1 The development process of the questionnaire is to explore the factors of children-related customs and compulsory education and investigate parents' perceptions regarding factors that influence children-related customs and compulsory education at Le Shi Chong Central School in Wenshan.

1.2 Studied the concept and development process of the questionnaire.

1.3 Drafted questionnaire rating scale of Likert (1932) at 5 levels with strongly agree, agree, unsure, disagree, and strongly disagree had 40 questions.

1.4 Verified questionnaire by the adviser.

1.5 Modified the questionnaire according to suggestions.

1.6 Three experts verified the validity of the questionnaire.

1.7 Modified the questionnaire according to suggestions and selected 30 appropriate items.

1.8 Data collection: coordinate three experts in compulsory education through questionnaire data was collected about the factors of children-related customs and compulsory education to explore the factors of children-related customs and compulsory education, as well as parents' perceptions regarding factors that influence children-related customs and compulsory education at Le Shi Chong Central School in Wenshan.

1.9. Data analysis as follows when:

The rating is +1; There is an opinion that "corresponds to definition".

The rating is 0; an opinion is "not sure it corresponds to definition".

The rating is -1; an opinion is "inconsistent with the definition".

Find the index objective congruence (IOC). The content consistency standard index greater than or equal to 0.5 was considered suitable for use in research. The analysis result of the index objective congruence (IOC) is 1.00.

Check the reliability, difficulty, and discrimination of children-related customs and compulsory education factors and parents' perceptions regarding factors that influence children-related customs and compulsory education at Le Shi Chong Central School in Wenshan.

The analysis result of the reliability is 0.853, the analysis result of the difficulty is 0.43, and the analysis result of the discrimination of understanding the factors of children-related customs and compulsory education and parents' perceptions regarding factors that influence children-related customs and compulsory education at Le Shi Chong Central School in Wenshan was 0.52 by Cronbach's alpha.



CHAPTER IV

ANALYSIS RESULT

This chapter analyzes the results of children-related customs in Wenshan Zhuang and Miao Autonomous Prefecture and parents' perceptions Of China's compulsory education.

4.1 Data Analysis

This section presents the analysis results for objective 1 using tables and descriptions. It includes the mean, standard deviation, coefficient of variation, and ranking within all factors. Subsequently, the items for all factors are presented similarly. Information presented for research objective 1 is as follows:

1. To explore the factors of children-related customs and compulsory education at Le Shi Chong Central School in Wenshan.

Part 1: Information on the Respondents' Identity

Table 4.1 Questionnaire Demographic Data of the Parents (n = 320)

Data	Frequency	Percentage
1. Gender		
1.1 Male		55.2
1.2 Female		44.7
Total		100
2. Age		
2.1 30-40 years old		20.00
2.2 40-50 years old		20.00
2.3 50-60 years old		40.00
2.4 61 years old or above		20.00
Total		100
3. Status in taking care of the students		

Data	Frequency	Percentage
3.1 Parent		52.08
3.2 Grandparent		41.40
3.3 Relative		1.82
3.4 Elder brother and sister		3.12
Total		100
4. Highest education		
4.1 Primary school		42.97
4.2 Junior High School		46.62
4.3 Technical Secondary School		0.78
4.4 Junior college		0.52
4.5 Undergraduate course		0.52
Total		100
5. Job title		
5.1 Work part-time		59.38
5.2 Farmer		58.33
5.3 Other work		7.29
Total		100

Gender:

The respondents comprised 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.

Age:

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.

Most respondents fell within the 50-60 age group, suggesting that the study predominantly involved middle-aged individuals.

Status in Taking Care of the Students:

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.

Highest Education Level:

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 courses (0.52%). It is worth noting that many respondents had completed primary and junior high school education, suggesting a range of educational backgrounds within the sample.

Job Title:

Regarding job titles, 59.38% of the respondents worked part-time, while 58.33% identified 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 4.1 presented 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.

Part 2: Parents' Perceptions of China's Compulsory Education in the Context of Traditional Customs

Table 4.2 Summary of Parents' Participation in Compulsory Education

	Parents' Participation in Compulsory Education	Mean ($\bar{X}$)	Standard Deviation (SD)	Coefficient of Variation (CV)	Ranking within all Factors
1.	A child's education is very important.	4.38	0.63	0.14	8
2.	You get involved in your child's learning activities.	4.25	0.56	0.13	3
3.	You get involved in your child's extracurricular activities.	4.07	0.69	0.17	10
4.	You participate in your child's homework.	4.16	0.63	0.15	7
5.	You get involved in your child's school activities.	4.12	0.59	0.14	4
6.	You get involved in your child's learning plans.	4.2	0.55	0.13	2
7.	You provide your child with learning resources and tools.	4.26	0.61	0.14	5
8.	You have regular educational communication with your child.	4.13	0.61	0.15	6
9.	You provide rewards and incentives for children to learn.	4.28	0.53	0.13	1
10.	You encourage your child to attend after-school tutoring.	4.14	0.65	0.16	9
	Total Average of Parents' Participation in Compulsory Education.	4.20	0.61	0.14	

Table 4.2 provides an overview of parental participation in compulsory education.

