

Investigation on the influence of parents' education level on children's education—— Take Dakutu Village, a minority village in Minhe County as an example

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Abstract: Family is the initial social place for individuals, which constructs the most basic cultural environment and living space that affects children. As social actors, parents' cultural level and professional status are the two most important indicators and factors that affect the family cultural environment. The influence of parents' education level, occupation and family economic status on children's studies is one of the most important factors besides school. Children's education and growth are closely related to their families. Because of remote terrain, backward economy, cultural constraints and other factors, the overall level of education in ethnic minority areas is relatively low, the progress of reform and development of ethnic education is still very slow, and the defects in the development of ethnic education are obvious. In this paper, a questionnaire survey was conducted among 100 families in Dakutu Village, a minority village in Minhe County. The rates of parents with no education, primary school, junior high school/vocational high school and above were 30%, 59% and 11% respectively, and the excellent and good rates of their children's academic achievements were 5%, 21.2% and 73.8% respectively. From the perspective of parents' occupation, the ratios of cadres and families, going out to work, and farming at home are 2%, 55%, and 43%, respectively. The mental health problems of children from parents who go out to work are the most serious, with a ratio of 75%; Parents with relatively low education level can't put forward reasonable expectations for their children's development, which is also the main factor leading to children's mental health problems. Based on the field investigation of different families in Dakutu Village, a minority village, this paper analyzes parents' educational level and its influence on children's education through the intermediary of parents' educational values and professional status, with a view to exploring better educational methods and concepts.

1. Introduction

Family environment can generally be divided into three aspects: material environment, cultural environment and psychological environment. Western research results on family environment show that parents' educational expectation, parents' participation and family social capital will all affect children's learning achievement and education^[1], which reminds us to pay attention to the construction and transformation of family environment. The education level of a family determines the starting point of children, and also lays a foundation for children's teaching resources and social education. The purpose of this study is to investigate and analyze the influence of parents' education level on children's education in Dakutu Village, a minority village. This study selected 100 families in Dakutu Village, Minhe County, Qinghai Province. Dakutu Village is located in Hetaozhuang Township, Minhe Hui and Tu Autonomous County, Haidong District, Qinghai Province. Its industries are mainly commerce, transportation, construction and catering services. Wheat, corn and potato are the main crops in agriculture. Buddhism and Islam are the main religions in Minhe area. Han, Tu and Tibetan people mostly believe in Buddhism, while Hui, Dongxiang and Salar people believe in Islam. Islam developed with the migration of Hui nationality in Yuan Dynasty, and further spread in Ming and Qing Dynasties, becoming the mainstream of religious belief in this region^[2]. In this social practice survey, we visited Dakutu Village, Minhe County, and conducted a questionnaire survey on 100 families by stratified cluster sampling to investigate the education problems of local students. The results are reported as follows.

Second, the survey method

This research adopts the methods of field investigation, interview investigation, questionnaire investigation and mathematical statistics. The questionnaire mainly understands the influence of parents' education level on children's education from the aspects of parents' education level and work situation, parents' attention to children's study, parents' expectation of children's study, children's life and study situation, etc. In view of the deficiency of the questionnaire on some issues, a few families were interviewed in depth by the interview survey method. The purpose of the interview is to further understand some details.

2. Findings

We visited 100 households in this practical investigation of Dakutu Village. The following tables 1 and 2 are our summary survey results.

Table 1 Educational level of parents

Parents' educational level Parent age	Never had an education	Went to primary school	Junior high school or above	amount to
25~35 years old	12	31	7	50
36~50 years old	20	13	3	36
Over 50 years old	10	3	1	14
amount to	30	59	11	100
Percentage of	30%	59%	11%	100%

Table 2 The number of extracurricular books purchased by parents of different educational levels for their children

Parents' educational level Number of extracurricular books purchased by parents for children	Never received formal cultural school education	Primary school education level	Junior high school or above	total
0~3 copies	26	35	0	61
3~5 copies	3	20	4	27
5~10 copies	1	4	6	11
More than 10 copies	0	0	1	1
total	30	59	11	100

