

The Children-Related Customs of Wenshan Zhuang and Miao Autonomous Prefecture and Parents' Perceptions towards China's Compulsory Education

Xinyi Xu¹, Saifon Songsiengchai¹

¹*Institute of Science, Innovation and Culture (ISIC) Rajamangala University of Technology
Krungthup 02 Nang Linchi Road, Thung Maha Mek, Sathorn, Bangkok, 10120, Thailand*

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Abstract: This study examined the development of compulsory education in Leshichong Central School in Yunnan Province. The purposes of the research were: 1.) To study the factors affecting children's customs and compulsory education in Wenshan Leshichong School. 2.) To explore the views of parents of Leshichong School on compulsory education in China. According to Krejcie and Morgan's table, the population 1900 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 Leshichong School are at a high level ($X=4.07$. 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. Limitations of the study are not generalized enough, and the results are not comprehensive.

1. Introduction

The educational challenges faced by Zhuang and Miao children in the border minority areas of Yunnan Province, specifically in Wenshan, include disparities in educational and pedagogical structures, limited resources, and cultural influences on perceptions of compulsory education. Research focusing on these children's current situation aims to address existing knowledge gaps and provide insights into designing effective strategies aligned with their cultural values and aspirations. Understanding the customs and traditions shaping the educational experiences of Zhuang and Miao communities is crucial for developing interventions that promote educational equity^[1].

The need for a greater understanding of the customs and traditions influencing the educational experiences of Zhuang and Miao children drives the research efforts in Wenshan^[2]. By exploring these cultural factors and their impact on education, the study aims to bridge knowledge gaps and

inform the development of inclusive educational policies tailored to the specific needs of minority students in Yunnan's border minority areas. The perceptions of minority parents towards mainstream education play a key role in identifying barriers and gaps hindering the educational progress of Zhuang and Miao children, guiding the development of effective interventions aligned with community needs^[3-5].

Conducted by an arts teacher at Le Shi Chong Central School in Wenshan, the research project seeks to assess the current educational landscape, outcomes, and customs affecting Zhuang and Miao children. By contributing to the understanding of customs, attitudes, and parental involvement in minority students' education, the study aims to inform policy-making and educational practices that support the holistic development of all children in Yunnan's border minority areas, ultimately promoting educational equity and inclusive learning environments^[6].

2. The Educational Status of Wenshan Zhuang and Miao Autonomous Prefecture

Wenshan Zhuang and Miao Autonomous Prefecture, located in Yunnan Province, China, is known for its rich and diverse ethnic cultures. In this region, children are seen as the future and hope of society, with customs and traditional activities playing a crucial role in shaping their physical, mental, and character development.

Among the minority ethnic groups in Wenshan Zhuang and Miao Autonomous Prefecture, the Duolong people have a unique child naming ceremony. According to Duolong tradition, a naming ceremony is held for a child on the third month after birth. This ceremony is usually presided over by the oldest member of the family. During the ceremony, the elders of the family choose an auspicious name for the child based on their appearance, personality, and the family's wishes. This ceremony not only serves to name the child but also celebrates the entire family, strengthening familial bonds^[7-9].

Another significant ethnic group in Wenshan Zhuang and Miao Autonomous Prefecture is the Miao people, who have a custom related to children called "Lusheng Dance." Lusheng is a traditional musical instrument of the Miao people, often used in celebrations, prayers for good fortune, and various important events. Children play an essential role in Lusheng Dance, dressed in elaborate Miao costumes, wielding the Lusheng, and dancing to the rhythms set by adults. This custom allows children to experience the charm of traditional culture, nurturing their musical and dance skills.

Children's Day is the most significant day for children's celebrations in Wenshan Zhuang and Miao Autonomous Prefecture. On this day, various festivities are organized to make children feel valued and cared for^[10]. Celebratory activities include games, competitions, art performances, and gift-giving. These activities provide entertainment for children while offering opportunities for growth and development. Through participation in these events, children develop teamwork, competitive spirit, and social skills. At the same time, the celebrations remind the community of the importance of children's rights.