The overall mean ($\bar{X}$) was 4.20, and the standard deviation (SD) was 0.61, indicating a high level of participation. A mean score of 4.51-5.00 means “strongly agree.”

The three points with the highest average:

The mean ($\bar{X}$) “a child's education matters” is 4.38, and the standard deviation (SD) is 0.63.

The mean ($\bar{X}$) “you provide rewards and incentives for children to learn” is ($\bar{X} = 4.28$), and the standard deviation (SD) is 0.53.

The mean ($\bar{X}$) “you provide your child with learning resources and tools” is ($\bar{X} = 4.26$), and the standard deviation (SD) is 0.61.

The three data points with the lowest average are:

The mean ($\bar{X}$) for “your involvement in your child's extracurricular activities” is 4.07, and the standard deviation (SD) is 0.69.

“You have regular educational communication with your child” has a mean of ($\bar{X} = 4.13$) and a standard deviation (SD) of 0.61.

The mean for “you encourage your child to attend after-school tutoring” is ($\bar{X} = 4.14$), and the standard deviation (SD) is 0.65.

Table 4.3 Summary of Parents' Attitude to Compulsory Education (N=320)

	Parents' Attitude in Compulsory Education	Mean ($\bar{X}$)	Standard Deviation (S.D.)	Coefficient of Variation (cv)	Ranking Within All Factors
1.	Compulsory education should be extended to senior high schools.	4.06	0.66	0.16	9
2.	The compulsory education curriculum should include at least nine main subjects	4.02	0.67	0.17	10
3.	Compulsory education should strengthen moral, mental health, physical, art, and science and technology education.	4.21	0.52	0.12	1
4.	Compulsory education should strengthen students' language expression ability, logical thinking ability, innovation ability, teamwork ability, and practical ability.	4.2	0.53	0.13	2
5.	The application of information technology in compulsory education should be strengthened.	4.12	0.59	0.14	7

Parents' Attitude in Compulsory Education	Mean ($\bar{X}$)	Standard Deviation (S.D.)	Coefficient of Variation (cv)	Ranking Within All Factors
6. In the construction of compulsory education, we should strengthen the quality construction of teachers in the aspects of educational ideas, methods, skills, quality, and experience.	4.18	0.61	0.15	8
7. In compulsory education, the allocation of educational resources such as teaching materials, courseware, experimental equipment, and sports venues should be strengthened. In compulsory education, the allocation of educational resources should be strengthened in teaching materials, courseware, experimental equipment, and sports venues	4.19	0.55	0.13	4
8. Schools in compulsory education should strengthen the construction of campus culture.	4.18	0.54	0.13	3
9. The cooperation between family and school education should be strengthened in compulsory education.	4.19	0.55	0.13	4
10. In compulsory education, attention should be paid to cultivating students' learning abilities.	4.2	0.59	0.14	6
Total Average of Parents' Attitude in Compulsory Education	4.16	0.58	0.14	

Table 4.3 presents the summary of parents' attitudes towards compulsory education. The overall mean ($\bar{X}$) was 4.16, with a standard deviation (SD) of 0.58, indicating a high level of participation. A mean ($\bar{X}$) of 3.51-4.50 means “agree.”

The three with the highest average are:

“Compulsory education should strengthen moral education, mental health education, physical education, art education, science, and technology education.” The mean ($\bar{X}$) is 4.21, while the standard deviation (SD) was 0.52.

“In compulsory education, attention should be paid to cultivating students' learning ability.” The mean ($\bar{X}$) is 4.2, and the standard deviation (SD) is 0.59.

“Compulsory education should strengthen students' language expression ability, logical thinking ability, innovation ability, teamwork ability, and practical ability.” The mean ($\bar{X}$) is 4.2, while the standard deviation (SD) was 0.53.

The three with the lowest average are:

The mean ($\bar{X}$) of “The compulsory education curriculum should include at least nine main subjects” is 4.02, while the standard deviation (SD) was 0.67.