As shown in Table 1, 30% of parents have never received formal school education, 59% have primary school education, and only 11% have junior high school education or above. According to the statistics of families with parents with different educational levels, the excellent and good rates of their children's academic achievements are 5%, 21.2% and 73.8%, respectively. Among them, parents of older ages (36-50 years old and over 50 years old) have relatively lower educational level and their children's academic achievements are also poor. As can be seen from Table 2, the number of extracurricular books purchased by parents with different educational levels for their children can be seen. Parents with higher educational levels generally attach importance to the cultivation of their children's extracurricular interests and knowledge development. From in-depth interviews, it is learned that most parents with lower educational levels think that buying extracurricular books for their children is an economic loss. They do not think that their children's educational growth needs spiritual nourishment such as reading books after class, but only unilaterally think that their children can receive nine-year compulsory education.

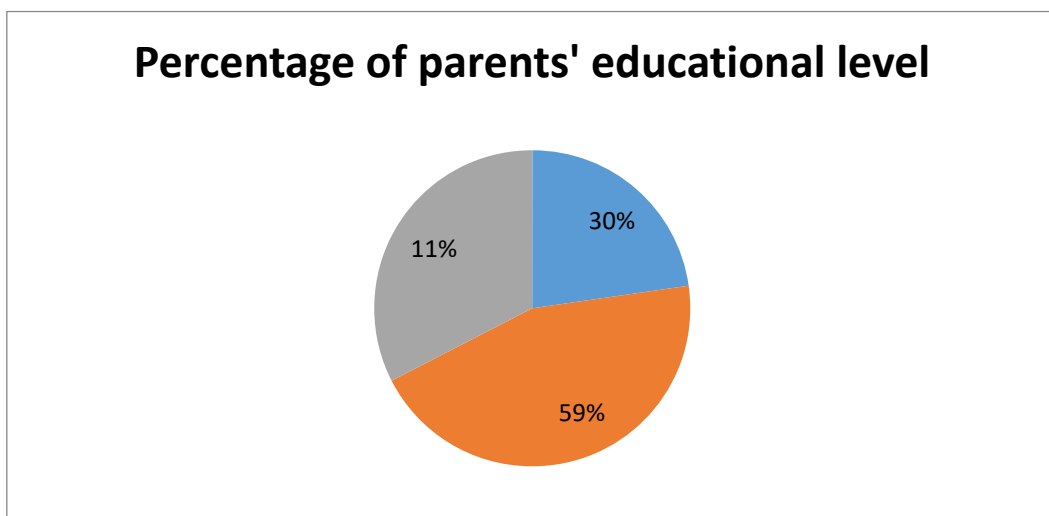


Figure 1. Distribution of parents' educational level

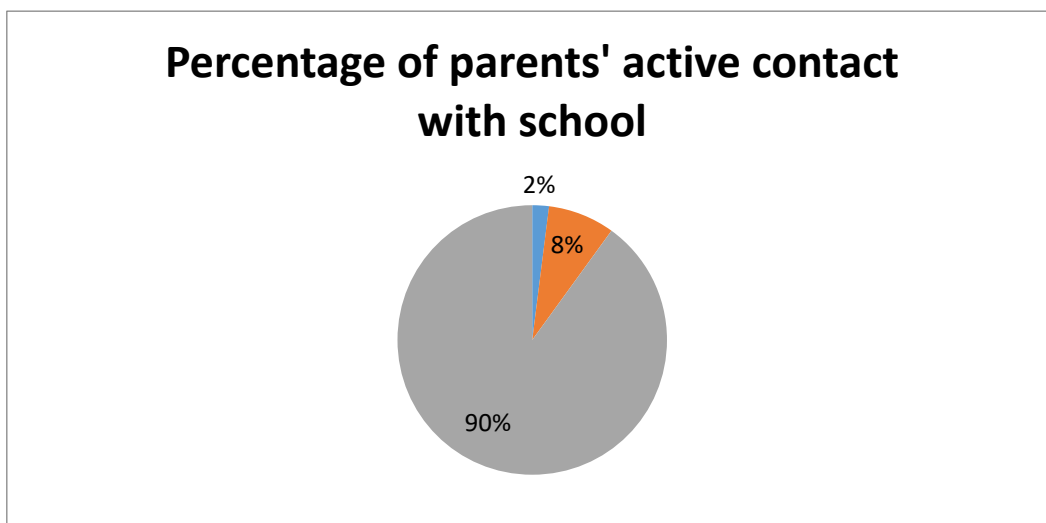


Figure 2. The frequency of contact between parents with different educational levels and schools

