

Integrating Rural Schools and Societal Modernization:

The Example of Heterogeneous Villages in China

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Abstract

In China, rural schools often have to deal with the complex realities of the village. It is very important to understand why rural students and their parents value rural school education. Two villages, namely Utoprague village and Karasu village, in Xinjiang, China, were selected for this study. And two schools, namely Utoprague Village Central Primary School and Karasu Village Central School, were selected. The study is a qualitative study. Textual data were collected mainly through interviews and questionnaires. 38 teachers were interviewed, 381 questionnaires were collected from primary students and 30 parents were interviewed. The analysis took grounded theory as the analysis method, and the analysis process was completed through the software Nvivo 12. Results show that the majority of parents and students in rural areas have a positive attitude toward school education consider schooling important, and accept it. The main reason for the positive attitude is the changes in production and lifestyle in the villages, which make fundamental changes in the knowledge and skills students need and the ways they can acquire them. In the past, students primarily learned the knowledge and skills of farming and herding with their parents so that they could do the same work in the future instead of gaining knowledge from schools. Moreover, knowledge changes destiny is a belief held by rural students and parents. They believe that schooling is the path to a better life, which means living in the city, having a decent job, and earning more money, in the future.

List of Abbreviation

Abbreviation	Full Name
CSSCI	Chinese Social Sciences Citation Index
SSCI	Social Sciences Citation Index
FDI	Foreign Direct Investment
SCIOPRC	State Council Information Office of the People's Republic of China
CSC	China Scholarship Council
MEPRC	Ministry of Education of the People's Republic of China
NPC	National People's Congress
IPAME 2018 – 2022	Implementation Plan for Accelerating the Modernization of Education (2018 – 2022)
EMC 2035	Educational Modernization of China in 2035
GSCF	Gansu Survey of Children and Families
OLS	Ordinary Least Squares
OVPCTTRCE	Opinions on Vigorously Promoting the Construction of Teachers' Teams in Rural Compulsory Education
HAZ	Height-for-age z-score
WAZ	Weight-for-age z-score
MHDT	Mental Health Diagnosis Test
CEPS	China Education Panel Survey
SEM	Structural Equation Modelling
PGXUARC	The People's Government of Xinjiang Uygur Autonomous Region of China
PLA	People's Liberation Army of China

Introduction

China is one of the oldest countries in the world. The land area of China is 9.6 million square kilometers and the land boundary is more than 20000 kilometers. The total population of China was 1443497378 by 2020 with 91.11 % Han ethnic group, meaning Han ethnic group is regarded as the majority. There are 55 ethnic minorities officially confirmed by the central government.

China covers a vast territory with many villages and cities. With China's emphasis on economic development, the discrepancy between rural and urban areas have been widened. And this has led directly to problems in rural school education. the main problems of rural education in the past have been as follows: 1) rural areas do not have good infrastructure; 2) the material conditions of rural schools are very poor, and 3) rural areas do not have good teaching resources. As modernization in China is a large societal project, emphasis on modernization of the whole society and value of people, which means the villages will also experience modernization. School education plays an important role in modernization to promote social mobility and economic development, especially the rural areas. Therefore, rural schools should be focused on.

According to China education overview - national education development in 2020 (Ministry of Education of the People's Republic of China, 2021, a), overall, the facilities and equipment in rural schools have improved a lot compared to the past, although there was still a gap between rural schools as a whole and urban schools. Closing the gap has to do with social modernization much in improving the equipment and infrastructure of schools in remote rural areas.

Moreover, According to the *Net Enrolment Ratio of School-age Children in Primary Schools* (Ministry of Education of the People's Republic of China, 2021, b), the net enrollment rate in China was 100%, 99.9% and 100% in 2018, 2019 and 2020,

respectively. And there are basically no dropouts in rural elementary schools. According to the data, the attitude of students and parents in rural areas to attend school should also be taken into account at the same time.

Therefore, this research raises new questions:

1. What is the modernization of the village? What are the changes in the production and lifestyle of villages?
2. What are the attitudes of students and parents towards school education in villages?
3. Why do students and parents have such attitudes towards school education in villages?
4. Have the changes in production and lifestyle and the modernization of villages affected the attitudes of rural students and parents towards school education?

Chapter 1 provides information about China, including geography, administration, population, Chinese nation and ethnic groups, and economic development.

Chapter 2 provides outline of Chinese education system

Chapter 3 provides modernization and worldwide institutionalism theories, the policies of education in China, review of the literature including rural teachers, left-behind children and rural schools. For the literature review, this study firstly reviews the policies of the Chinese government on rural education. Moreover, The focus of rural education research include three topics, namely rural teachers, rural left-behind children, and rural schools. The content of the review includes a Chinese part and an international part. The Chinese studies are all selected from CSSCI (Chinese Social Sciences Citation Index) journals, and the international studies are all selected from SSCI (Social Sciences Citation Index) journals. The purpose of summarizing the research in China and other countries is to understand the research theme, research problems, research methods, and existing research results of "rural education" as fully as possible.

Chapter 4 provides information about research design and research process. In order to answer the above questions, this research investigated two villages, Utoprague village and Karasu village, in Xinjiang Uyghur Autonomous Region, China. The main production of Utoprague village is farming. After the modernization of the village, the production and lifestyle changed from human labour to mechanical production. Karasu village was a family-based nomadic village. After rural modernization, most families settled in the village, and nomadism became a special profession. The research conducted interviews with 38 teachers and 30 parents at Utoprague Village Central Primary School and Karasu Village Central School, and distributed 381 questionnaires to students. The analysis used the grounded theory method to analyse the text data. The software of Nvivo 11 was used to analyze the data.

Chapter 5 provides results. The results show that the attitude of rural students and parents in rural schooling is positive, which means they like schooling and value the school education.

Chapter 6 provides conclusions. The first reason for the positive attitude is that the knowledge from school can change their destiny, which means they want to have a better job and life in the future through school education. The second reason for a positive attitude toward schooling among students and parents is the changes in production and lifestyles in the villages, which fundamentally change the knowledge and skills students needed and the ways they can acquire them.

Chapter 7 provides discussion. For the discussion part, this research discusses the relationship between the knowledge and the destiny for rural students, the negative attitude, and the value of rural school education.

Chapter 8 provides references.

Chapter 9 provides interview outline for teachers and parents and the questionnaire of students.

1. Introduction to China

1.1. Size of the Country

The land area of China is 9.6 million square kilometers and the land boundary is more than 20000 kilometers. The territorial sea is composed of the Bohai Sea (inland sea) and the Yellow Sea, the East China Sea, and the South China Sea. The eastern and southern continental coastlines are 18000 kilometers. The water area of the inland sea and the border sea is about 4.7 million square kilometers. There are 7600 large and small islands in the sea area, of which Taiwan island is the largest, with an area of 35759 square kilometers. China's land border is 22800 kilometers long, bordering North Korea in the east, Mongolia in the north, Russia in the northeast, Kazakhstan, Kyrgyzstan, and Tajikistan in the northwest, Afghanistan, Pakistan, India, Nepal, and Bhutan in the west and southwest, and Myanmar, Laos, and Vietnam in the south. The east and southeast are across the sea from South Korea, Japan, the Philippines, Brunei, Malaysia, and Indonesia (State Council of the People's Republic of China, 2022, a).

1.2. Administrative Division

According to the Constitution of the People's Republic of China, the country's administrative units are currently based on a three-tier system. First Level: The country is divided into provinces, autonomous regions and municipalities directly under the central government, special administrative region. Second Level: Provinces and autonomous regions are divided into autonomous prefectures, counties, autonomous counties and cities. Third Level: counties, autonomous counties and cities are divided into townships, ethnic minority townships, and towns (State Council of the People's Republic of China, 2014, d). At the moment, China has 23 provinces, 5 autonomous regions, 4 municipalities directly under the central government and 2 special administrative regions. Taiwan is an inseparable part of

China's territory.

1.3. Population

The results of the Seventh National Population Census were released at 00:00 hours on 01, November 2020. The total population of China was 1443497378 persons, including the population of 31 provinces, autonomous regions and municipalities directly under the central government and the servicemen of the Chinese mainland through census enumeration was 1411778724 persons, the population of Hong Kong special administrative region was 7474200 persons, the population of Macao special administrative region was 683218 persons, The population of Taiwan was 23561236 persons (National Bureau of Statistics of China, 2021, b). The population of 31 provinces, autonomous regions and municipalities directly under the central government and the servicemen of the Chinese mainland through census enumeration was 1411778724 persons. And, In China Mainland, 723339956 persons or 51.24% were males, while 688438768 persons or 48.76% were females (National Bureau of Statistics of China, 2021, d).

1.4. Chinese Nation and Ethnic Groups

“China is a unified nation consisting of many different ethnic groups. Fifty-six different ethnic groups make up the great Chinese national family. Because the Han people accounts for more than ninety percent of China’s population, the remaining fifty-five groups are generally referred to as ethnic minorities ” (State Council of the People’s Republic of China, 2014, a, para. 1).

Table 1

55 Ethnic Minorities in China (State Council of the People's Republic of China, 2014, b)

Achang	Bai	Blang	Bonan	Bouyei
Dai	Daur	De’ang	Dong	Dongxiang
Drung	Ewenki	Gaoshan	Gelo	Hani

Hezhe	Hui	Jing	Jingpo	Jino
Kazak	Kirgiz	Korean	Lahu	Lhoba
Li	Lisu	Manchu	Maonan	Miao
Moinba	Mongolian	Mulam	Naxi	Nu
Oroqen	Ozbek	Pumi	Qiang	Russian
Salar	She	Shui	Tajik	Tatar
Tibetan	Tu	Tujia	Uygur	Va
Xibe	Yao	Yi	Yugur	Zhuang

According to the results of the 2000 National Population Census, among the 55 ethnic minorities, there are 18 ethnic minorities with populations above one million, they were Mongolian(蒙古), Hui(回), Tibetan(藏), Uygur(维吾尔), Miao(苗), Yi(彝), Zhuang(壮), Bouyei(布依), Korean(朝鲜), Manchu(满), Dong(侗), Yao(瑶), Bai(白), Tujia(土家), Hani(哈尼), Kazak(哈萨克), Dai(傣), Li(黎), among which the Zhuang(壮) had the largest population of more than 16 million people. There were 15 ethnic minorities with a population between one million and 100,000. They were Lisu(傈僳), Va(佯), She(畲), Lahu(拉祜), Shui(水), Dongxiang(东乡), Naxi(纳西), Jingpo(景颇), Kirgiz(柯尔克孜), Tu(土), Daur(达斡尔), Mulam(仫佬), Qiang(羌), Gelo(仡佬), and Xibe(锡伯). There were 15 ethnic groups with population between 100,000 and 10,000. They were: Blang(布朗), Salar(撒拉), Maonan(毛南), Achang(阿昌), Pumi(普米), Tajik(塔吉克), Nu(怒), Ozbek(乌孜别克), Russian(俄罗斯), Ewenki(鄂温克), De'ang(德昂), Bonan(保安), Yugur(裕固), Jing(京), Jino(基诺). There were 7 ethnic groups with population below 10,000, and they are Moinba(门巴), Oroqen(鄂伦春), Drung(独龙), Tatar(塔塔尔), Hezhe(赫哲), Gaoshan(高山), Lhoba(珞巴). In addition, there were more than 734,000 people whose ethnic group has not been determined (State Council of the People's Republic of China, 2005, c).

According to the results of *Communique of the Seventh National Population Census*, Of the national population in 2020, 1286311334 persons or 91.11 % were of the Han ethnic group and 125467390 persons or 8.89 % were of ethnic minorities (National

Bureau of Statistics of China, 2021, b).

1.5. Economic Development

In the early days of the People's Republic of China, following a century of war and chaos, the country and the people were in dire poverty with weak industrial and agricultural foundations. The economy was on the verge of collapse. Over the seven decades that followed, through self-reliance and hard work Chinese rebuilt the country from nothing, and have opened up new horizons.

