

Changing the Concept of Family Education of Migrant Workers in the Cities. Research on Strategies to Improve Parents' Educational Abilities and Levels ----Taking Shaanxi Steel Factory Children's Middle School in Yanta District, Xi'an City as an Example

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ABSTRACT

The education of children of migrant workers has always been a hotspot of concern for the government and the society, and also a difficulty in solving the bottleneck of educational equity and development. This paper takes the children of migrant workers and their parents in the middle school of Shaanxi Steel Factory as the research object, and from the investigation and analysis, it is found that there are problems in the family education of the children of migrant workers, such as "poor family education environment, single education content, simple and rough education, insufficient communication with the children and contact with the school, etc., and it gives rationalised suggestions and countermeasures to improve the parents' education ability and level. It also gives suggestions and countermeasures to improve parents' ability and level of education.

KEYWORDS

Shaanxi Steel Factory Disciples Middle School; children of migrant workers; family education

1 Introduction

During the 12th Five-Year Plan period, the government has endeavoured to promote the integration of urban and rural areas, and there will be a sharp increase in the number of migrant workers moving to cities, which will lead to the problem of the education of their accompanying children. According to the statistics in September 2014, there were 822,894,000 students in compulsory education in Xi'an. The city's junior high school stage children of migrant workers with their families attend 54,392,000, primary school stage children of migrant workers with their families attend 160,103,000, and the compulsory section of the children of migrant workers with their families enrolls about 215,000 people, accounting for 26.1% of the city's compulsory education stage school students. The number of students enrolled in compulsory education in the six city districts is 473,700, of which children of migrant workers with migrant workers reached 166,200, accounting for 35% of the number of students enrolled in compulsory education in the six city districts. In February 2018, the National Development and Reform Commission and the Ministry of Housing and Urban-Rural Development released the Guanzhong Plain Urban Agglomeration Development Plan^[1], which supports Xi'an's construction of a national central city and an international comprehensive transport hub, build an international metropolis with historical and cultural characteristics. Xi'an's economy has embarked on a fast track of development, accompanied

by an influx of more migrant workers and some of their accompanying children to Xi'an.

Shaanxi Steel Mill Children's Middle School is a weak school in Yanta District, Xi'an, now only the primary school, the school 19 classes, 856 students, 97.3% of the students from the children of migrant workers with their families, to the author's second-grade students, for example, the second grade there are four classes with a total of 171 students, the school district of 14 students, the children of migrant workers with their families of 157, accounting for 91.8% of the total number of people. 91.8 per cent. Some of these students come from outside the province, and some from other provinces. As parents are busy with their livelihood, they have little control over their children and lack proper family education, these problems are gradually becoming the main obstacles affecting the happiness of migrant families and the healthy growth of migrant children. This study attempts to understand the problems and influencing factors of family education of migrant children accompanying migrant workers in Shaanxi Steel Mill Children's High School through investigation, trying to find countermeasures and suggestions to solve the problems, to improve the quality of family education of migrant children accompanying migrant workers in cities, and to enhance the happiness of migrant workers' life.

2 Research Object and Method

2.1 Research Objects

This thesis is based on the questionnaire survey of the parents of the children of migrant workers with their families in Shaanxi Steel Factory Children's Middle School in Yanta District, Xi'an City, and 600 questionnaires were distributed to each of them. Recovered family questionnaires 586, the recovery rate of 97.6%, of which 534 valid questionnaires, the effective rate of 91.1%.

2.2 Research Methods

This study adopted the questionnaire method, survey method, interview method and other research methods.

3 the main problems of the family education of the children of migrant workers in urban areas

According to the analysis of the volume survey, it is found that there are many problems in the family education of the children of migrant workers moving to cities in Shaanxi Steel Factory Children's Middle School, Yanta District, Xi'an City, which are mainly manifested in the following aspects.

3.1 Poor family education environment and lack of learning conditions

The learning environment is very important to the growth of individuals, but the children of migrant workers have not found an ideal learning environment. Most families have increased their incomes after migrating to the cities, but their incomes are on the low side compared with those of urban residents.

From the research data, it can be seen that 98 per cent of families still live in rented accommodation, and only 2 per cent can afford to buy a house. In the interviews, it was learned that the rental houses are mainly concentrated in the urban villages in Yanta District of Xi'an and other driving slope neighbourhoods, where the surrounding cultural environment is poorly equipped, the

surrounding population is complex, and the environment is dirty, which is unfavourable for children's learning.