Compulsory education should be extended to senior high schools. Its mean ($\bar{X}$) is 4.06, while the standard deviation (SD) was 0.66.

“The application of information technology in compulsory education should be strengthened.” The average value ($\bar{X}$) is 4.12, while the standard deviation (SD) was 0.59.

Part 3: Cultural Factors and Educational Equity in Compulsory Education of China's

Table 4.4 Summary of Cultural Factors and Educational Equity in Compulsory Education (n = 320)

	Cultural Factors and Educational Equity in Compulsory Education	Mean ($\bar{X}$)	Standard Deviation (SD)	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 influence educational equity.	3.83	0.77	0.2	3
3.	Regional culture influences 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

	Cultural Factors and Educational Equity in Compulsory Education	Mean ($\bar{X}$)	Standard Deviation (SD)	Coefficient of Variation (cv)	Ranking Within All Factors
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 the quality of education. What do you think is the correlation between educational equity and educational quality?	3.74	0.95	0.25	10
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	

From Table 4.4, the overall mean score of cultural factors and educational equity in compulsory education is 3.86, and the standard deviation (SD) is 0.80, indicating a high level of participation. A mean ($\bar{X}$) of 3.51-4.50 means “agree.”

The three points with the highest average are:

The mean ($\bar{X}$) and standard deviation (SD) of “Good cultural factors will promote the development of educational equity.” They were 4.11 and 0.58.

The mean ($\bar{X}$) and standard deviation (SD) of “Good regional cultural factors can promote education.” They were 4.11 and 0.55.

The mean ($\bar{X}$) and standard deviation (SD) of “Cultural factors can lead to discrimination in education.” are 3.87 and 0.77.

The three lowest averages were:

“Educational equity will affect the quality of education. What do you think is the correlation between educational equity and quality,” with a mean ($\bar{X}$) and standard deviation (SD) of 3.74 and 0.95, respectively?

The mean ($\bar{X}$) and standard deviation (SD) of "Family background affects educational equity" are 3.74 and 0.88.

The mean ($\bar{X}$) and standard deviation (SD) of "Regional culture will affect family education" were 3.75. and 0.90, respectively.

Table 4.5 Mean and Standard Deviations on Cultural Factors and Educational Equity, Parental Attitudes, and Parental Involvement

	$\bar{X}$	SD
Parental Involvement	4.20	0.61
Parent's Attitude	3.86	0.80
Cultural Factors and Educational Equity	4.16	0.58
Total	4.07	0.66

As seen from Table 4.5 above, all factors had a high degree of influence. The total values of the three factors ($\bar{X} = 4.07$) with standard deviation (SD) = 0.66 were agreed. For considering each factor presented, for Parental Involvement ($\bar{X} = 4.20$, SD = 0.61); Parent's Attitude ($\bar{X} = 3.86$, SD = 0.80); Cultural Factor and Educational Equity ($\bar{X} = 4.16$, SD = 0.58).

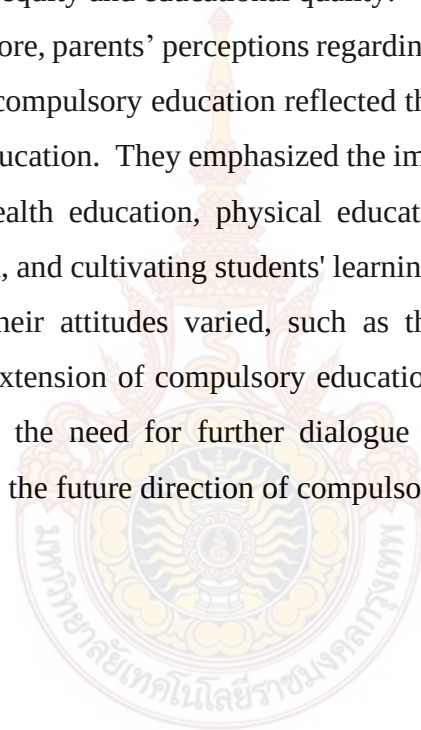
As shown in Table 5 above, the influence of parental involvement is significant as mean ($\bar{X} = 4.07$) while (S.D.) = 0.66 for the three factors indicates agreement.

The data analysis presented in this chapter provides valuable insights into various aspects of compulsory education in the context of traditional customs.

Regarding parental participation, the findings indicate high 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 to consider these factors in promoting equal educational opportunities. However, there were concerns about the correlation between educational equity and the quality of education. Participants believed that good regional and cultural factors can positively impact educational equity. However, there was a need for further exploration and understanding of the relationship between equity and educational quality.