“The economic strength of China has greatly increased. From 1952 to 2018, China’s industrial added value increased from RMB12 billion to RMB30.5 trillion, up 970 times at constant prices, with an average annual growth rate of 11%. GDP increased from RMB 67.9 billion to RMB 90 trillion, up 174 times at constant prices, with an average annual growth rate of 8.1%, and per capita GDP increased from RMB 119 to RMB 64,644, up 70 times at constant prices. According to World Bank statistics, at market exchange rates China’s economy in 2018 was worth US\$13.6 trillion, second only to the US economy which was worth US\$20.5 trillion. Currently, China is the only country that possesses all the sections in the United Nations’ International Standard Industrial Classification of All Economic Activities (ISIC), with the output of many industrial products ranking first in the world” (State Council Information Office of the People’s Republic of China, 2019, para. 8) (SCIOPRC).

“China’s foreign trade has been increasing constantly. In 2009, China became the largest goods exporter and second-largest goods importer in the world. In 2013, China became the largest trader of goods in the world. Since the reform and opening up in 1978, foreign investment in China has seen a substantial increase, and China has become a country very attractive to global investors. China has become the second largest economy in the world, largest manufacturer, largest trader in goods, the second largest consumer of commodities, second largest recipient of foreign

direct investment (FDI), and largest holder of foreign exchange reserves” (SCIOPRC, 2019, para. 10).

2. Introduction to Chinese Education System

As an ancient civilization, China has always been attaching great importance to its education. The current strategy of rejuvenating China through science and education puts science, technology, and education as China's priorities. At present, China's education system mainly includes pre-school education, compulsory education, high school education, higher education, special education, adult training, literacy education, and private education.

The following introduction to the Chinese Education System drawn from the China Scholarship Council (CSC)

“Pre-school education refers to the education in kindergartens for 3 to 5-year-old children” (China Scholarship Council, 2022, para. 3) (CSC). “Compulsory education is also referred to as free education, including primary and middle school education, lasting nine years generally, six years in primary school, and three in middle school ,6+3 system, yet with exceptions” (CSC, 2022, para. 4). After nine years of compulsory education, there is an exam, namely The Academic Test for the Junior High School Students, that determines whether a student can go to high school. “China's high school education, including regular high schools, regular technical secondary schools, adult secondary technical schools, vocational high schools, and technical schools, is an important part of the national education system” (CSC, 2022, para. 6). “China's higher education includes academic education and non-academic education, in the full-time or part-time pattern. It can also be divided into junior college, undergraduate and postgraduate education” (CSC, 2022, para. 7).

“China has basically formed its own special education development pattern, with special education schools as the main forms, regular classes or special classes in ordinary schools as the main form, and sending teachers to families, homeschooling, and community education as a supplement” (CSC, 2022, para. 5). “Adult training and

literacy education: Adult education is different from ordinary full-time education. Its main purpose is to upgrade the skills and improve the qualifications of the working staff. Literacy education refers to the process of teaching the illiterate or the semi-illiterate to grasp basic skills of reading, writing, and reckoning ” (CSC, 2022, para. 8). “China’s private education, also known as non-public education, is a form of education in contrast to public education or state-run education. It refers to the schools and other educational institutions run by non-state social organizations or individuals using non-fiscal funds for the purpose of benefiting society” (CSC, 2022, para. 9).

2.1. Development Education in China

The data is from the *Overview of education in China - development of national education in 2020* (Ministry of Education of the People’s Republic of China, 2021, a). And all statistics do not include the Hong Kong Special Administrative Region, Macao Special Administrative Region and Taiwan Province.

2.2. Compulsory Education

In 2020, there were 211,000 schools of compulsory education nationwide, including 158,000 primary schools and 53,000 junior high schools. There were 10,295,000 full-time teachers at the schools of compulsory education in 2020, including 6,434,000 full-time teachers in primary schools and 3,861,000 full-time teachers in junior high schools (Ministry of Education of the People’s Republic of China, 2021, a) (MEPRC).

In 2020, 18,081,000 people enrolled in primary schools nationwide, including 7,589,000 students enrolled in urban primary schools and 10,492,000 students enrolled in rural primary schools. The number of junior high school enrolments nationwide was 16,321,000, including 6,453,000 student enrolled urban junior high school and 9,868,000 students enrolled rural junior high school. In terms of the

number of students enrolled, the number of students enrolled in rural areas was much higher than that in urban areas, which means that rural students are a very large group (MEPRC, 2021, a).

3. Theoretical Approaches and Recent Chinese Education Policy and Literature Review

3.1. Modernization Theories

Modernization studies emerged in the United States in the 1960s. As a theoretical collection promoted by many social and humanistic disciplines that emerged, modernization theory does not constitute a school in the strict sense, nor does it have a rigorous and complete theoretical system. However, it has formed some basic consensus on the main features and directions of the development of modern society. The basic consensus is that the modernization theory is based on the western experience.

Since this study focuses on the modernization of the villages, means the social changes in the process of modernization should be focused on. In the process of modernization, there will be four major changes in society, including economic development, advanced science, and technology (Cao, 2009), industrialization, and urbanization (An,2021). An Ran is a professor at the School of History in Beijing Normal University. Cao Fangjun is a research fellow at the Confucius Academy in Qufu, Shandong province.

1 Economic Development: For the economy, “ the manufacturing and service sectors have an absolute advantage over other sectors” (Cao, 2009, p. 8).

2 Advanced Science and Technology: “One of the notable features of modernized society is the rapid advancement of science and technology, whose achievements are quickly and substantively transformed into direct productive forces ” (Cao, 2009, p. 8).

3 Industrialization: Industrialization is the period of social and economic change that emphasise the transformation from an agrarian society into an industrial society.

4 Urbanization: Urbanization means population shift from rural to urban areas and the process that towns and cities formed and become larger with increasing number of people living and working together.

Modernization first appeared in Western countries, and gradually became a global trend. An increasing number of non-western and developing countries, such as China, are developing constantly. Therefore, modernization theory also needs to expand its content according to the development of other countries. In addition, the current modernization theories are more inclined to describe and explain the changes in the large society and the development of the country, but there is still a lack of sufficient theories to explain the modernization of local areas, such as rural areas. Therefore, in this study, through the method of grounded theory, we hope to produce a theory aimed at China's rural modernization.

3.1.1. Theories of China.

In the process of modernization, China has absorbed western theories partly. China's modernization and western modernization have many common characteristics. From the perspective of society, both China and the West pay attention to economic development, science and technology innovation, and continue to convert science and technology into productive forces. In the process of modernization, China has also experienced large-scale industrialization and modernization.

However, China, as a large country with a long history and a large territory, also faces the problem of modernization. However, because of its vast territory, large population, and great diversity, China does not believe that it can modernize itself by

copying the Western modernization experience. Therefore, Chinese scholars believe that: modernization is a global historical process, and China needs to open up to the outside world and learn from the West; modernization is an organic whole, including institutional and value dimensions; material and technical dimensions; the directions of industrialization, democratization, and secularization; the multilinearity of modernization; China should establish its own school of modernization based on its unique experience and contribute Chinese solutions to the worldwide process (An, 2021).

The Chinese theory of modernization, at the social level, contains the following elements.

1.Socialist characteristics: China's modernization is a modernization led and designed by the Chinese Communist Party. "The road that China sticks to is not that of capitalist modernization, but a road guided by both Marxism and China's realities. China has to modernize itself because modernization is crucial to set a solid foundation for a strong socialist China. At the same time, China has to strengthen the socialist system and uphold Marxist ideology since they are the fundamental guarantee that modernization in China will proceed smoothly" (Cao, 2009, p. 11) .

2.Modernization of the country and society as a whole: China's modernization is not the modernization of a particular city or province or region; it is the modernization of the country and society as a whole, which means that villages must be taken into account in the modernization process.

3.The value of people: "In terms of the understanding of modernization, China has shifted from focusing on the economy to focusing on society, people, and the harmonious relations between man and nature. Modernization theory in its early stage has a tendency to eliminate or disregard the characteristics of any individual. China is pursuing a people-centered modernization" (Cao, 2009, p. 12).

Education modernization is part of China's modernization, and the relationship between education and modernization is that socialist modernization must rely on education modernization, and education modernization must serve socialist modernization (Central People's Government of the People's Republic of China, 2019). Since the modernization of education is part of China's modernization, the modernization of education as a whole must cover the entire students. Thus, China is building a holistic system of educational modernization and is improving various details, which include the need for innovation in the development of the country and social progress, and the modernization of education should support the modernization of the country with its innovative results (Xiang, 2017).

3.1.2. Indicators.

China is a country of Socialism with Chinese Characteristics. Therefore, the goal of modernization is to achieve common prosperity for all people and enable 1.4 billion people to enjoy the fruits of modernization. China's modernization includes new industrialization, which means that the Chinese government emphasizes scientific and technological innovation and promotes the integration of the Internet, big data, and artificial intelligence with the traditional manufacturing industry. The modernization in China also includes digitization, urbanization, agricultural modernization, national defense, military modernization, etc. In addition, the Chinese government believes that modernization needs to adhere to the harmonious coexistence between people and nature. Building ecological civilization is a millennium plan for the sustainable development of the Chinese nation.

Since modernization involves all aspects of China and society and the situation of each province and city is different. Therefore, provinces and cities can partly develop the indicators according to their own conditions.

Based on the available data, Jiangsu province has firstly formulated the *System of Indicators for the Basic Realization of Modernization in Jiangsu (for Trial Implementation)*. This system consists of four categories: economic development, people's life, social development, and ecological environment. The evaluated indicators are set with corresponding target values and weights, which can calculate the comprehensive score of the economic and social development and modernization degree of a region (State Council of the People's Republic of China, 2011, b).

And, Kunshan City took the lead in the modernization indicator system, which is specifically divided into five categories: economic development, people's life, social progress, democracy and law, and ecological environment. Among them, economic development is no longer the most important one. Economic indicators account for only 25% of the weight, while the weight of people's life is the highest, reaching 26%. In addition, social progress, democracy and law, and the ecological environment, which are closely related to people, account for 21%, 13%, and 15% of the weight respectively (State Council of the People's Republic of China, 2011, b).

3.2. Worldwide Institutionalism

The new worldwide institutionalism focuses on explaining: what are the reasons for the emergence of large-scale state-funded school education?

3.2.1 European Model.

Ramirez and Boli reviewed the process of institutionalization of state-funded schools in Prussia, Austria, Denmark, Sweden, Italy, France, and England, and proposed a European model. The European model mainly includes three characteristics, including domestic reformation and counter reformation, institutionalization of the nation-state and the interstate system, and expansion of the exchange economy (1987).

As European countries developed, the authority of religion gradually declined and a country more emphasized on its secular values. With the development of war and the economy, countries needed to increase their national power. A country is composed of individuals, which means that the development of individuals is closely related to the development of the country. The development and prosperity of a country are closely related to the enlightenment, socialization, and values of children, which means the European countries have the obligation and right to intervene in national education. This eventually led to the establishment of large-scale and state-funded primary schools. Modernization first appeared in Western countries, and gradually became a global trend.

3.2.2. Characteristics of Worldwide Institutionalization.

- 1.The creation of educational ministries and compulsory education laws.
- 2.The country are devoting an increasing proportion of funds to education and are taking a greater role in financing mass education and in regulating school admission policies, curricula, and examination structures.
- 3.The expansion of public schools is faster than private schools.
- 4.The Country and individual development have emerged as the most legitimate objectives of mass schooling and the emphasis on the development of the country is clearly reflected in educational policy statements.
- 5.The quantity and quality of school-based socialization of the individual has increased, which is indicated by a great increase of length of compulsory schooling.
- 6.The educational reform is an important solution to promote the development of a

country and developing countries embrace education as a key for the countries building movements.

3.3. The Policies of Education in China

Typically, the Chinese central government will publish the holistic and systematic goals and plans for school education, which can be reflected in documents issued by the government. Within the overall policy, the central government will issue phased objectives, such as the modernization of school education. In China, school education is a very complex system involving different parts, such as students, teachers, teaching materials, and so on. In reality, the unbalanced development between urban and rural areas can also make a difference in schooling. Therefore, the central government will also enact specific policies to address specific issues. Through those policies, people can see the holistic and systematic plan for education and specific solutions to problems, which are also the basis for schools to solve specific problems. Therefore, it is important to understand the policies of the central government.

3.3.1. The Educational Objectives and Planning in China.

In July 2010, the Ministry of Education of China issued the *Outline of the National Education of Reform and Development in the Medium and Long Term (2010–2020)*, which can be considered as the Chinese government's binding strategic document for education. The overall strategic goal is to basically achieve the modernization of education by 2020, basically, forming a learning-type society, and enter the ranks of powerful human resources countries. Education should adhere to the orientation of people and should be implemented by the orientation of quality. It should accept all students and promote their all-round development, striving to improve their social responsibility in serving the country and the people, the innovative spirit of exploring, and the practical ability to solve problems (Office of the Working Group on the Outline of the National Medium and Long Term Education Reform and Development Plan, 2010).