Secondly as these urban migrant workers are engaged in low-skilled jobs in the city, their income is quite meagre. It is easy to see from the research data that 84.2 per cent of the families have a monthly income of less than RMB 5,000 yuan.

For economic reasons, these migrant workers in the city invest less in the education of their children. Questionnaire data show that 84.2 per cent of families invest less than RMB 400 yuan per month in their children's education; 15.8 per cent spend more than RMB 400 yuan. 83.2 per cent of families do not regularly provide their children with books and school supplies; 12.4 per cent seldom provide their children with supplies on a regular basis, and only 4.4 per cent do so on a regular basis; and 99 per cent do not have computers, while only 1 per cent have them. Only 1 per cent of the families have computers.

3.2 Single educational content, simple and rough educational methods

Educational content and educational method are important parts of family education, but the family education content of the children of migrant workers is rather single, most of them only pay attention to their children's performance and health, neglecting other aspects of their children's education, but their expectations for their children's future are very high.

The results of the questionnaire survey show that 95.2% of the parents are more concerned about their children's academic performance, and only 4.8% of the parents are not only concerned about their children's academic performance, but also about their children's moral cultivation and interpersonal communication.

Secondly, the way of family education is simple and rough, and most parents adopt authoritarian and authoritative education. For example, when asked about their attitude towards matters related to their children, 82.2 per cent of the parents took an adult-led approach, while 16.4 per cent discussed with their children or took other approaches. Another example is that when parents were asked whether they scolded their children frequently, 21.4 per cent of the parents chose to scold them frequently, 70.7 per cent scolded them occasionally, and 7.9 per cent never scolded them. When their children's grades dropped or made mistakes, 67.2% of the parents criticised and educated them harshly, while 27.6% helped to analyse the reasons and formulate plans. 84.6% of the parents thought that their children should be taught in a strict way, 8.6% in a loose way, and 6.8% in a democratic way. 79.3% of the parents thought that the most effective way was the most effective way to teach their children when they made mistakes. Effective way is the most effective way is to harshly criticise until the child admits the mistake, 13.1% of the parents use the facts and reasoning, and 7.6% of the parents allow the child to discuss the plea.

3.3 Parents' low education level, lack of family education ability and communication ability

Questionnaire analysis results show that the parents of migrant children of migrant workers in cities have a low level of education, with 62.3% at primary school level, 29.7% at junior high school level, and 10% at senior high school level or above.

When asked, "Have you ever helped your child make a study plan," 79.2% of the parents have never done so, 15.6% have done so occasionally, and only 5.2% often make study plans for their children. When their children encountered problems that they could not do, 64.6% of parents told their children that they did not know how to do them or that they did not have the time, 25.4% of parents told their children to ask their teachers, and only 10% helped their children to analyse and

solve the problems.

The results of the questionnaire analysis reflect that many parents are not good at communicating with their children. When asked "Can you give timely care and help when your child is in a bad mood", 65.8% of the parents did not give, 11.2% of the parents occasionally found out, 18% of the children think that children do not need to care about their affairs, only 5% of the parents every time. When asked "How is your relationship with your child?", 18.3 per cent of the parents chose harmonious, 66.8 per cent average, and 14.9 per cent tense.

When asked, "Do you spend some time chatting with your child, doing homework with him/her or playing games with him/her?", 74.1% of the parents said they were too busy to do so, 21.2% of them did so occasionally, and only 4.7% of them did so frequently.

3.4 Lack of communication between parents and schools

Most of the migrant workers ignore the importance of home-school co-operation in educating children, and think that educating children is the business of the school. Many migrant workers believe that parents only need to take care of their children's lives, so they do not pay attention to their children once they send them to school, and seldom ask the school about their children's learning and performance at school. Some parents even think that in such a severe employment situation, it is enough for their children to know a few words, and they can't find a job even if they read too much, thus creating the idea of the uselessness of studying. For example, when asked, "Will you actively contact the school to find out about your child's academic achievement and performance in school?", 64.3% of the parents only occasionally contacted the school teachers, 33.3% of the parents did not actively contact the school teachers, and only 2.4% of the parents often contacted the school teachers.