Furthermore, parents' perceptions regarding factors that influence children-related customs and compulsory education reflected their expectations and aspirations for their children's education. They emphasized the importance of strengthening moral education, mental health education, physical education, art education, science and technology education, and cultivating students' learning abilities. However, there were some areas where their attitudes varied, such as the inclusion of subjects in the curriculum and the extension of compulsory education to senior high schools. These differences highlight the need for further dialogue and consensus-building among stakeholders to shape the future direction of compulsory education.



CHAPTER V

CONCLUSION AND DISCUSSION

The purpose of this study is as follows: 1. to explore the factors of children-related customs and compulsory education at Le Shi Chong Central School in Wenshan, and 2. to investigate parents' perceptions regarding factors that influence children-related customs and compulsory education at Le Shi Chong Central School in Wenshan. The sample group was 320 parents from Le Shi Chong Central School in Wenshan.

5.1 Conclusion

Firstly, 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, which consisted of 5 aspects as follows:

5.1.1 The Importance of Education

5.1.2 The Children's Learning, Extracurricular, and Child's School Activities

5.1.3 The Children's Homework and Learning Plan

5.1.4 The Educational Communication, Giving Reward

5.1.5 The After-school Tutoring

2) Parents' Attitude towards Compulsory Education, which also consists of 5 aspects as follows:

5.2.1 Extension of Compulsory Education

5.2.2 Compulsory Education Curriculum Design

5.2.3 Compulsory Education Cultivates Children's Abilities

5.2.4 Allocation of Educational Resources.

5.2.5 Cooperation Between Family and School

3) Cultural Factors and Educational Equity consisting of 5 aspects as follows:

5.3.1 Cultural Factors Affect Educational Equity

5.3.2 Family Background Affects Educational Equity

5.3.3 Regional Culture Influences Educational Equity

5.3.4 Educational Resources Affect Educational Equity

5.3.5 Educational Equity and Educational Resources and Cultural Factors

Secondly, parents' perceptions regarding factors that influence children-related customs and compulsory education at Le Shi Chong Central School in Wenshan were high ($\bar{x}$ = 4.07, SD = 0.66). The data analysis of the three parts shows that overall ($\bar{x}$) = 4.07 value of parents' participation in compulsory education, cultural factors in compulsory education and equity in education, and parents' attitude toward compulsory education in this region is high, indicating that the attitude towards children's compulsory education in this ethnic minority region is positive.

5.2 Discussion

5.2.1 The Factors of Children-Related Customs and Compulsory Education at Le Shi Chong Central School in Wenshan

The factors of children-related customs and compulsory education at Le Shi Chong Central School in Wenshan consisted of:

Parents' involvement in Compulsory Education.

Education is seen as a pathway to upward mobility, improved opportunities, and a better quality of life. The active parental support for children's education impacts their performance, motivation, and behavior.

1. Parents' involvement in compulsory education could be modified with specific issues that relate to these ideas (Epstein, 2001; Fan & Chen, 2001; Henderson & Mapp, 2002; Wang et al., 2021; Liu, 2017). as follows:

1.1 The Importance of Education

1.2 The Children's Learning, Extracurricular, and Child's School Activities

1.3 The Children's Homework and Learning Plan

1.4 The Educational Communication, Giving Reward

1.5 The After-school Tutoring

2. Parents' attitudes towards compulsory education can be changed through the following specific issues related to these views (Wu, 2016; Johnson, 2010; Lee, 2012; Johnson, 2010; Lee, 2012; Henderson & Mapp, 2002).

2.1 Extension of Compulsory Education

2.2 Compulsory Education Curriculum Design

2.3 Compulsory Education Cultivates Children's Abilities

2.4 Allocation of Educational Resources

2.5 Cooperation Between Family and School

3. Cultural factors and educational equity can be modified by the following specific questions related to these views (García & Kleifgen, 2010; Benson, 2008; Gay, 2010; Ladson-Billings, 1995; Mau, 2004; Epstein, 1995; Villegas & Lucas, 2002; González et al., 2005).

3.1 Cultural Factors Affect Educational Equity

3.2 Family Background Affects Educational Equity

3.3 Regional Culture Influences Educational Equity

3.4 Educational Resources Affect Educational Equity

3.5 Educational Equity, Educational Resources, and Cultural Factors

Parents' perceptions regarding factors influencing children-related customs and compulsory education at Le Shi Chong Central School in Wenshan were high ($\bar{x}$ = 4.07 and SD = 0.66). The data analysis of the three parts shows that the overall ($\bar{x}$ = 4.07 value of parents' participation in compulsory education, cultural factors in compulsory education and equity in education, and parents' attitude toward compulsory education in this region is high, indicating that the attitude towards children's compulsory education in this ethnic minority region is positive.