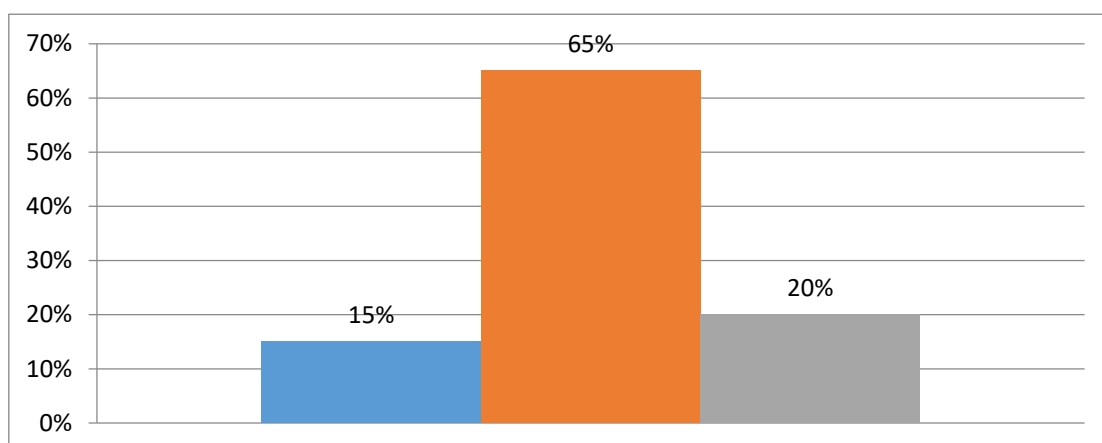


Figure 3. Parents' expectations for their children's education

3. Analysis and discussion

The investigation of Dakutu Village, a minority village, shows that most parents in minority areas can do what they want from their children, and they will not be forced to do so. The expectation for their children's study is that they only need to finish high school (65%), and only 15% of parents want their children to go to university. Among these 15% parents, only 5% have never received formal school education, 10% have primary school education, and 10% have junior high school education or above. From the survey, it is found that parents with higher education level have higher expectations for their children, and at the same time, they give their children better teaching resources and conditions.

Parents often don't know much or comprehensively about their children's situation in school, and the cooperation between home and school is not close enough. 50% of parents only know their

children's performance in school by talking with their children about school life, followed by parents' meeting (25.8%) and actively contacting teachers (7%). It should not be overlooked that some parents don't pay enough attention to their children's discipline and study in school. They not only can't cooperate with the school to urge their children to develop good behavior habits and discipline concepts, but also often ask their children to take time off to participate in family activities (30%). Among them, 90.2% of the parents who contact teachers actively, the parents with junior high school education or above. The vast majority of parents, because of their low level of education, lack a correct definition of education and cannot improve their own quality, resulting in the lack of correct ways and conditions to improve their children's teaching resources and cultural environment.

In the family, everyone carries out socialization activities by learning behavioral norms, values and social culture, which means that the influence of family on people's participation in socialization process is obvious. Parents' behavior habits, ways of doing things, hobbies and psychological qualities all directly affect their children. Parents with different educational levels and different occupational classes have no obvious differences in health values, but there are significant differences in spiritual cultivation and interpersonal communication. The reason may be that parents with higher education level can recognize and respect their children's personality, so that they can teach students in accordance with their aptitude, establish a good parent-child relationship, influence and educate their children with their knowledge, and help their children in their studies. This survey shows that children in ethnic minority areas are generally tired of learning because of the limitations of teaching conditions and environment. When their parents' educational level is not high, it is difficult to give guidance to their children's studies, and they are not closely connected with the school, and they do not have a good treatment and education attitude, thus deepening the children's weariness of learning. Family upbringing has a profound impact on the formation of children's self-concept. When children encounter difficulties, they can get encouragement and support from their parents, which makes it easier to promote their independence and ability. Parents' understanding can also help children form a positive outlook on life and values. Therefore, parents in ethnic areas should pay more attention to improving their own cultural quality, participate in the actions of tutoring their children as much as possible, pay attention to their physical and mental health, establish a good parent-child relationship, and deal with the difficulties encountered by their children on the road to growth in time.