Wenshan Zhuang and Miao Autonomous Prefecture, located in southwestern China, is renowned for its rich cultural heritage and diverse ethnic communities. Local customs and traditions in this region significantly influence the education, growth, and development of children^[11].

In conclusion, the customs and traditions of Wenshan Zhuang and Miao Autonomous Prefecture deeply influence the growth and development of children. Whether through the Duolong baby naming ceremony, Lusheng Dance, or the celebrations of Children's Day, these cultural practices contribute to preserving local traditions, strengthening family ties, cultivating children's talents and skills, enhancing cultural pride and identity^[12]. By actively participating in these customs, children in the region have valuable opportunities for personal growth, self-expression, and exploration of

their unique personalities^[13].

3. Factors Influencing Children's Customs and Compulsory Education

This study adopts a quantitative research method aimed at exploring the factors influencing children's related customs and compulsory education in the minority areas on the border of Yunnan. This method allows for a comprehensive exploration of the research topic, combining numerical data for statistical analysis. By collecting numerical data, a broader understanding of the educational landscape in the region is provided, including demographic information, educational levels, parental involvement, and educational cognition^[14]. To gather quantitative data, researchers conducted a representative sample survey among the research population^[15].

The use of quantitative data can enhance the validity and reliability of research results. It provides a comprehensive understanding of the research topic and helps generate meaningful conclusions and recommendations. Through statistical analysis techniques, researchers can obtain more accurate results from quantitative data^[16]. This approach also assists researchers in better understanding the complexities of educational issues in the minority areas on the border of Yunnan.

Regarding the selection of research population and sample, this study involves 1900 parents from the minority areas on the border of Yunnan as research subjects. The population includes individuals from different minority groups such as Zhuang, Miao, Yi, and Hani. Their experiences and perspectives provide valuable insights for the study^[17].

To determine the appropriate sample size, this study used the sampling table proposed by Krejcie & Morgan (1970). According to this table, approximately 320 parents were selected as the sample, representing parents with high involvement in their children's education experiences. This stratified sampling method aims to ensure the representativeness of different minority groups within the research population.

In terms of data collection, this study utilized qualitative data collection methods. Data was collected through a questionnaire survey to explore traditional customs and practices related to children and compulsory education at Wenshan Leshichong Central School. To maintain participant confidentiality and privacy, anonymous questionnaire tools were used with the selected sample. Statistical data such as percentages, means, and standard deviations will be employed for data analysis^[18-20].

To ensure the content validity of the research tool, a pilot test of the questionnaire was conducted. Following review by researchers and an expert panel in educational research, the questionnaire design was ensured to be clear and understandable.

4. Analysis Results

In terms of the gender composition of the sample, males accounted for 55.2% while females accounted for 44.7%. This distribution reflects a slight bias towards males and represents a balanced representation between the two genders within the study. When it comes to age, the majority of the respondents were in the 50-60 age group, with 20% in the 30-40 age group, 20% in the 40-50 age group, 40% in the 50-60 age group, and the remaining 20% aged 61 years and above.

Furthermore, in terms of the caregivers for the students, the majority identified themselves as parents (52.08%), followed by grandparents (41.40%). Other caregivers included relatives (1.82%) and siblings (3.12%). Therefore, this study primarily focuses on parents and grandparents as the main caregivers for students. In terms of the highest level of education, the majority of the respondents had completed junior high school (46.62%), followed by primary school (42.97%). There were also a small percentage of respondents who had completed vocational school, college, and university programs. This indicates a wide range of educational backgrounds within the sample.

In terms of occupation, 59.38% of the respondents were engaged in part-time work, 58.33% identified themselves as farmers, and the remaining held various other occupations (7.29%). This reflects the diverse occupational characteristics of the respondents in the study. The overall average score obtained was 4 points, with a standard deviation of 0.61, indicating a relatively high level of participation. According to the average scores, the respondents expressed high satisfaction in aspects such as the importance of children's education, providing rewards and motivation for their learning, and providing learning resources and tools^[21-23]. However, they showed slightly lower satisfaction in areas such as participating in extracurricular activities, regular educational communication, and encouraging children to attend tutoring classes. These data indicators will help to provide a more comprehensive understanding of the background, perspectives, and behavioral characteristics of the research subjects.