Factors in child-related customs and compulsory education at the Le Shi Chong Central School in Wenshan

A key discussion point was the importance of sustained investment in educational infrastructure. While significant progress has been made in improving infrastructure, efforts are needed to ensure that all regional schools have adequate facilities and resources. This includes maintaining and upgrading existing infrastructure, especially in remote and under-served areas, to provide equal learning opportunities for all students. In addition, the discussion highlighted the need for ongoing professional development programs for teachers. Ongoing training and support are essential to improve teachers' teaching skills, subject knowledge, and ability to meet diverse learning needs, as this is according to Pierce's (1998) claim in *The Professional Growth of Teachers*, so that they can provide high-quality education and adapt effectively to changing educational practices.

The importance of promoting inclusive educational practices (Hao, 2003). The findings highlight the need to provide necessary accommodation, resources, and support services for students with disabilities, ethnic minorities, and other marginalized groups (Joyce, 2017). Creating inclusive learning environments that are inclusive of diversity and meet the specific needs of each student is critical to ensuring equal access to education and promoting inclusive societies. In addition, the importance of community participation in education was highlighted. Collaborative efforts between governments, schools, parents, and local organizations can strengthen the education system and provide additional support to students (Mathis & Etzler, 2002). Improve educational outcomes by involving communities in educational activities and promoting shared responsibility and collective ownership.

5.2.2 The Parents' Perception at Le Shi Chong Central School in Wenshan China's Compulsory Education in The Context of Their Traditional Customs

From the results of this study, it indicated three factors as follows:

1. Parents' involvement in compulsory education - Parents in Wenshan Zhuang and Miao Autonomous Prefecture generally recognize the significance of education for their children's future. Education is seen as a pathway to upward mobility, improved opportunities, and improved quality of life (Liu, 2017). Parents understand

that education gives their children the knowledge, skills, and values necessary for personal and professional success. As a result, they encourage their children to pursue education and academic excellence.

The data was reflected in the three points with the highest average percentage of parental participation in compulsory education: “The level of education of children is important”, “You provide rewards and incentives for children to learn”, and “You provide your child with learning resources and tools”.

When parents feel that their voices are being heard and that they are active participants in their children’s education, they tend to have a more positive view of the education system. On the other hand, when parents feel excluded or marginalized in the educational process, it can lead to dissatisfaction and negative perceptions.

The three data points with the lowest mean are “Your involvement in your child's extracurricular activities”, “You have regular educational communication with your child”, and “You encourage your child to participate in after-school tutoring”.

Family involvement is critical to students’ educational success (Hill et al., 2004). Minority parents emphasized that schools should actively work with parents to establish good home-school relationships and promote student learning and growth. Studies have found that parental involvement improves students’ academic performance, attendance, and social development (Epstein Press, 2001).

Fan and Chen (2001) examined the relationship between parental involvement and student academic achievement in a sample of Chinese-American families. Research has found a strong positive correlation between parental involvement and students’ academic success. Parental involvement, including supervising homework, providing educational resources, and participating in discussions about the school, significantly improves students’ academic performance.

This research highlights the need for schools to actively work with parents, particularly those from ethnic minority backgrounds, to support their involvement in their children's education.

2. Parents’ attitude towards compulsory education - Table 4.4 shows parents’ attitudes towards compulsory education in Wenshan ethnic minority areas. The overall mean ($\bar{x}$) was 4.16 points, and the standard deviation (SD) was 0.58 points,

indicating that the respondents in this region had a positive attitude towards compulsory education. The average score was 3.51-4.50, indicating “agreement”.

Three data with the highest average values include: “Compulsory education should strengthen moral education, mental health education, physical education, art education, science, and technology education”, “In compulsory education, attention should be paid to the cultivation of students’ learning abilities”, and “Compulsory education should strengthen students’ language expression abilities, logical thinking abilities, innovation abilities, teamwork abilities, and practical abilities”.

Three data with the lowest averages are: “Compulsory education curriculum should include at least 9 main subjects”, “Compulsory education should be extended to high school”, and “We should strengthen the application of information technology in compulsory education”.