It must be pointed out that parents' or siblings' behaviors, hobbies and psychological qualities often directly affect children. If parents do not play a good role in the process of children's growth, it is difficult for children to become excellent social citizens. However, it must be mentioned that there are still quite a few rural families who have just solved the problem of food and clothing, and even some families are still worried about their livelihood all day long, and poverty hinders the smooth progress of family education. Many parents choose to go out to work or farm for the sake of their children's living security, and many parents have insufficient educational level to help their children. Many children live with their grandparents, and even stay at home alone, lacking attention and the warmth of their parents' emotions. They can't feel the love of their parents, and they can't get their parents' restraint. Some naughty children let themselves go, don't take study seriously, and develop some bad habits of contradicting their elders and not knowing manners. Foreign related research shows that children with low family economic status are more likely to have some mental health problems, which is not easy for children's development^[4]. In addition, in the process of investigation, we also found that the research results show that parents themselves do not pay attention to education,

and some parents do not want their children to go to college, and do not want them to go out of the mountains to get a new life by relying on the power of knowledge, but also want them to help the farm work at home and reduce the economic burden at home. Therefore, parents should put forward appropriate educational expectations for their children to promote their all-round and healthy development. These are the direct causes of children's psychological problems.

Second, measures to improve the development of minority education

1. The change of ideas is a fundamental problem in the development of education in minority areas. Government leaders at all levels should do a good job in ideological work. Local leading cadres must change the old ideas and concepts that are not conducive to the development of education, regard the development of education as a top priority, and implement it in every family, so that parents' ideas can be fundamentally changed from "education is useless" to "education is important". The government can broaden parents' horizons and improve their own quality and cultural level through a series of trainings.

2. The government improves local teaching resources, establishes a team of full-time teachers of ethnic minorities with high quality, considerable quantity and basic stability, provides generous salaries, reduces the loss of highly educated local talents, broadens the channels of teachers, and encourages graduates from normal colleges to teach in ethnic minority areas. Further strengthen teachers' professional ethics, establish regular learning system for teachers, take teachers' initiative to make long-term home visits, communicate with parents in depth, and establish a convenient system of contact and discussion between starting schools.

4. Conclusion

To sum up, parents' education level plays a decisive role in children's education.

1. Family education is the earliest and most important way of education, which will affect a person's life. It plays an important role in the formation of children's thinking mode and world outlook. For families with higher education level, education accounts for a large proportion of the total economic expenditure. These families choose the best and consider their children's education environment and teaching resources. Families with low education level have a large proportion of daily living expenditure in the total economic expenditure. They have long held the concept of saving on children's education.

2. Parents, as members of society and educators of their children, must have a comprehensive quality. The cultural quality of parents directly affects the way, method and effect of family education. Improving the comprehensive quality of parents is of great significance to improve their educational ability and psychological quality.^[3]

3. Home school cooperation has become the theme of educational research all over the world and an inevitable trend of educational development. Schools should take all kinds of measures to improve parents' cultural literacy, completely change some parents' view that "reading is useless", make parents generally realize the impact of creating a good family environment on children's education, improve parents' awareness of building a good family education environment, and strengthen the guidance of family education are the needs of family, society and education development. It is the need to improve the quality of the whole nation. The improvement of parents' cultural level will promote the improvement of the way and effect of parents' education for their children, and then

improve the parents' attitude towards their children and the attitude towards family education, so as to achieve the goal of family education effect.

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