The data analysis has provided valuable insights into various aspects of compulsory education under traditional customs. In terms of parental involvement, the research findings indicate a high level of parental engagement in their children's education. Parents strongly recognize the importance of education and actively participate in their children's learning activities, providing resources, assisting with homework, and participating in school-related activities. However, there is room for further improvement in certain areas such as participating in extracurricular activities and engaging in regular educational communication^[24].

Regarding cultural factors and educational equity, the study shows that participants generally recognize the role of cultural factors in promoting educational equity and perpetuating discrimination. They are aware of the impact of regional culture and family background on educational equity and emphasize the need to address these factors to ensure equal educational opportunities. However, there are concerns regarding the correlation between educational equity and quality. Participants believe that positive regional and cultural factors can influence educational equity, but further exploration and understanding of the relationship between equity and quality are needed.

Additionally, parents' views on customary practices and factors influencing compulsory education reflect their expectations and aspirations for their children's education. They emphasize the importance of strengthening moral education, mental health education, physical education, art education, science and technology education, as well as fostering students' learning abilities. However, there are different attitudes towards certain aspects, such as incorporating specific subjects into the curriculum and extending compulsory education to high school. These differences highlight the need for further dialogue and consensus-building among stakeholders to shape the future direction of compulsory education.

Based on the data provided earlier and additional insights gained, it can be concluded that addressing parental involvement, cultural factors, and educational equity is crucial for improving the overall quality and fairness of compulsory education. Further efforts should be devoted to bridging any gaps in participation, understanding the complex relationship between equity and quality, and incorporating diverse perspectives in order to shape comprehensive and inclusive education policies and practices.

5. Results and Discussions

The research results indicate that in Wenshan Zhuang and Miao Autonomous Prefecture, parental involvement in education is crucial for children's academic success. Parents generally recognize the importance of education as a pathway to improving quality of life and personal development. They actively engage in their children's learning processes by providing rewards, educational resources, and tools for support. This parental involvement has been shown to enhance

students' academic performance, attendance, and social development. However, the survey reveals some deficiencies in areas such as participation in extracurricular activities, which could potentially impact students' overall development.

Furthermore, the study also demonstrates that parents in minority ethnic areas in Wenshan hold a positive attitude towards compulsory education, emphasizing the importance of moral, psychological, physical education, arts, and technology education. They believe that education should cultivate students' language expression, logical thinking, innovative, teamwork, and practical abilities. However, there are controversies regarding issues such as the curriculum structure, extension to high school, and the application of information technology in education^[25].

The cultural beliefs and values of minority ethnic parents have an influence on their focus on education. They may prioritize the transmission of traditional knowledge, cultural heritage, and practical skills, stressing the significance of preserving indigenous languages and cultures within mainstream education. This perspective reflects concerns for cultural preservation and community sustainability, while calling for educational institutions to consider the expectations of parents from diverse cultural backgrounds. Therefore, establishing effective home-school cooperation and respecting and integrating the educational beliefs and needs of parents from different ethnicities will contribute to fostering students' comprehensive development and educational equity^[26].

6. Outlook for the Future

Based on these findings and discussions, several areas for future research can be identified. Firstly, further investigation is needed to explore the impact of digital technology on improving educational opportunities and quality, especially in remote and underserved areas. Studying 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 focusing on the intersectionality of multiple identities within minority populations can provide a deeper understanding of the unique challenges faced by individuals belonging to multiple marginalized groups. Exploring the experiences of students facing common challenges, such as linguistic minorities and socioeconomically disadvantaged groups, can inform the development of more comprehensive policies and intervention measures.

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 fostering positive teacher-student relationships can provide valuable insights for improving instructional practices in the region.

In conclusion, this study has revealed the educational challenges faced by minority ethnic communities in Wenshan Zhuang and Miao Autonomous Prefecture, as well as the effectiveness of government initiatives in addressing these cha

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