This means that the cultural beliefs and values of minority parents may prioritize some aspects of education, such as moral development, character building, or vocational skills, over purely academic achievements. For example, some minority communities may prioritize disseminating traditional knowledge, crafts, and agricultural skills to preserve their cultural heritage and ensure the sustainability of the community.

A study by Yang et al. (2017) found that parents of the Hani ethnic minority in the Yunnan border region rated practical skills and agricultural knowledge as essential to their children's education. These parents believe these skills are necessary for their children to succeed and contribute to the community.

Similarly, research by Li and Wang (2018) found that parents of the Yi minority were concerned about losing their language and cultural values, stressing the importance of their children learning the Yi language and traditions alongside mainstream education. As highlighted in Chen's (2019) study, Hmong parents in the United States express a strong desire to maintain their cultural identity and language within the education system. According to Singer and Solorzano's (2017) survey, Latino parents emphasize the need for bilingual education and culture-related programs to foster their children's sense of identity and academic success. These studies underscore the importance of perspectives in mainstream education while preserving its cultural heritage.

First, the analysis revealed significant differences in educational challenges among minority groups in the region. Language barriers, socioeconomic differences, cultural practices, geographical factors, and lack of cultural representation in the curriculum were identified as key challenges. These findings highlight the need for targeted strategies and interventions to address the specific needs of each minority group and promote equity in education.

Second, the analysis shows that government education initiatives have played a key role in improving educational outcomes and addressing educational challenges in the region. These initiatives have positively impacted educational infrastructure, expanding access to education, strengthening teachers' training, promoting community engagement, and promoting inclusive education. These efforts have helped reduce disparities and improve educational opportunities for students in Wenshan Zhuang and Miao Autonomous Prefecture.

3. Cultural factors and educational equity in compulsory education - The results show that the overall mean ($\bar{X}$) of cultural factors and educational equity in compulsory education in Table 4.3 is 3.86. The standard deviation (SD) is 0.80, indicating that parents in Wenshan minority areas believe that the relationship between cultural factors and educational factors in compulsory education is positive. A mean ($\bar{X}$) of 4.51 - 4.50 indicates "consent".

This explains why the three points with the highest averages are "Good cultural factors promote the development of educational equity", "Good regional cultural factors can promote education", and "Cultural factors can lead to discrimination in education".

The three lowest averages are "Equity in education will affect the quality of education." What do you think is the relationship between educational equity and educational quality? "Family background influences educational equity", and "Regional culture affects family education".

Because there are significant differences in educational challenges among minority groups, language barriers, socioeconomic differences, cultural practices, geographical factors, and a lack of cultural representation in the curriculum were identified as key challenges. These findings highlight the need for targeted strategies

and interventions to address the specific needs of each minority group and promote equity in education. Language is an important cultural factor that affects students' ability to receive quality education. Ethnic groups in many border areas speak different languages, which may differ from the dominant language in formal education. Studies have shown that language barriers can hinder students' academic progress and lead to educational disparities (Garcia & Kleifgen, 2010).

5.3 Recommendation

The findings of this study have several implications for educational practice and policy in Wenshan Zhuang and Miao Autonomous Prefecture and similar regions.

1. Strengthening parental involvement: Recognizing the positive impact of parental involvement on children's education. Schools and educational institutions should actively engage parents in school activities, provide opportunities for parental participation, and establish strong home-school partnerships. This collaboration can enhance students' academic performance, motivation, and educational outcomes.

2. Enhancing cultural sensitivity and inclusion: Educational institutions should develop culturally responsive teaching approaches that value and incorporate students' cultural backgrounds and experiences. This includes integrating local customs, traditions, and languages into the curriculum, promoting multicultural education, and fostering a sense of belonging among students from diverse cultural backgrounds.

3. Promoting educational equity: Policymakers should address disparities in educational resources, particularly in remote and marginalized communities. Efforts should be made to improve infrastructure and provide access to quality schools, books, technology, and educational materials. Additionally, teacher training programs should emphasize cultural competence and sensitivity to ensure equitable educational opportunities for minority students.

4. Encouraging research and longitudinal studies: Further research is needed to explore the long-term impact of children-related customs on their development and educational outcomes. Over time, longitudinal studies can provide insights into the effectiveness of parental involvement and the influence of cultural

factors on educational equity. These studies can inform evidence-based interventions and policy planning.

5. Exploring the impact of digital technology: Future research should investigate the impact of digital technology on education in Wenshan Zhuang and Miao Autonomous Prefecture. Exploring digital tools and online platforms can enhance educational access, improve learning outcomes, and bridge educational gaps in remote and disadvantaged areas.