In October 2017, the National People's Congress(NPC) of the People's Republic of China and issued a report. The National People's Congress of the People's Republic of China is the highest state organ of power. Its permanent organ is the National People's Congress Standing Committee. The National People's Congress and the National People's Congress Standing Committee exercise the legislative power of the state. (The National People's Congress of the people's republic of China, 2022). The report states that the development of education should be a priority. Education is the basis for the great rejuvenation of the Chinese nation. We must give the education priority, deepen the educational reform, accelerate the process of modernization, and make education satisfy the needs of people. We should fundamentally establish morality, develop high-quality education, and promote equity. We should promote the integration of urban and rural compulsory education, pay attention to compulsory education in rural areas, and strive to enable every child to access education with fairness and quality (Xinhua News Agency, 2017).

In February 2019, the General Office of the State Council issued the *Implementation Plan for Accelerating the Modernization of Education (2018–2022) (IPAME 2018–2022)*. The overall objectives of the programme are: after five years of effort, to achieve the goals of educational popularization at all levels, build a modernized education system to hugely enhance the international influence, and improve the educational popularization with a higher level and better quality. Achievements of educational reform and development could fairly benefit all people. The ability of education to serve the development of economics and society could be improved significantly, and the hot and difficult issues in society could be effectively alleviated. The diversified and alternative educational resources with high-quality could be enriched. The educational opportunities for the people have been further increased. The establishment of a large and learning-type country has been achieved (Xinhua News Agency, 2019, a).

In February 2019, the State Council issued the *Educational Modernization of China in 2035 (EMC 2035)*, which is the first medium- and long-term strategic plan with the theme of educational modernization in China. It is a programmatic document for promoting educational modernization and building a strong educational country in the new era. *EMC 2035* proposes that the general aim of promoting education modernization is to fully achieve the 13th Five-Year Development Goal by 2020. The strength of education and its international influence have increased significantly, and the average length of education of the working-age population has also increased markedly. The process of modernization of education has fully progressed, making a key contribution to fully establishing a well-off Society. On this basis, with continuing efforts over 15 years, by 2035, China will complete the modernization of education, enter the ranks of powerful countries in education, and promote our country to become a powerful country of learning and human resources, and the education will become a solid foundation for building a strong, democratic, civilized, harmonious, and beautiful socialist country by the middle of this century. The main goals of development by 2035 are: to build a modern education system serving the whole people's lifelong learning; to popularize preschool education of good quality; to achieve high-quality and balanced compulsory education; to fully popularize high school education; to significantly enhance the serviceability of vocational education; to significantly enhance the competitiveness of higher education; to enable disabled children and adolescents to access appropriate education; and to form a new educational governance with the participation of the whole society (Xinhua News Agency, 2019, b).

The specific strategies, which are from the file named Draw up the grand blueprint of accelerating the modernization of education and building a powerful education country in the new era: The head of the Ministry of Education replied to the reporter's questions on *China's education modernization 2035* and the *Implementation plan of accelerating education modernization (2018–2022)*(Xinhua News Agency, 2019, c), proposed by *EMC 2035* are as follows:

1. To develop high-quality education with Chinese characteristics at an advanced level in the world with a high-level training system.
2. To promote educational popularization with high quality at all levels and comprehensively increase the educational opportunities for the people.
3. To basically achieve the equalization of public education and strive to ensure people have access to education with more fairness.
4. To construct a lifelong learning system that serves the whole population and accelerate the construction of a learning-type society.
5. To enhance the ability of training and innovation for people, optimize the structure of the system and school layout, and strive to improve the innovation in colleges and universities.
6. To cultivate professional and innovative teachers to provide support for the modernization of education.
7. To accelerate the educational reformation in the information era and promote the reformation and innovation in organization form and management mode and use informationization to promote the modernization of education.
8. To create a new pattern of opening to the world, which actively serves the "one belt and one road" construction. To strengthen practical cooperation with all countries and international organizations in the world to enhance the international influence of China's education.
9. To improve the capacity and system of educational governance with the

modernization of and establish a new mechanism of cooperative governance with multiple participation.

3.3.2. Rural Education.

The Outline of the National Education of Reform and Development in Medium and Long Term (2010-2020) proposes promoting a balanced development of compulsory education and improving the guarantee mechanism for this development: accelerating to narrow the gap between urban and rural areas, establishing a mechanism of development of compulsory education for integration between urban and rural, and leaning towards rural areas in terms of financial allocation, school construction, and teacher allocation; accelerating the development of vocational education in rural areas; encouraging schools at all levels to actively participate in the training of new farmers who are cultured, skilled, and able to conduct management, and carry out training for migrant workers and rural labour; gradually implementing free training for the new rural growing labour force; improving the mechanism of investment; and further increasing educational investment in rural areas, remote poverty-stricken areas, and ethnic minority areas. By increasing transfer payments, the central government will support the development of education in underdeveloped rural areas and ethnic minority areas, strengthening key areas and weak links and solving striking problems, strengthening the development and application of high-quality educational resources, and strengthening the construction of a teaching resources system via the network to promote distant education in rural primary and secondary schools, so that teachers and students in rural and remote areas can access high-quality education resources; constructing schools of standardization in compulsory education; reforming primary and junior middle schools to meet the basic standards of teachers, teaching equipment, books, and stadiums in compulsory education schools as soon as possible; rebuilding and expanding facilities of boarding schools in major labour export provinces ,Large labor exporting provinces mainly refer to those provinces that are not economically

developed enough but have a large population, which means those provinces need to export labor out of the province, and difficult areas, and improving the conditions of rural students, especially for left-behind children, so as to basically meet their needs; continuing to implement the special plan for teachers of Ad hoc post in rural compulsory schools to attract university graduates; strengthening the ability of teachers of weak disciplines in rural primary and secondary schools, focusing on training and supplementing teachers urgently for remote poverty-stricken areas and old revolutionary areas; conducting training for all primary and secondary teachers and principals; conducting academic degree improvement education for primary and secondary school teachers whose degree is junior college, to gradually make sure that all teachers' degrees in primary and secondary school are above the junior college level (Office of the Working Group on the Outline of the National Medium and Long Term Education Reform and Development Plan, 2010).

IPAME 2018–2022 emphasizes the consolidation and improvement of elementary education. To promote the balanced development of compulsory education with high quality and accelerate the integration of urban and rural compulsory education. To accelerate the popularization of high school education, and promote the improvement of ordinary high schools with high quality and characteristics. To guarantee the right of special groups in education, accepting the children of migrant workers in compulsory education and regard them as part of urban development. To strengthen the care and protection of left-behind children, and organize and implement the special promotion plans in education (Xinhua News Agency, 2019, a).

In accordance with the file named *The Central Committee of the Communist Party of China and the State Council printed and distributed China's education modernization 2035*, *EMC 2035* emphasizes popularizing preschool education in rural areas, improving the management system of preschool education, kindergarten structure, and investment, vigorously developing public kindergartens, and accelerating the development of inclusive private kindergartens (Xinhua News Agency, 2019, d).

3.4. Rural Teachers

How can one become a teacher in China? First of all, there are many “Normal” universities, for example, Beijing Normal University, East China Normal University, Central China Normal University, Northeast Normal University, Southwest University, and Shaanxi Normal University, in China, whose main responsibility is to train teachers. And the people who want to become teachers can also receive education in other comprehensive universities. The key point is to obtain a certificate of qualification. China implements a teacher qualification system. The people, who work in the schools, universities, or institutes of education, should obtain appropriate qualifications. Teacher qualifications are divided into kindergartens, primary and secondary schools (including primary schools, junior middle schools, and senior middle schools), general colleges and universities, professional courses in vocational schools (including secondary and higher vocational schools), special education, and other categories.

The qualification examination of a primary and secondary school teacher is a national unified examination organized by the provincial educational administrative department. The criteria for applying for teachers' qualification certificates are as follows: applicants are citizens of the People's Republic of China; support the leadership of the Communist Party of China and the socialist system; and have no criminal record. In principle, candidates should have the corresponding academic qualifications stipulated in the *Law of Teachers* and should meet the academic requirements, which are determined and published by the province. If the candidate is a fresh student applying for the teachers' qualification examination, they should provide the certificate of attendance issued by the university or college. The examination includes two parts: a written examination and an interview. The written examinations are adopted for all subjects. Only those who pass the written examination can participate in the interview (Education Examination Institute of the Ministry of Education, 2022).

The corresponding academic degrees are required to obtain the teacher qualification. For example, to obtain the qualifications for teachers in primary and secondary schools, the applicant should have a bachelor's degree or above in a major of normal education or other related majors. Teachers' qualification certificate implements a regular registration system. If the registration is unqualified, the teachers' qualification certificates will become invalid and the applicant should not continue to engage in education and teaching (Ministry of Education, 2021).

When the applicants become teachers and work in schools, there will be specific training for teachers. The Ministry of Education has a specific department called the “Department of Work of Teachers” that is responsible for dealing with various matters related to teachers, including teachers' training. All normal colleges and universities have specific training projects. The training projects have different levels, including national-level training, provincial-level training, city-level training, and district-level and county-level training. Even the district and county education management department has an institution responsible for teacher training, which is usually called a “Teacher Development Centre” or “Teacher Training School”. The funds and expenses of training are borne by the government. For teachers, a full teacher training system with a five-year cycle of no less than 360 hours has been implemented (State Council of the People's Republic of China, 2012).

In accordance with the *Constitution of the People's Republic of China*, the *Law of the People's Republic of China on the National Common Language*, the *Education Law of the People's Republic of China*, the *Law of the People's Republic of China on Regional Ethnic Autonomy*, and the *Regulations of the Xinjiang Uygur Autonomous Region on Language and Writing Work*, currently, Xinjiang has fully popularized the teaching of the national common language, which is Chinese, in preschool and primary and secondary education, which means school courses will be taught by Chinese. Meanwhile the schools also teach the language and writing of ethnic minorities (The

State Council Information Office of the People's Republic of China, 2018).

3.4.1. Traditional Chinese Villages and Rural Teachers.

Traditional Chinese villages are not large as they comprise a small group of people who are basically farmers. The population is not large, and the people are very familiar with each other in an "acquaintance society". "acquaintance society" means generally refers to a personal relationship between people. As the villages, in the past, were relatively closed and people did not move around, all the people in a village almost knew each other well and were able to establish personal relationships. The culture and tradition, which is a variety of social etiquettes and customs, is cultivated in the production and lifestyles of rural areas and plays an important role in maintaining the order of traditional rural society and regulating interpersonal relationships (Wang, 2008).

In the past, teachers in the villages were more likely to be village scholars instead of specially trained teachers, they believe that it is their duty to educate the next generation in the villages and thus become teachers. And the traditional part came more from the accumulation of experience in life.

In the village, the rural culture is inherited by rural teachers. Traditional rural teachers initially train children in moral behaviours and teach them basic cultural knowledge and skills. Moreover, rural teachers, who are regarded as "people understanding the culture" in the village, will coordinate trivial matters and maintain social order in the village. For example, rural teachers are busy in setting up clan rules and village conventions, judging the rights and wrongs in family affairs, writing couplets on New Year's Day, writing folk books, naming children, and so on. In the process of communicating with the people and serving the people, rural teachers enjoy high prestige while gaining trust. Teachers with trust and respect are often local people with small mobility, familiar with and loving their hometown. They undertake the task of enlightenment. In the past, they played an important role in

rural social construction and inheritance of local ethics because their knowledge system was traditional and local.

Teachers were judges and commanders, the most worshipped people in villages. If those teachers were morally noble, their words could be regarded as commanders (Zhou & Song, 2000). At that time, for rural teachers, educating children was not only work, but also a responsibility or obligation, and their hope.

Because teachers live in the village, they are the relatives or neighbours of children's parents, belonging to the "acquaintance society". The teachers will find a value and a sense of achievement and can really feel that they belong to this village with the trust of the acquaintance. This sense of belonging is based on the fact that teachers are local people (Jiang, 2018). The traditional teachers have assumed the responsibility of protecting and inheriting local ethics due to the localization of knowledge structure, good moral qualities, and their willingness to root themselves in rural areas.