3.5 Parents' awareness of learning is weak, and the concept of learning needs to be updated

The promulgation of the Outline of the National Medium- and Long-Term Education Reform and Development Plan ensures that children of migrant workers have equal access to compulsory education, and that the quality of compulsory education is being improved through various channels. The local education authorities have also organised some talks on family education for children of migrant workers accompanying migrant workers, but with little success. For example, when asked, "If the school organises free training for parents to teach their children to learn, would you be willing to take part in it?", 59.6% of the parents said that they were willing to take part in it, but they did not have the time; 34.5% said that they were willing to take part in it and they had the time to do so; and 4.7% said that they were not willing to take part in it. "If you were to attend the free training, what would you most like to learn?" 59.6% of the parents wanted to learn knowledge about how to improve their children's academic performance, 20.3% wanted to learn how to cultivate their children's good habits, and 20.1% wanted to learn how to communicate better with their children.

4 Suggestions for Improving Family Education for Children of Migrant Workers in Cities

4.1 Improve the family survival environment

The economic foundation determines the superstructure. Many children of migrant workers

grow up in poor learning environments, and their parents need to try to improve the family's living conditions and quality of life. Firstly, in terms of material conditions, they should try to provide their children with an independent learning space and create a good learning atmosphere when possible.

When students study at home, have a separate desk, chair and lamp is a basic condition, in addition, parents can follow the school or teacher's advice, appropriate extracurricular books for students to expand reading, broaden their knowledge.

4.2 Emphasis on family education for children

Family education has a direct impact on children's growth and development of students in addition to school time and parents spend the longest time together. However, in reality, many parents neglect family education. Therefore, parents need to raise awareness, change the concept, pay attention to their own role in the education of their children. Education is not only the responsibility of the school only to judge the child's education should be a comprehensive academic performance is only one aspect. Parents should always pay attention to the child's thinking, life, learning status, when the child is studying, parents should consciously maintain a relatively quiet environment. And often keep in touch with the school teacher, two-way interaction. Participate in school parent-teacher conferences and related activities on time, so that children feel that their education is valued by their parents. On the one hand, parents should not regard the school as the only place for their children, and on the other hand, they should pay attention to their children's moral education and ability development, so as to promote the individual development of students.

4.3 Investing time and energy in children's education

Urban migrant workers have less time to spend real time with their children because of the pressure of work and life. For them, they should spend time supervising their children's studies and spare as much time as possible to accompany their children. Instead, they should give their time to the school in class and to tutorial classes after class.

When you get along with your children, not only do you need to educate your children and pay attention to their learning and growth, but you also need to have emotional communication to maintain a good parent-child relationship. Parents are not only another teacher of the child, but also a friend of the child. For children, parental care and companionship is essential to growth, material satisfaction is only part of the more emotional dependence and support. Sometimes these companions are often the driving force for the child's progress.

4.4 Improve their own quality to set an example for children

Parents are the first teachers of children, the family is the first classroom of children. Parents' behaviour and words belong to the implicit education, subtle influence on children's behaviour. Parents have the important responsibility of educating their children. Parents need to teach their children not only to learn knowledge, but also to teach them how to behave. "Family education is the foundation of all other education, more than school education can shape the child's moral character, cultural tastes and values, parents play an important role in the growth of children, is irreplaceable by any school education and social education"^[2].

Parents should regulate their own speech, behaviour and self-discipline to set an example for their children. If parents have bad habits, they should overcome them. For new things, new knowledge should also have the attitude of learning. Whether in life or at work, it is necessary to comply with the basic moral norms, and strive to improve their own moral quality. This is not only

modelling for the children but also motivating them.

4.5 Closely link family education with school education

The famous educator Sukhomlinsky said: "Only school education without family education, or only family education without school education can't fulfil the extremely detailed and complex task of training people."^[3] Family education is an important part of the education of children of migrant workers in the city, and family education and school education should interact closely and cooperate with each other to play a common role. The premise is that parents should actively cooperate with the school to carry out educational work.

Firstly, parents' committees can be set up, which is a contact system that has emerged in recent years. Second, the use of emerging online media such as the establishment of class WeChat groups, parents WeChat groups to facilitate contact between parents between home and school. Thirdly, the school has set up open week and open day for parents to show the changes of the school and students. Fourthly, teachers make home visits to individual families from time to time to gain an in-depth understanding of the students' situation.

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