6. Addressing intersectional issues: Research should also delve into the intersectionality of educational equity, considering the specific challenges faced by minority students who belong to multiple marginalized groups. This includes exploring issues related to gender, socioeconomic status, disability, and language barriers within the context of compulsory education.

This study provides valuable insights into the customs, parental attitudes, and educational equity in Wenshan Zhuang and Miao Autonomous Prefecture. The findings emphasize the importance of parental involvement, cultural sensitivity, and equitable 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.

5.4 Recommendation for Future Research

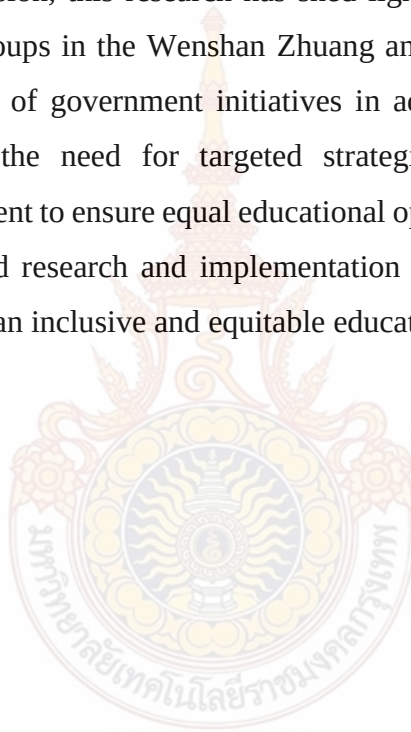
Considering the findings and discussions, several areas for future research can be suggested. Firstly, further investigation is needed to explore the impact of digital technology on improving educational access and quality, especially in remote and underserved areas. Examining the effectiveness of distance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

Additionally, research focused on the intersectionality of multiple identities within minority groups can offer a deeper understanding of the unique challenges faced by individuals who belong to multiple marginalized groups. Exploring the experiences of students who face combined challenges, such as being both a linguistic minority and

economically disadvantaged, can inform the development of more comprehensive policies and interventions.

Furthermore, future research can delve into the role of teacher-student relationships and their impact on educational outcomes. Investigating the quality of teacher-student interactions, the influence of supportive relationships on student engagement and achievement, and effective strategies for building positive teacher-student relationships can provide valuable insights for improving teaching practices in the region.

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 student outcomes. Continued research and implementation of evidence-based practices are essential to fostering an inclusive and equitable educational environment in the region.



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APPENDICES

1. This questionnaire is part of the research on “The Children - Related Customs of Wenshan Zhuang and Miao Autonomous Prefecture and Parents’ Perceptions Towards China’s Compulsory Education,” which aims to study how the parents at Le Shi Chong Central School in China perceive China’s compulsory education in the context of their traditional customs.

2. Please read the complete statement and answer the questionnaire, which is divided into four parts, including:

Part 1. Information on the identity of the responders

Part 2. Questionnaire survey of:

Parents' participation in compulsory education

Cultural factors and educational equity in compulsory education

Parents' attitude toward compulsory education

Part 1 Information on the identity of the responders

Direction: Please answer the questions about your background information.

1) Your gender is:

.....

2) Your age is:

.....

3) Who takes care of the student's daily life

.....

4) Your highest degree is:

.....

5) Your job is:

.....

Part 2

Directions: Please read the following 30 items carefully and select how the parents at Le Shi Chong Central School in China perceive China's compulsory education in the context of their traditional customs.

Rating Scale of Likert Scale 5 level: 1 = strongly disagree, 2 = disagree, 3 = unsure, 4 = agree, 5 = strongly agree.

		Level					Remarks
		1	2	3	4	5	
Parents' Participation in Compulsory Education	Questions						
1. Parents Participation in Compulsory Education	1. A child's education is very important.						
	2. You get involved in your child's learning activities.						
	3. You get involved in your child's extracurricular activities.						
	4. You participate in your child's homework.						
	5. You get involved in your child's school activities.						
	6. You get involved in your child's learning plans.						
	7. You provide your child with learning resources and tools.						
	8. You have regular educational communication with your child.						
	9. You provide rewards and incentives for children to learn.						

	10. You encourage your child to attend after-school tutoring.						
2. Cultural Factors and Educational Equity in Compulsory Education	1. Cultural factors can lead to discrimination in education.						
	2. Cultural factors influence educational equity.						
	3. Regional culture influences education.						
	4. Family background affects educational equity.						
	5. Family education can affect the effectiveness of education						
	6. Regional culture will affect family education.						
	7. Educational resources will affect educational equity.						
	8. Educational equity will affect 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.						
	10. Good cultural factors will promote the development of educational equity.						
3. Parents' Attitude in Compulsory Education	1. Compulsory education should be extended to senior high schools.						