3.4.2. Rural Culture and Teachers.

Teachers from rural areas tend to be conservative and have a local return complex, and teaching is generally regarded as a lifelong profession in rural areas, which means the possibility of cross-regional mobility is relatively small (Zhang & Wu, 2015). Therefore, the current solution is to recruit local students as the first step to cultivate "sustainable" local rural teachers, such as the policy of Special-post teachers plan without free for normal students (Zhang, 2016).

Currently, the mainstream view is that rural teachers should be localized and integrated into local culture.

Rural schools are the main force of rural civilization construction and the centre of rural culture. "The future of rural schools determines the future of rural areas"

(Wang & Lv, 2006, p. 52) . For rural teenagers, the field of their growth is the villages with their nature environment rural culture. The ubiquitous communication and interaction with their hometown is an indispensable part of their growth, which means the villages are the foundation of their life (Wang & Zheng, 2016).

Compared with urban teachers, the professional characteristic of rural teachers is native (Wu, 2015). Rural emotion refers to experience and identity on the basis of understanding of the village, which is not only the spiritual pillar on which to improve the quality of rural education, but also an important force to make teachers and students love the native land, rejuvenate the village, and promote rural social innovation (Zhao, 2016). Currently, the reasons for the delocalization of rural teachers are: materialistic values based on wealth as the criterion of success; and the cities always attract teachers and students through the process of urbanization (Zhang, 2016).

Therefore, the localization of rural teachers refers to the cultivation and training of local teachers based on a similar cultural background, blood relationship, living habits, and having a common regional identity and value. And the confidence of rural culture is from the identification and practice of the tradition and rural life (Wang & Xiong, 2018). However, many scholars argue that the content currently taught in rural schools is not relevant to life in the villages and is more adapted to urban life, making it difficult for rural students to establish their connections to the village. And, the new generation of rural teachers does not care about the culture and life of villages. Nowadays, the teaching content of rural schools has unified with the cities, which changed the actual situation in the village. In the process of learning, students cannot have access to rural culture and related skills and abilities, not even the practice. Ultimately, it will lead to a dilemma for students as they have no foundation of urban development and lack a basic understanding of agriculture in rural life (Sun & Qu, 2016). Moreover, following the city-oriented evaluation criteria will stigmatize rural teachers, which will seriously hinder the development of rural teachers (Sun,

2016). Moreover, some expert argues that evaluation based on the city is a subversive doubt on rural education and a complete negation of the local knowledge, which leads to the accumulation of rural teachers in a disadvantaged position (Li, 2012).

Some researchers have clearly pointed out that in order to guide rural teenagers to acquire rural identity, teachers should recognize the value of rural existence and understand the rural culture, and at the same time, maintain a cultural inclusiveness for rural teenagers in their research and lifestyle, and carefully guide students to discover the advantages and disadvantages of rural culture and make the students have rational choices (Wang, 2014).

3.4.3. The Impact of Modernization and Urbanization on Rural Teachers.

Because of the change in the larger societal environment (the development of the city) and the village itself, people no longer depend on the land to live, and the traditional rural structure has changed, which means the rural culture has also changed. With the acceleration of industrialization and urbanization, agriculture is also becoming modernized. Farmers' income is gradually changing and relying on industry. With the progress of modernization and industrialization, teachers are continuously becoming professionalized, which means it is increasingly difficult for rural teachers to protect and inherit the local ethics.

The urbanization and rapid economic development have gradually changed the traditional situation of "villages of China". With the strong involvement of urban culture, the culture of villages has been gradually neglected. Inevitably, the connotation between rural culture and education is gradually being dispelled with the emphasizing of utilitarianism. And the rural schools are increasingly difficult to take the responsibility of inheriting "local culture".

Through this process, rural schools are gradually and automatically separating rural teenagers from rural society. As an institution, rural schools are not only separated from their villages in the organization, but also from rural life in terms of educational content. Rural teachers are losing their intellectual status in rural society, their activities are gradually being confined to schools, and the natural ties between rural teachers and local society are being broken. The social function of rural teachers has been weakening. And teachers are gradually being isolated from the daily life of villages and becoming the marginal people of villages (Zhang, 2008).

Moreover, the policy of Withdrawal and Consolidation of Rural School decreased the number of schools, which are rural cultural centers, has fallen sharply and devastated the culture of villages. The situation of "one village, one school" was completely broken and replaced by the situation of "several villages, one school". Furthermore, there is only one junior middle school and one primary school existed in a village (town) for a few villages. With the massive disappearance of rural schools, the cultural centers have been erased (Wang & Zheng, 2016).

With the development of various industries in cities, the cities have absorbed a large amount of the rural labour force. With the rural parents gradually setting down in cities, their children are going to get access to schools in cities with the characteristics of rapid influx and centralized distribution. In addition, the comparative advantage of educational development has led to the emergence of concentrated education in urban areas, which means that a large number of students from surrounding rural areas will flood into urban schools to seek high-quality education. Due to the dual factors of "large classes and large schools" in cities and towns, this has gradually become a big problem.

The research of Liu Shankui used the method of stratified sampling according to per capita GDP, education years per capita, population density, and the rate of

urbanization. According to the clustering results, 12 provinces, namely Zhejiang, Guangdong, Shandong, Henan, Hubei, Hunan, Jiangxi, Chongqing, Gansu, Guizhou, Yunnan, and Guangxi, were selected, along with the most representative counties in each province. The research used questionnaires and other tools to survey 24 education departments of counties (districts), 178 rural schools, 5,178 rural teachers, and 1,656 rural parents. The research shows that 35% of primary schools in urban areas have more than 1,600 students, with the largest number being 8,215; 40.63% of schools have more than 1,800 students in junior middle schools, peaking at 6,250 students; 65% of schools have an average class size of more than 45 students in primary schools, with the largest class size being 95 students; and 38.71% of schools have an average class size of more than 50 students in junior middle schools, where the largest class size is 121 students (Liu, 2016).

Moreover, some rural teachers think that they are inferior to the teachers in an urban school, despite their job, and lose confidence, feel pessimistic about the development of rural schools, and actively keep the distance of their identity, which leads to disagreement over the value of the profession of rural teachers. The sense of alien ethnic minorities and the tendency to leave agriculture is aggravating, and serious, especially for teachers with ability (Wang, 2002).

Apart from that, the training of rural teachers is different. The new generation formally receiving normal education in the city, which means that they are not the same as the older generation. They are not native to the rural society with the localized lifestyles, which are a semi-teaching and semi-farming life, with peasant habits. Although they work in rural schools, they will still return to their homes in cities and towns after work or on holidays, and become increasingly unfamiliar with rural life (Li & Cui, 2015). Some scholars argue that the training of rural teachers increasingly removes the rustic lifestyle, which leads to the inadequacy of the cultural cognition. At present, there are many problems with the solutions, which do not consider the characteristics of

rural teachers, leading to the insufficiency of local cultural literacy (Wang & Zheng, 2016).

In addition, rapid urbanization has increased the cost of urban life to a certain extent. Many rural teachers who buy or rent houses in cities are trapped in the state of an "ant tribe" and in the dual marginal position of the city and the village, which means the rural teachers do not actually belong to the city in reality (Li, 2015). The locus of activities in two places makes teachers regard rural schools as only a place of work, or even just as a tool or platform for obtaining salaries and titles (Jiang, 2018).

Liu Qian and Zhang Beibei's research finds that with the advancement of modern civilization, the development of teachers is becoming professionalized. The remodelling of social structure, local culture, systems, power, and other factors make the role of rural teachers contradictory and complex. On the one hand, they have to stick to the duty of rural educators to impart knowledge and inherent culture to contribute to the development of rural basic school education; on the other hand, most of them are unwilling to take root in the village and yearning for a city life due to the constraint of rural social and rules. The uncertainties and the puzzlement of their self-perception seriously affect their function expected in villages and inhibit the development of educational vitality and creativity among rural teachers at the same time (Liu & Zhang, 2018).

3.4.4. The Present Situation of Rural Teachers.

Current studies on rural teachers find that in rural and remote schools in China, teachers are facing a very complicated dilemma. To be specific: teachers have heavy teaching loads, low wages, backward policy formulation, a lack of effective training, and poor career prospects; therefore, the loss of rural teachers is serious, and the group of rural teachers is aging and becoming feminized.

In addition, rural teachers have to face very heavy teaching tasks. Sun Defang and others selected Zhejiang, Hebei, and Sichuan provinces, respectively. Each province selected five representative counties and districts, and chose representative rural teachers from each county for investigation and research. The research shows that 58% of the rural teachers undertake two or more courses to teach, 18.7% of them undertake more than four courses to teach, the largest number of them even undertake six courses, and the maximum class hours are 25 sessions weekly. This happens mostly in remote rural schools with inconvenient transportation. Teachers should teach not only Chinese but also mathematics, English, ideological and moral education, information technology, sports, local courses, class activities, and calligraphy classes. Chinese teachers hold the most part-time jobs, followed by maths teachers and English teachers, of whom there are relatively few. Their spare time, such as at weekends, is mainly used for preparing lessons, correcting homework, self-research, taking care of their children, or working overtime at school. Only 16% of the respondents can take rest and entertainment as their first choice (Sun & Lin, 2014). Gao Zheng distributed 415 questionnaires to 330 small-scale rural schools in 21 provinces and cities in the eastern, central, and western regions of China. The survey shows that 17 hours is the longest working period for teachers, while the average number of working hours is 9 hours and 34 minutes, which is 1.5 hours longer than the prescribed eight-hour working period, and the average teacher has to hand in 1.67 grades and 2.51 courses. For example, a teacher teaching first and second grade is treated like one teacher teaching two grades. A teacher teaching an average of 1.67 grades means that most teachers need to teach one or two grades. If a teacher teaches maths, Chinese, and English at the same time, the teacher is considered to be teaching three courses at the same time. A teacher teaching an average of 2.51 courses means that most teachers teach between one and three different subjects. Due to the different teaching contents in different grades, each teacher has to use 4.91 textbooks at the same time, and it takes a long time to prepare lessons. Moreover, there are a considerable number of schools that have just one teacher with a few students. Many teachers are required to take part in several

jobs. Some teachers are in charge of all teaching tasks in one grade and one class, which means that they have to hand in several courses in different grades. In boarding schools, teachers are also responsible for students' life (Gao & Liu, 2014). Zhang Wenxing and others found that the daily work hours of rural primary school teachers are split as follows: two hours preparing lessons, six hours in class, two hours correcting homework, escorting students home (or home visits) for about one hour, teaching research, doing agricultural work, participating in centralized political learning for about one hour – a total of more than 12 hours. Although rural middle schools do not force one teacher to charge all things in class, they have to spend more time on preparing lessons, correcting homework, preparing experimental practice teaching, teaching research, self-research counselling in the morning and evening, and managing boarding students (Zhang & Li, 2004). Yuan Tongkai's research on Turpan city, Xinjiang also supports the view that the number of teachers in rural schools is low, but the workload does not decrease, which leads to teachers becoming exhausted with their own work (Yuan & Tian, 2016).

In addition, the salaries of rural teachers are relatively low. Rural teachers are paid usually by the local government. Rural teachers usually are given a special allowance. Sun Defang and others selected Zhejiang, Hebei, and Sichuan provinces, respectively. Each province selected five representative counties and districts, along with representative rural teachers from each county for investigation and research. The research shows that the average salary of rural teachers ranged from RMB1500 to RMB3000, with 34.4% earning over RMB2500 in Sanhe city, while only 1% were earning over RMB2500 in Weixian county (Sun & Lin, 2014). The original salaries of rural teachers are relatively low, with excellent teachers in village areas continuing to flow to cities and thus widening the gap in the quality of teachers between rural and urban areas (Sun & Lin, 2014).

Ma Wenqi conducted research on 12 small-scale rural schools in Henan province. The research shows that in order to make money, rural teachers have also been

subcontracted. "Subcontracting teachers" refers to the fact that in small-scale rural schools, the work of teachers can be subcontracted to other non-working teachers. The teachers who subcontract their job would pay the monthly fee for others and find other jobs to earn more money or take care of their children at home (Ma, 2018).