	2. The compulsory education curriculum should include at least nine main subjects.					
	3. Compulsory education should strengthen moral, mental health, physical, art, and science and technology education.					
	4. Compulsory education should strengthen students' language expression ability, logical thinking ability, innovation ability, teamwork ability, and practical ability.					
	5. The application of information technology in compulsory education should be strengthened.					
	6. In the construction of compulsory education, we should strengthen the quality construction of teachers in the aspects of educational ideas, methods, skills, quality, and experience.					
	7. In compulsory education, allocating educational resources such as teaching materials, courseware, experimental equipment, and sports venues should be strengthened.					

	8. Schools in compulsory education should strengthen the construction of campus culture.						
	9. The cooperation between family and school education should be strengthened in compulsory education.						
	10. In compulsory education, attention should be paid to cultivating students' learning abilities.						

Recommendation.....

.....

.....



Assessment Form for Validity of Cultural Factors and Educational Equity
in Compulsory Education Questionnaire

Research Title: “The Children - Related Customs of Wenshan Zhuang and
Miao Autonomous Prefecture and Parents’ Perceptions Towards China’s Compulsory
Education”

Research Objectives:

What are the factors perceptions regarding factors influencing children-
related customs and compulsory education?

Assessor: Position:

Workplace:

Directions:

When using the questionnaire, please consider whether the consistency of
the questionnaire about capturing parents’ perceptions at Le Shi Chong Central School
in Wenshan towards China’s compulsory education in the context of their traditional
customs is correct. After considering it, please check in the corresponding box.

Use the following criteria for consideration:

The rating is +1. There is an opinion that “Corresponds to definition.”

The rating is 0. There is an opinion that “Not sure it corresponds to definition.”

The rating is -1. There is an opinion that “Inconsistent with definition.”

1) Your gender is:

.....

2) Your age is:

.....

3) Your status in taking care of the students

.....

4) Your highest degree is:

.....

5) Your job title is

.....

Part 2

Directions: Please read the following 30 items carefully and select how the parents at Le Shi Chong Central School in China perceive China's compulsory education in the context of their traditional customs.

Rating Scale of Likert Scale 5 level: 1 = strongly disagree, 2 = disagree, 3 = unsure, 4 = agree, 5 = strongly agree

		Level				Remarks
			+1	0	-1	
Compulsory Education	Questions					
1. Parents participation in Compulsory Education	1. A child's education is very important.					
	2. You get involved in your child's learning activities.					
	3. You get involved in your child's extracurricular activities.					
	4. You participate in your child's homework.					
	5. You get involved in your child's school activities.					
	6. You get involved in your child's learning plans.					
	7. You provide your child with learning resources and tools.					
	8. You have regular educational communication with your child.					
	9. You provide rewards and incentives for children to learn.					
	10. You encourage your child to attend after-school tutoring.					

2. Cultural Factors and Educational Equity in Compulsory Education	1. Cultural factors can lead to discrimination in education.					
	2. Cultural factors influence educational equity.					
	3. Regional culture influences education.					
	4. Family background affects educational equity.					
	5. Family education can affect the effectiveness of education.					
	6. Regional culture will affect family education.					
	7. Educational resources will affect educational equity.					
	8. Educational equity will affect 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.					
	10. Good cultural factors will promote the development of educational equity.					
3. Parents' Attitude in Compulsory Education.	1. Compulsory education should be extended to senior high schools.					
	2. The compulsory education curriculum should include at least nine main subjects					

	3. Compulsory education should strengthen moral, mental health, physical, art, and science and technology education.					
	4. Compulsory education should strengthen students' language expression ability, logical thinking ability, innovation ability, teamwork ability, and practical ability.					
	5. The application of information technology in compulsory education should be strengthened.					
	6. In the construction of compulsory education, we should strengthen the quality of teachers in terms of educational ideas, methods, skills, quality, and experience.					
	7. In compulsory education, allocating educational resources such as teaching materials, courseware, experimental equipment, and sports venues should be strengthened.					
	8. Schools in compulsory education should strengthen the construction of campus culture.					
	9. The cooperation between family and school education					

	should be strengthened in compulsory education.					
	10. In compulsory education, attention should be paid to cultivating students' learning abilities.					

Recommendation.....

.....

Sign.....Assessor

(.....)

Date...../...../.....



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