At the same time, rural teachers are facing the problems of aging and feminization. According to a survey conducted in 2013 in 330 remote rural schools of 21 provinces and autonomous regions in China, rural teachers are mainly middle-aged and aging. Some 46.3% of the total number of teachers are aged 40–50, and 32.6% are over 50 (Gao & Li, 2014). In June 2014, the 21st Century Education Research Institute, which is a private non-profit organization in China focusing on education public policy and education innovation, conducted a survey of 46 remote rural schools in 20 provinces, counties, and cities in the east, west, and central areas in China. The data showed that the number of female teachers accounted for 50.7% of the total number of teachers on average (Zhang, 2015). Wu Xiaowei and Zheng Xinrong's survey shows that 78.26% of primary school teachers are in county towns, 75.27% of primary school teachers are in central schools, and 60.17% of primary school teachers are in villages and teaching sites. Although the proportion of female teachers in village primary schools and teaching sites is lower than that in central schools and county primary schools, the average age of male teachers (43.2 years old) is older. With the gradual retirement of these male teachers, the proportion of female teachers will soon reach the level of central schools and county primary schools (Wu & Zheng, 2015). Starting in 2016, China began to implement a "comprehensive two-child policy", and rural schools began to enter the fertility peak of female teachers. The survey shows that the female teachers of childbearing age in central schools and village schools (including teaching sites) is 67.37% and 55.30%, respectively. If a third of female teachers of childbearing age are going to have one or two children in the near future, it means that 20% of female teachers in rural schools will need maternity leave. This is a serious practical problem for rural schools as there is a

shortage of teachers. If female teachers give birth to second children at the same time, the number of female teachers going through pregnancy, childbirth, and lactation will increase rapidly, and the problem will become more serious (Su, 2016).

Pang Lijuan's research also shows that rural school teachers have fewer opportunities for further education and development. Because of the serious shortage of public funds, most rural schools are unable to consider training and knowledge updating and teachers cannot afford the cost of training and learning. Teachers' training in rural areas is basically unplanned (Pang & Han, 2006).

survey data from 29 counties in 10 provinces in mainland China. A total of 3,757 rural teachers were interviewed and asked to complete a questionnaire. Two-level linear modelling was adopted as the method for analysis. In all, 3,344 cases were analysed. The results show that rural teachers' perception of relative wages is far more important. Rural teachers in administrative positions tend to have a higher subjective well-being. Married teachers reported a higher subjective well-being, and having children is not significantly related to their subjective well-being. Rural teachers who worked longer hours do not appear to report a lower subjective well-being. And professional training can substantially contribute to their professional satisfaction and increase their subjective well-being (Tang, 2018).

3.4.5. The Loss of Rural Teachers.

This research draws on 42 interviews with teachers working in two rural schools. It shows that teachers have negative narratives about antagonistic family-school relations (Kim, 2019). The biggest problem is the loss of rural teachers in the current situation. Due to the low salary and hard life of teachers in rural areas, the flow of the teachers is from remote and poor rural areas to towns, towns to counties, counties to cities, and from the central and western regions of China to the east (Pang & Han, 2006). From the perspective of gender, the turnover intention of male

teachers is significantly higher than that of female teachers. With the increase in age, the turnover intention of rural teachers decreases gradually. With a higher degree, the turnover intention of the teachers would be stronger (Gong et al., 2011).

The sample survey in Beijing, Henan, and Ningxia shows that the turnover intention of teachers in rural, village, and provincial schools is 42.36%, 40.24%, and 15.85%, respectively (Zhou, 2015). Ma Wenqi's survey of 10,356 rural teachers in 30 counties of Yunnan province shows that nearly 80% of rural teachers in Yunnan have a positive intention toward mobility (mobilization) and turnover (change of profession); there are two tendencies of mobility and turnover: toward the city and returning home. Young teachers under the age of 30 have the strongest willingness in terms of mobility and turnover; the higher the salary income, the weaker the willingness as regards teachers' mobility and turnover. And the impact of school location cannot be ignored. Generally speaking, the higher the income, the weaker the willingness of teachers toward turnover, but the impact of school location cannot be ignored (Wang & Li, 2017).

Most of the teachers in rural schools are young and energetic, showing an inverted U-shaped. Ma Wenqi's survey in Henan province shows that in the group of lost of rural teachers, 45% of rural teachers are 25–30 years old, 51% are 31–40, and 4% are 41–55 (Ma, 2008).

An Xuehui analyses the flow of teachers in urban and rural primary schools by using the data collected at the county level of a province in the west of China. Specifically, schools are divided into three categories: urban, county, and rural areas. In the years 2001, 2005, and 2010, the proportion of teachers transferred into counties and towns was the highest, followed by rural areas, and then urban areas. Generally speaking, in the past ten years, the data have shown a high proportion of teachers out of rural schools, a high proportion of teachers transferred to county and town schools, and a high proportion of teachers naturally reduced in urban schools. The

schools of rural areas and counties have become the two most active. On the other hand, the data also confirm the experience from the practice: rural schools are teachers' training bases. When new teachers master the basic teaching skills, they will go to schools in counties or cities, which means rural schools always lack teachers, especially good teachers, and students in rural schools do not enjoy high-quality teaching resources. In contrast, the number of teachers in county schools is sufficient, and their teaching ability is skilled, which can meet various teaching needs (An, 2013).

3.4.6. The Influencing Factors of the Loss of Rural Teachers.

The factors influencing the turnover intention of teachers in rural schools are diverse. The research finds that rural teachers in remote schools have a strong willingness to leave. Economic factors obviously affect turnover intention. The turnover intention of rural school teachers with a low monthly income level obviously displays a stronger leaving willingness than that of rural school teachers with a high monthly income. There is a significant correlation between turnover intention and the evaluation of professional and social status. The higher the evaluation of professional and social status, the weaker the turnover intention. Rural school turnover intention is significantly related to social pressure. The higher the social pressure is, the stronger the turnover intention will be (Gong et al., 2011).

The factors affecting the mobility and turnover intention in order of importance are children's school education and family life, salary and work burden, school location and transportation, housing conditions, school management and teaching atmosphere, and social atmosphere and working environment (Wang & Li, 2017). In addition to the above factors, other studies also found that excessive workload, student behaviour problems, tiredness from teaching work, low trust in educational laws, policies and reform, fewer promotion opportunities, etc., will still affect the turnover intention of teachers (Liu & Onwuegbuzie, 2012).

Wei Y collected data from the Gansu Survey of Children and Families (GSCF). Gansu is an inland province with 76% of the population living in rural areas. Ordinary least squares (OLS) regression was adopted as the method for analysis. The school-level analysis shows that a better school location is the most consistent factor associated with lower teacher turnover. The association between higher wages and lower teacher turnover diminished as district and wave fixed effects were included. The probability of teacher turnover was higher for teachers with higher professional ranks and teachers who were initially assigned to schools away from home. Teachers with middle- or senior-level professional ranks were more likely to move after being promoted. If teachers failed their annual teacher evaluation, they would probably leave the school in the following year. Teachers tend to move to schools located near villages and county seats or schools in urban areas (Wei & Zhou, 2019).

3.4.7. Other Topics.

Other studies on rural teachers in China also involve the teaching abilities of rural teachers and the pre-service training of rural teachers.

Dan Wang approached 26 schools in Guizhou and Shandong provinces in China with 36 teachers interviewed. The open coding shows that the disparities in teaching and research groups result in divergent patterns of instructional capacity building in rural and urban schools, and strengthening school-wide professional learning communities is an important way to narrow the gaps in rural-urban teaching and learning (Wang et al., 2017).

Schools located in Shanghai were grouped as urban schools. Schools from Ningxia and Haining were grouped as rural schools. There were 915 valid questionnaires analysed, made up of those from 492 urban teachers and 423 rural teachers. Multi-group confirmatory factor analysis and structural equation modelling were

adopted as the methods for analysis. The research shows that school leadership exerted significant direct and indirect effects on teacher learning. Rural teachers tended to be younger and lower in educational attainment than urban teachers. And rural teachers are less likely to have been engaged in learning on the job in schools. The strength of all variable measures was significantly higher in urban schools (Hallinger & Liu, 2016).

Other rural teachers' research topics included the teaching of kindergarten, pre-service training, career development, and the awareness of security. For example, data were collected from 67 Hong Kong teachers (from an urban region of China) and 111 Yunnan teachers (from a rural region of China) and analysed by using the chi-square test, t-tests, and regression. The results showed that rural kindergarten teachers have stronger perceived knowledge and attitudes toward child safety than urban teachers, and rural teachers appeared to be more motivated in promoting child safety in schools (Wong, 2017).

3.4.8. Solutions and Policies.

In order to solve the problems of rural teachers, In the *Opinions on Vigorously Promoting the Construction of Teachers' Teams in Rural Compulsory Education (OVPCTTRCE)* published in 2012, the specific policies for rural teachers. In June 2015, the State Council of China issued the *Rural Teachers Support Plan (2015–2020)*, aimed at improving the plight faced by rural teachers and rural education through various aspects of construction. China has also set up *special-post teachers*. In order to ensure that the high-quality educational resources in cities can be adapted to the village, or that there are stable and good teachers in remote areas, the state has also set up a *teachers rotation system*. At the technical level, the emergence of the Internet enables people to establish platforms and improve rural education.

3.5. Left-Behind Children

The term left-behind children usually refers to children under the age of 16 both of whose parents work outside of the village or who have one parent who works outside of the village and another has no ability of guardian. Since the children's parents have to go to work outside the village, and the children cannot follow them, the children usually grow up in the village with their grandparents or being single-parented. Those parents do not abandon their children; however, because they work outside of the village, the amount of time they can spend with their children is very limited over the year. Due to the lack of parental care and companionship, left-behind children are more likely to have problems with their learning ability and psychology.

Migrant workers are divided into those in villages and those in cities. The number of migrant workers in villages is far less than that in cities. In this huge labour migration, workers have to choose to leave their children for many reasons, such as the cost in the city, the restriction of registration, etc. And this group is regarded as left-behind children. The phenomenon of left-behind children is produced by the migration of the labour force.

According to *the sample data of China's sixth population census in 2010*, there are 61.0255 million left-behind children in rural areas, accounting for 37.7% of rural children and 21.88% of national children. Compared with the estimated data of 1% from a sampling survey in 2005, the number of left-behind children in rural areas increased by 2.42 million in five years (Research Group of All China Women's Federation, 2013).

Some scholars think that the rural local culture is marginalized, the rural family culture is out of order, the rural school education culture is weak, and the rural neighbourhood relationship, which has a profound impact on the physical and

mental development of rural left-behind children, is gradually being weakened. And the changes in the rural culture deeply affect children's personality and their spiritual world. Therefore, the issues of left-behind children cannot be separated from the rural culture (Yang & Bi, 2017). Some scholars also think that parents have an imbalanced choice between a low income and children's education, which has a bad influence on children's academic and physical and mental development. And the urbanization tendency of curriculum content ignores the actual needs of rural children (Ma, 2015). There are many problems in the development of left-behind children, such as malnutrition, emotional communication barriers, early intellectual development obstacles, and so on. In particular, children with mental or physical defects are not able to receive systematic rehabilitation training and education (Chen, 2018).

The growth and development of left-behind children is not a cause for optimism. Information was extracted from the Hebei province database of the Fifth National Health Survey and included 1,022 rural children under the age of five to analyse the height-for-age z-score (HAZ) and weight-for-age z-score (WAZ) between left-behind and non-left-behind children. Among the left-behind children, the proportions of growth retardation and underweight were 78.15% and 53.33%, respectively, which were higher than that of the non-left-behind children (18.88% and 9.04%). After stratified analysis, the ratio of HAZ and WAZ in left-behind children was lower than that in non-left-behind children, and the ratio of growth retardation and underweight in left-behind children was higher than that of non-left-behind children ($p > 0.05$), which means that the growth situation of left-behind children aged ≤ 5 in rural areas of Hebei province was not a cause for optimism (Guo et al., 2017). Taking Sichuan province as the research object, the empirical results show that the overall health level of left-behind children in underdeveloped rural areas in China was good, but structural differences in the health level of left-behind children still existed. Their mental health, social adaptation, and moral health were obviously poor (Zhong & Zhu, 2017). In addition, studies show that only the father's and parents' leaving could

significantly worsen children's nutritional status. And the income elasticity of most nutrients was quite narrow (Tian et al., 2018).

Moreover, left-behind children also have a variety of psychological problems. One psychological research investigated 971 rural children. The results show that compared with non-left-behind children, left-behind children had higher levels of life pressure and loneliness, and a lower level of happiness (Fan et al., 2017). The research used a questionnaire to analyse the differences in mental health, psychological problems, and various abusive experiences between left-behind and non-left-behind children in rural areas. The results show that the mental health indicators of left-behind children were significantly lower than those of non-left-behind children in rural areas (Wang et al., 2018). Using the data from 3,486 students in 38 rural junior middle schools in Shanxi(陕西) province in 2012 and 2014, the Mental Health Diagnosis Test (MHDT) was employed as a measurement along with the multiple difference analysis method to overcome the endogenous problems to analyse the impact of parents going out to work on the mental health of left-behind children. The research shows that parents' long-term going out (more than four months) will pose a negative impact on the mental health of left-behind children. For students of the psychological transition stage in junior middle schools, parents' returning home cannot effectively repair their mental health. However, when the time is reduced to less than four months, the behaviour will not have a significant negative impact on their children's mental health (Liu et al., 2017).

The learning and cognitive abilities of left-behind children are significantly affected. The research used data from the China Education Panel Survey (CEPS) from 2013 to 2014 to understand the cognitive ability of left-behind children and of children moving with their parents in rural areas. The results show that the absence of parents had a significant negative effect on the cognitive ability of left-behind children, having a greater impact on girls, senior children, and children who have brothers and sisters (Zhou & Yang, 2018). One research used data from the 2012

China Urbanization and Labour Migration Survey in its discussion on the impact of migrant workers' mobility on children's cognitive development. The research found that for left-behind children, their cognitive disadvantage was mainly due to the poor cultural and economic capital of the family, the structure of families with more children, the low acceptance rate of preschool education, or the low quality of school education (Yan, 2017).

Moreover, the data came from a nationally representative sample of primary school children from urban and rural areas of China. Standardized reasoning tests and between-grade regression were applied. Results showed that the patterns of school education and age effects were different in urban and rural areas. For the urban areas, the school education effect was smaller than the age effect for children from Grades one to three, but the school education effect became larger than the age effect from Grades four to six. For the rural areas, however, the school education effect was always larger than the age effect. The effect of one year of school education for rural children (5.59 points) was larger than that for urban children (3.15 points). These results suggest that school education effects are closely related to the context in which children are growing up (Wang et al, 2016).

For various reasons, the academic performance of left-behind children will also be affected. The data comprised 6,050 children (44% female, 56% male) in Grades four and five from a national database in China. The chi-square test and structural equation modelling (SEM) were used to analyse the data. The results showed that parental education level and family income were directly related to children's mathematics achievement. The family income to parental educational expectations in rural families was significantly stronger than those of migrant and urban families. The family income to family learning stimulation in migrant and rural families was stronger than in urban families. The parental educational expectations and family learning stimulation in urban families were significantly stronger than in migrant and rural families. The experience of migration may improve families' financial situations

and expand their vision and the emphasis they place on their children's education (Luo & Zhang, 2017). The data came from CEPS, which is administered by the National Survey Research Centre at Renmin University of China, and were analysed by correlation. The results show that the proportion of rural migrant students in each class has a small positive effect on local students' test scores in Chinese, but has no significant effect on maths and English test scores (Wang et al., 2018).

Moreover, left-behind children have low moral quality and learning ability due to the lack of family supervision. There are many left-behind children in rural and urban areas in the Middle East of Jiangsu province. In one rural area, 950 questionnaires for students were distributed to two central primary schools, two rural primary schools, two consistent schools, namely the primary and junior high school, and two junior high schools. A total of 920 questionnaires were recovered, with a recovery rate of 96.8% including 913 effective questionnaires with a sample efficiency of 99.2%. Among them, 276 were left-behind children, accounting for 30.3%. The research found that compared with non-left-behind children, the experience of left-behind kids had many negative characteristics. The lack of family affection has had many adverse effects on their mental health, such as depression, inferiority, lack of security, and other negative emotions, and the lack of necessary support and supervision also makes their learning quality poor (Ji, 2016). Another research with a sample size of 1,327 in Meizhou city shows that performance in terms of the learning ability and moral conduct of left-behind children is not as good as that of non-left-behind children. The analysis of the logit model found that the lack of education awareness and ability of guardians, the gap in education resources between urban and rural areas, and the social negative values are the main reasons that hinder the learning and improvement of left-behind children. Another research selected 985 left-behind primary school students from Grades four to six in western Hunan province, using the loneliness scale, family intimacy scale, and school belonging scale to reveal the loneliness, family intimacy, and school belonging of left-behind children. The research suggests that the loneliness of left-behind children is high and is negatively

correlated with family intimacy and school belonging (Yang et al., 2016). Another research shows that parents' going out and the function of rural moral restraint had the greatest negative effects on the moral education for left-behind children (Zhao et al., 2017). Beijing teachers and students were interviewed as well as Children, who are from the countryside, in two elite primary schools located in Xicheng and Xuanwu and two ordinary primary schools located in Haidian, Beijing. The research indicates that the rural habitus, such as accents and behaviours, of floating children can be differentiated from their urban peers, which makes rural kids marginalized and stigmatized (Mu & Jia ,2016).

For left-behind children, the boarding system is usually adopted. But this system will also bring many problems to these left-behind children. Because of the influence of hardware construction, teachers' ability, and boarding management, education and care for left-behind children are not causes for optimism (Jia & Chen, 2017). A survey of 17,871 fourth-grade and 15,809 eighth-grade left-behind children in 12 provinces found that the adaptation of left-behind children in boarding schools is worse than that of left-behind children living at home. In the fourth grade in particular, the negative impact of boarding on left-behind girls is greater than that on boys. This shows that boarding schools cannot replace or compensate for the absence of parents in the education process for left-behind children (Li et al., 2017). Even so, rural students have resisted going to school. Qualitative investigations were conducted in two primary schools through semi-structured interviews with 87 fifth- and sixth-grade students and 23 teachers and classroom observations in the two schools in the Sun district of Beijing. This research shows that migrant children's school resistance has three patterns according to their behaviours: conformist learner, education abandoner, and nascent transformative resister. All three groups initially believed that academic success could promote their social mobility. However, some students gradually thought that school education was untenable and they became education abandoners (Chen, 2020).

3.6. Rural Schools

3.6.1. Withdrawal of Rural Schools and Integration of Urban and Rural Areas.

To optimize rural education resources and improve the quality of rural primary and secondary school education, China has abandoned the concept of "one school in one village" and merged the resources of neighbouring schools since 2001. However, there are some areas where students find it difficult to go to school and some of them even drop out of school because of the "Programme of Withdrawal and Consolidation". By 2012, the majority of rural areas in China had entered the era of large-scale adjustment of primary and secondary schools, which was dominated by the government. In more than ten years, rural education had experienced a transformation from almost "one school in one village (primary schools)" to "villages without schools". The programme of adjustment had improved hardware and the quality of teaching through centralization so that the central schools had a scale effect (Pang, 2006). However, there were still many problems. In September 2012, the General Office of the State Council issued *the opinions on regulating the layout adjustment of rural compulsory education schools*, proposing to resolutely stop the blind withdrawal and merging of rural schools of compulsory education (General Office of the State Council of the people's Republic of China, 2012) and suspend the withdrawal and merging of rural schools of compulsory education before completing the filing of the special record (General Office of the State Council of the people's Republic of China, 2012). With the national policy of stopping and regulating the layout adjustment of rural schools, rural education in China is entering the post era of "withdrawal and consolidation".

Urbanization refers to the process of transformation from a rural to an urban society. It is a process of transformation including population aggregation and a change of

lifestyle and culture (Gao, 2006). With the wave of urbanization, the rural population in China has a large-scale cross-regional flow. And rural children follow their parents to live in a city and research in urban schools. In the villages, the existence of rural schools also has spiritual significance. In many remote mountainous villages, rural schools are almost the only symbolic buildings with a modern culture, and even a small teaching site represents modern civilization (Wan & Bai, 2009).

Wang Le studied X village in the urban fringe of northern Anhui province. Urbanization makes traditional agriculture change to manufacturing and service industries. The main economic source of villagers is no longer dependent on agricultural production. The traditional industrial structure has begun to disintegrate, and the production and lifestyles have undergone a huge modernization. Some 70% of the land in the village has been subcontracted to others and enterprises for cultivation or development. Most of the villagers are engaged in the secondary and college diploma industries in the urban area, including project contracting, construction and installation spring, private enterprise staff, and individual business. The villagers attach great importance to education. About 76% of the post-90s only experience junior high school education, but there is no one who is out of school due to family coercion. Only the students themselves do not want to continue their studies as their willingness to receive an education is not high. The "one child" policy leads to a decrease in the number of children in each family. Parents are more willing to send their children to the city for a better education, even though they have to undertake heavy transport tasks every day. The headmaster of the village school said, "In the 1970s and 1980s, there were dozens of students in each grade of our school. Now there are two reasons for the decrease in the number of students in schools: first, because of the 'one child' policy, there are fewer children in each village; besides, this village is too close to the city, and the villagers have money and pay more attention to the education for their children, which means they will spend more money on going to school in the city" (Wang, 2017, p. 35).

After the school had been withdrawn and merged, in around 2012, the rural students had a long way to go to get to school, and the hidden dangers en route to the school became the most concerning thing for parents. According to Tencent Education, there is a Luzhuang primary school located in Wagang town, Queshan county, Henan province that has six classes and 175 students from preschool to Grade 5. Among them, more than 20 students need to cross the river by boat every day because of a bridge destroyed by heavy rain (Xinhua News Agency, 2014). With the distance being increased, the sleep time for rural students and the quality of the lunch have been reduced, etc., which seriously affects the physical and mental health of children.

In order to solve these problems, boarding schools are inevitable, and the number of boarding schools is also growing. In some places, there are even huge schools with tens of thousands of people (Cai & Kong, 2014, p. 117). Due to the huge gap between urban and rural schools and the rapid progress of urbanization, the school-age population has been growing in cities and towns, and the phenomenon of overcrowding, large class size, and even super-large class size has become increasingly fierce. Moreover, studies also show that students come from different communities and villages in boarding schools, and there may be group conflict or bullying among them (Qin & Sun, 2011). When rural students go to school in towns or counties, they can go home at weekends or during holidays, which means their parents cannot normally fulfil their responsibilities and obligations in terms of raising and caring for their children. The children just have a short time at home, which weakens the parent-child relationship (Zhou, 2015). Furthermore, with the schools leaving the villages, the spiritual sustenance of the villagers has been transferred to places such as temples. In many villages, in recent years, there has been large-scale construction, renovation, or new construction of temples, which have become the most imposing and representative of buildings. Superstition has begun to be popular in rural society, and wizards have become influential people in rural society (Zhou, 2015). Villagers usually have simpler ideas. If the school leaves the village, or if the school in the village is poor, villagers will not value schooling. This is usually because

they think that schooling is meaningless and fails to change the fate of their children. When villagers think that schooling cannot change the fate of the next generation, they will try other ways, such as resorting to ghosts and gods in temples.

Generally speaking, scholars believe that: on the one hand, the adjustment of rural schools increases the economic and time costs for parents; on the other hand, it also brings new problems such as the safety of school buses and the mental health of students. Moreover, the programme of adjustment cuts off the important supply of cultural heritage in rural areas and intensifies the decline of villages (Zheng, 2000).

3.6.2. Rural Culture.

Rural culture is a regional culture corresponding to urban culture, also known as culture of villages, that has stable existence and is gradually created by villagers with a farming lifestyle in the rural environment over a long time, including Chinese, customs, and habits, etc. (Feng, 2012). Rural schools not only provide opportunities for the students of villages to receive school education, as at the same time, those schools are also the centre of information, providing important support for local culture (Lei, 2014). In rural areas, schools not only undertake the task of teaching and educating students, but they also undertake the mission of inheriting rural culture. Therefore, in a sense, as long as there are schools, there will be charm, vitality, and hope in the villages (Tang, 2014).

In traditional China, rural culture has standardized, restricted, and educated the villagers for more than 2,000 years with its unique order. Moreover, rural culture also provides people with spiritual belonging. However, in the view of urban culture, the term rural culture represents only poverty, backwardness, ignorance, occlusion, and barbarism, while the term rural farmers is just a typical example of poverty, disease, suffering, and weakness (Cai & Kong, 2014). Rapid urbanization and industrialization continue to deconstruct the order and value of tradition. The rural culture has lost

the basis of identity with the fragmented traditional morality, and the significance of rural elites is also declining (Zhao, 2011). Rural school education is gradually moving towards cities instead of villages, and the teaching content is mostly based on urban life experience. However, the students cultivated by rural schools can actually neither return to the village nor quickly integrate into urban life. The formation of rural schools traditionally relies on rural culture, and its structure was relatively stable in the past. However, with the process of urbanization and industrialization, it is influenced by the urban culture and gradually loses its spiritual connotation (Zhao & Ji, 2013).

The selection of curriculum content and school construction in rural schools has taken the city as the standard, guided the students to prepare for city life imperceptibly (Wang & Cao, 2015). As regards the school curriculum, there are almost contents of rural culture. According to the detailed statistics of the first volume of the seventh grade to the second volume of the ninth grade of the Chinese textbook, only seven articles can basically reflect the rural culture, accounting for 4.1%, while there are almost no activities that are directly designed by rural culture, and only 6% of the themes mention nature (Ji & Zhang, 2013). The builders and successors trained by rural education only seem suitable for urban social undertakings. They are transported to the city and support the development of urban society. In the end, rural education only prepares for young students to leave their hometown and constantly "make marriage clothes for others" (Li & Wu, 2016, p. 3).

Some scholars believe that the mission of rural schools should be realized through three dimensions: environmental responsibility, curriculum responsibility, and teacher responsibility. The rural schools should take the resources from culture to educate rural teenagers (Wang, 2016). Some scholars think that due to the sharp decline and outflow of the school-age population, the scale of rural schools is constantly being squeezed. Due to the lack of rural values, schools carry out an

abstract education that is difficult to connect with rural life (Li, 2018). Therefore, rural education should not copy the exam-oriented education of urbanization, but provide an education suitable for rural areas according to the characteristics of these areas and the actual needs of rural youth growth. In rural education, we should advocate the education that is suitable for actual needs and pay more attention to teachers than hardware. Advocating the value of life education, which is education preparing for life, meaning education should return to life and the community, closely combining with rural culture and community development (Xue, 2013).

3.6.3. Digitalization of Rural School Education.

The emergence of the Internet has undoubtedly brought great convenience and opportunity to rural education and teachers. The platform can systematically manage rural teachers by a big data; rural teachers can be trained remotely by the Internet. And the connected classroom can directly move urban classes to the screens in rural schools. A great deal of knowledge and information can also be brought to remote villages.

The application of a network is the integration between Internet resources and teacher training. It is also the measure of using information technology and a network to enhance and extend traditional teaching and training. It is an important mode of constructing the group of teachers in the new era (Ma et al., 2011).

Donggil Song collected data from 85 students (i.e. third- to fifth-graders; 43 males and 42 females), who are from three different villages (i.e. Chennai, Pune, and Mumbai) in rural areas in India. The results show that students were highly motivated by the remotely operated science experiment. Shared understanding and student interaction were found in this research. Moreover, the activities “helped the students to explain phenomena, choose a research question, create a hypothesis, conduct an experiment, analyse the data, construct arguments, and draw conclusions”

(Song et al., 2016, p. 16). The research shows the potential positive contributions of the remotely operated science experiment in the place, namely the lack of appropriate technological infrastructure and financial support (Song et al., 2016).

Christine Warugaba and other researchers collected the data through an online survey with 62 registered participants including 38 participants who had successfully finished the course. The Course of Partners in Health is implemented by MOOC, which is a platform online, in Rwanda. The analysis shows that the number of in-person sessions attended was significantly associated with course completion. *And there was no significant association between the completion and their employer* (Warugaba et al., 2016).

3.6.4 International Research.

3.6.4.1 Educational Choice: Going to School or Dropping Out.

The phenomenon of dropout is common in developing countries and almost all developing countries want their students go to school rather than drop out of school. Although knowing the reasons of dropout does not mean that the problem can be solved. It is still important to understand those causes. The overseas research of rural schools firstly involves dropout, enrolment, and school choices. The phenomenon of dropping out of school is closely related to the village environment and students' attitude towards school education. In the current research on developing countries, dropouts are still mainly caused by external factors, and the researches has not paid attention to students' attitudes towards school education.

3.6.4.2. Dropout Because of External Environment.

The quantitative and qualitative data from rural Cambodia after road improvements. The analysis of quantitative data shows that the road conditions did not influence children's attendance, while school travel distance, households, and their member

composition have significant influences. The qualitative analysis shows that improved roads encouraged households to purchase vehicles with a view to easing children's school education (Idei et al., 2020).

Data come from the fifth round of the Ghana Living Standards Survey, which included a sample of 8,687 households comprising 5,069 rural households and 3,618 urban households. The analyses show that reducing the distance to public schools is an important determinant that will have far-reaching positive effects on public school enrollments in rural Ghana. "Changing the direct cost of school education resulted in only a marginal change in the probability of enrolment" (Gaddah et al., 2016, p.151).

Catherine Larochelle collected the data, including enrolment in the age-appropriate grade, and household economic conditions in rural Zimbabwe from 2001 to 2007. The results show that as much expenditure on education is provided by the state and the opportunities for child workers were limited, the enrolment remained relatively high during the crisis. "Children from the poorest wealth quintile are less likely to be enrolled or attend the age-appropriate grade than any other children". Specifically, "in some regions the poor never enter school, while in others they enter but drop out". And the enrolment of children whose parents have limited education should be noted (Larochelle et al., 2016, p. 333).

Qualitative data were collected through a focus group discussion with seven random male and female students and 16 interviews in Chakohwa village. The materials were analysed through coding to identify the main themes. The results show that high-quality education in schools will be preserved by students who can afford it, who will have a higher pass rate. Rural students emphasize immediate economic concerns rather than long-term educational considerations, which means school education will become a burden for any person in the family who does not have an income (Mukwambo, 2021).

3.6.1.3 Dropout Because of Family.

In Pakistan, 73% of children aged 5–16 (Classes 1 to 10) drop out before reaching the final grade of secondary school. Mughal, Abdul Waheed conducted research in which 18 secondary school boys who had dropped out were interviewed. The research shows that poor educational quality, poor health and malnutrition of school children, overcrowded classes, bad facilities, ineffective policies, large family sizes, and household poverty will lead to dropout. However, family support and a better parental level of education will have a positive effect (Mughal et al., 2019).

3.6.1.4 Dropout because of Low Academic Performance.

Zuilkowski, Stephanie Simmons used quantitative data from a randomized control trial involving 2,666 upper primary-grade students from 101 schools, as well as qualitative data from interviews with 41 school children, dropouts, and parents in Kenya. The quantitative data were analysed using logistic regression and the interview data were analysed via open coding methods and emic codes. The research shows that poorer performance in literacy and numeracy assessments in the fifth grade predicted a higher risk of dropout for the next two years. Interviews revealed that children are the primary decision-makers rather than parents (Zuilkowski et al., 2016).

India faces the issues of low learning levels and a high dropout rate. Nakajima, Maki used unique panel data that followed nearly 1,000 Indian children from 2002 to 2013. The results show that reading and writing skills at the age of 12 have long-lasting positive effects on subsequent school progression, and time spent on household chores negatively affects the acquirement of literacy during primary school years. And “rural girls from households with a high dependency ratio were more likely to stop their education after completing junior high school” (Nakajima et al., 2018, p. 251).

3.7. Discussion

3.7.1. Rural Teachers.

In order to improve the different level of rural teachers, a series of policies have been issued to enable outstanding young people to teach in rural areas, such as the projects "Free normal students", "Special-post plan" (special-post plan for school teachers at the stage of rural compulsory education), and "Education plan" (action for rural financial assistance for rural teachers), etc. But the results show that these policies just temporarily retain young teachers, and it is difficult to retain their hearts (Wang & Zhang, 2016).

However, rural students still do not want to stay at home. The data on the first free employment of normal university students in 17 provinces, cities, and autonomous regions showed that only 4% of the 4,623 graduates eventually taught in a village. The villages of ten provinces had no new teachers. More attention should be paid to the fact that the low numbers hide the turbulent hearts that are ready to leave their homeland at any time. A survey of 153 free normal students conducted by Central China Normal University at the end of 2014 showed that 38.56% of students regretted becoming free normal students. Among the respondents, more than 60% of the students were rural students, and returning home is a failure has become the mainstream value (Zhang, 2016).

Participation in training and exchange in school-based research of rural teachers has greatly improved as there are more opportunities. However, unclear objectives, a lack of targeted resources, and a single training method are still common problems in improving their ability and quality (Zhao, 2018).

The Internet expands the supply of rural training to a certain extent. However, some studies believe that traditional rural teacher training still has problems, such as a lack

of professional learning environment or learning inertia (Bo & Xiao, 2015). Rural teachers generally have to take several courses, boarding school teachers have to manage the lives of students, and some teachers also use their spare time to complete the task of controlling dropouts and keeping students. Moreover, when the new semester starts, it is also time for spring sowing or autumn harvest. Although they are willing to participate in the training, they do not have the time to do so (Luo et al., 2018). In addition, the themes of training must stem from the real problems of their teaching practice, to make sure that online research matches offline needs (Zhang et al., 2015).

With the impact of urbanization, withdrawal of schools, and family planning, an increasing number of left-behind children can enter the cities easily, which means the number of students staying in the villages is gradually decreasing. Generally speaking, the number of students in small-scale schools in rural areas will not exceed 30, and there are some areas that just have one school with one teacher. One or more teachers have to take charge of all courses or disciplines in a class, according to the actual needs of the rural school, in order to strengthen the localization and cultivate the teacher with one speciality and various abilities. In rural schools, especially in remote rural primary schools, there are only a few teachers in a school, which means it is impossible to allocate teachers to students of different grades. A teacher taking care of students and teaching all courses is a necessary and helpless measure aimed at solving the current shortage issue (Ding, 2016).

The policy of teacher mobility is only an emergency plan, and the enthusiasm of mobile teachers may not be maximized. On the one hand, the mode of supporting and regular rotation can improve the quality of education in rural areas in a certain stage, but too long a time will inevitably lead to job burnout and decrease the teaching quality; on the other hand, due to the inconvenience of the living environment, the efficiency of teachers will inevitably be affected (Yu et al., 2013). In order to improve the quality of rural teachers, the Ministry of Education and local

governments have successively implemented the "Special-post teachers" plan; however, young teachers prefer not to take up this opportunity due to the difficult conditions and inconvenience of life in remote rural areas (Liu, 2016).

From the cultural perspective, the current research suggests that rural teachers should inherit rural culture and villages should go back to the past time of farming. This statement is very strange. Rural culture relies on past rural production and lifestyles. If we emphasize rural culture, it means negating the development of villages, hoping that every village will maintain its previous state, or the rural culture cannot be combined with the village. But the entry of modernization, the Internet, and the development completely broke the original life of the village. The village is not isolated from the rest of the world. People can know what is happening outside through mobile phones and computers. Modernization, industrialization, and the Internet have completely changed the rural life of farming, and this change is irreversible. Modern rural children, through television, the Internet, mobile phones, and other media can widely understand and contact the urban elements. Life in urban and rural areas has become the topic of discussion for children. In this case, the opinion that rural teachers should inherit rural culture means that they hope that the village should retreat to decades or hundreds of years ago without any development.

In addition, many researchers emphasize rural education and urban education, as if rural education and urban education are naturally independent and incompatible with each other. But in fact, this is not the case for either students or teachers. If a rural student goes to a city school from a rural school, he will naturally receive an urban school education. If a rural teacher joins a city school, he will naturally become an urban school teacher. Actually, it does not appear, the rural children who cannot adapt to education in cities, or rural teachers who cannot teach courses in city schools. This shows that, essentially, there is no difference between so-called rural education and urban education. If there is a difference, it is a distinction made by

researchers. In fact, there is no natural opposition between urban culture and rural culture, which neglects the changes of the whole society and the village itself, and ignores the changes in people's educational needs in the development of society.

Overseas research on rural teachers firstly focuses on the challenges of rural teachers' work and lifestyle in reality. The research of du Plessis and Mestry showed that in rural schools in South Africa, with poor hardware facilities and insufficient opportunities for further education, teachers are prone to illness and find it difficult to recover (Du Plessis & Mestry, 2019). The research of Çiftçi and Cin shows that in rural Turkey, the lack of resources, educational attempts, and insufficient understanding of the cultural and economic environment would restrict the role of rural teachers (Çiftçi & Cin, 2018).

Other topics also involve the professional development of rural teachers (Herbert et al., 2016; Wong, 2017) and the motivation of rural teachers (Cuervo & Acquaro, 2018). Zhai's research shows that the previous training of rural teachers can help them increase motivation and understand their choices (2019). Blanchard et al.'s research in American rural areas shows that teaching with educational technology can improve their effectiveness and efficiency (2016).

And, overseas rural teacher research also involves inclusive education and inquiry learning. Ramnarain and Hlatwayo's research on rural South Africa shows that although teachers have a positive attitude towards inquiry-based learning and are able to recognize its benefits, due to practical considerations, teachers will not adopt this approach.

3.7.2 Left-Behind Children.

The main problem of left-behind children in rural areas is that their parents go out to work, which results in lower physical and mental development. For schools, the boarding system is generally adopted. However, the boarding system itself will affect

physical and mental development. To date, scholars have not found a good solution. In theory, if parents are required to return home to take care of their children, they will lose good income and urban jobs. If parents take their children with them, it means that a large number of children from rural areas will flow into the city, causing great pressure on urban schools. The most fundamental solution is to develop the village so that parents can have a good job and income in the village, and they can both work and live at the same time.

There are relatively few studies on rural students in other countries, and their focus is mainly on the impact of the surrounding environment on students in all aspects, and the analysis of the reasons for dropout. Nazaruk and Klim-Klimaszewska's research of rural kindergartens shows that direct contact with nature can activate students' senses and thoughts, and can shape a person's natural skills (2017). Aslam et al.'s research on rural students in Pakistan shows that the gap between rich and poor at home can significantly affect children's academic progress (2019). No et al.'s research on dropout in rural Colombia shows that students at different stages are affected by different factors (2016). Research by Burchinal et al. showed that poverty has a significant negative impact on the cognitive, language, and qualitative functions of three-year-old students (2018).

Generally speaking, for overseas research on rural students, the focus is on the students' knowledge and ability, the impact of the natural and family environment, and dropout.

3.7.3. Rural School.

Current Chinese experts refer to a decrease in the number of school-age children in rural areas due to the "one child" policy. The "withdrawal and consolidation" programme and urbanization also have a profound impact on rural schools. The approach to production and lifestyles in rural society are also slowly changing. Many villagers do not need farming for a living, which means villagers can go to urban

areas and do not have to stick to the village where they were born.

The research topics of rural schools in developing countries mainly focus on dropout and the choice between secular schools and religious schools, and the attitude of students' parents towards the rural school curriculum. Other issues also involve the education of women and inclusive education. The research topics in developed countries mainly focus on higher education.

In China, the reality that education needs to respond to is more complex than in the past. On the one hand, modernization and urbanization have changed the production and lifestyles of rural areas; on the other hand, villagers find it very easy to go to cities to seek a better life instead of sticking to the village.

Fertility policies, rural modernization, and urbanization have a continuous impact on rural areas. To date, most researches have focused on rural teachers, followed by rural schools and left-behind children. The main opinion is that rural teachers lack a sense of responsibility and rural culture. School education is divorced from rural reality and oriented by the city, which leads to rural educated people leaving the country. Left-behind children represent a tangled and unsolved situation. Therefore, the proposed solution is to strengthen rural teachers' recognition of rural culture, and make them more responsible and willing to stay in the village. Rural culture must exist in rural schools in a new way, and rural schools must inherit rural culture. At the policy level, balancing the development of rural schools and urban schools through policy, and transferring good teachers from urban areas to schools in rural areas. With the emergence of the Internet, schools and students in rural areas can use the resources of urban schools through the network platform. But these measures have not really solved the problem of rural education.

In the current literature, the most important problem in China and other countries is often attributed to education choice. Specifically, the choice of education concerns whether students and parents choose to go to public school. Almost all countries

hope that children in rural areas can go to public schools or secular schools to ensure a certain quality of education. Current research shows that in rural schools in developing countries, the problem of dropouts is mainly caused by incomplete hardware facilities, complex family environments, and poor student academic performance. The dropout problem reflects the choice of education. In many areas and countries, there was no choice at the beginning, and students were forced to leave school for many reasons. When parents and students have a choice, parents will consider whether to send their children to public schools or private schools, religious schools or secular schools for various reasons.

In China, the research into dropping out, which is a forced education choice, firstly focuses on external reasons. Lei's research shows that in some ethnic minority areas, such as the villages of the Yao people, the fifth and sixth grades of elementary school have a high incidence of girls dropping out, and there is just a minority of Yao girls who manage to finish junior high school. The majority of Yao people in Guangxi live in Dashi mountainous areas or dense mountain forests at an altitude of between 1,000 and 2,000 metres. The places where they live are dispersed, and most of them are in mountain passes. This makes students' homes far away from their school, and the road to school is very dangerous; students need to carry daily necessities to climb the ladder, and they may accidentally fall from the ladder into the valley. These hardware conditions cause students to drop out of school. The patriarchal and early marriage customs also exacerbate girls' dropout (2014).

With the development of rural society, the conditions of villages and schools have gradually improved. The phenomenon of dropout has gradually evolved from forced dropout to actively choosing to drop out. Shen's research on the Dai people in Mangshi, Yunnan province found that dropouts have shifted from primary school to middle school, from explicit dropouts to recessive dropouts, and from involuntary dropouts to voluntary dropouts. Because the knowledge and concepts of school adapt to the modern society, and the curriculum is also oriented towards entering

higher education, which is far from the actual life of Dai students, and the barrier of Chinese. A large number of Dai junior high school students have no willingness to learn in school. Moreover, many students voluntarily drop out even though they are in a situation to go to school (2013). The research conducted by Zhang and He in Tibet showed that the hardware conditions of primary and secondary schools in Tibet are good enough, and the government has implemented a "three guarantees" policy (i.e. food, housing, and book fees) for students in rural and pastoral areas to solve their worries about school education. However, because school education is separated from students' actual life and the language differences, the phenomenon of long-term or short-term drop-out of students in Tibetan agricultural and pastoral areas is still extremely common, and the phenomenon of dropout in middle schools is more serious than that in primary schools (2010). Yuan's research on the Mang people in Yunnan province showed that after the government relocated these people, due to language differences and inadequacies in school curricula, Mang students did not adapt to school education. The students were unwilling to research in school and performed poorly academically (2013). Moreover, Fang and He's research on ethnic minorities in the border economic forest areas of Yunnan province found another phenomenon, namely "drop out of school due to wealth", meaning the family's financial situation is good, but students and parents actively choose to abandon school. The reason is that the families in the village already have very high incomes and the income will not increase with the increase in education years, which leads students and parents to actively drop out (2017). The survey conducted by Ma and Hao in Linxia in Ningxia province showed that the government's investment in rural schools has continued to increase, and educational conditions in poor areas have increasingly improved. Students go to school, not only free of charge but also with certain subsidies. But these measures have not completely eliminated the problem of dropout. Although the difference in language has caused some problems for students with school education, opinions such as "schooling is boring", "schooling is useless", "learning is useless", and "do not want to go to school even without fees" make students voluntarily give up their studies (2020, p. 169).

This shows that it is not only the external environment and conditions that lead students and parents to make corresponding educational choices but also the educational needs of parents and students, which come from production and lifestyles, the influence of village culture. Their expectations and views on the future also affect their educational choices. The educational choices of parents and students not only have a great impact on their future, but also on the survival of the village.

In this selection process, the main opinion of Chinese scholars is that village schools have not responded to the reality of the village, specifically the rural culture. This is the main reason why parents and students in rural areas do not choose rural schools. Secondly, students who choose to go to rural schools receive an education without rural culture, which means they will eventually leave the rural areas.

Generally speaking, Chinese scholars take the view that Chinese villages have existed for thousands of years, so they are bound to exist in the future. Moreover, as the rural culture is naturally based on the production and lifestyles of farming, the rural culture and lifestyles should also be unconditionally preserved. Therefore, the main problem is that the rural culture has been broken and become disconnected from rural schools. And From the perspective of rural culture, development and modernization are unacceptable. In reality, when there is a conflict between education and reality, scholars' point of view is always that there is no inheritance of rural culture in schools, and that there is a disconnect between rural school education and the local tradition. The education of rural people is city oriented, so they will have no nostalgia for the village.

In almost all existing studies, scholars unconditionally believe that rural areas must exist and cannot disappear; moreover, these rural areas must maintain the state of thousands of years ago, so that rural culture can be inherited. Therefore, it is unacceptable for a new generation to leave their village, and modernization and

urbanization are destroying the culture of the village, although I don't know what the correct definition of rural culture is today. And school education plays a negative role in this, which makes rural children yearn for the outside world.

However, the theory of rural culture is very difficult to understand. First of all, scholars do not have a clear definition of what rural culture is, which makes me fail to understand the specific content of this concept. Since rural culture is emphasized, urban culture naturally exists. And what is the difference between rural culture and urban culture? Secondly, even if I recognize the so-called rural culture, schools in rural areas should also respond to the reality of the village and accept this culture. Does that mean that schools in cities should also accept the urban culture and respond to their reality? Thus, the school education system will eventually split into two systems, namely rural and urban. Thirdly, even I agree to do so, but how? I don't know what rural culture is. Thus, naturally, I cannot know how to combine rural culture with school education. From the educational perspective, why should schools naturally inherit local culture? Shouldn't schools stick to their educational values? Therefore, the so-called lack of local culture in schools is a complete false proposition.

However, scholars have neglected the fact that the object of education is human beings, whose educational needs are changing with the development of the environment. With the development of rural and urban areas, as well as the emergence of the Internet, rural residents have different views on school education. Existing researches focus on what rural education should be like from the perspective of pedagogy. However, no one answers the question as to what rural people think about school education with the changing reality? Why do these views arise? What are their needs and what do they want from education? How do people's educational needs change through the development of society?

3.7.4. Modernization Theories.

For the modernization theories, current research on modernization in China has focused more on the part of an overall modernization of the country and society. But because China has so many villages and cities, modernization can vary greatly from region to region. For the villagers, even though many rural villages are undergoing modernization, the result of modernization is not to become cities. Therefore, this study will describe what the modernization of the villages looks like. What parts of the villages have changed, and what does it mean to modernize the countryside as a whole? In addition, the modernization of the countryside must have an important impression on school education in rural areas, so this study will also clarify the impact of the modernization of the village on education in the countryside, especially on the perceptions of parents and students.

4. Research Design

4.1. Questions Proposed

In summary, the core questions posed in this research are:

1. What is the modernization of the village? What are the changes in the production and lifestyle of villages?
2. What are the attitudes of students and parents towards school education in villages?
3. Why do students and parents have such attitudes towards school education in villages?
4. Have the changes in production and lifestyle and modernization of villages affected the attitudes of rural students and parents towards school education?

4.2. Qualitative Research

The reasons for choosing qualitative research, according to *Basics of Qualitative Research*, are as follows:

- 1 To explore how meanings are formed and transformed.
- 2 To explore areas not yet thoroughly researched.
- 3 To discover relevant variables that can be tested later through quantitative forms of research.
- 4 To take a holistic and comprehensive approach to the research of phenomena (Corbin & Strauss, 2014).

The focus of this research is the attitudes of students and parents towards school education in villages and the reasons behind them. Firstly, there is not much research on this issue. Because the research involves the views of parents, students, and teachers in villages about school education, it would be more accurate to describe it in words instead of numbers. Secondly, because this issue has not been studied in

depth yet, there is currently no way to quantify many of the concepts involved and use statistical analysis; quantitative research is not feasible. Therefore, a qualitative research design was chosen for this research.

4.2.1.Reasons for Choosing Grounded Theory

Grounded Theory is an inductive methodology. Grounded theory involves the use of open-ended, and iterative process including data collection, data analysis by coding, and memo-writing. The core of ground theory is theoretical sampling, and the method of analyze is constant comparative analysis. Theoretical sampling is a circular process, which means the researcher does not wait until data are completely collected and to begin the analysis; instead, data collection and analysis occur simultaneously so that the result of analysis can guide the subsequent data collection. The method of analysis is typical grounded theory analysis method, which is constant comparative analysis. This is an iterative process of concurrent data collection and analysis, which involves the systematic choice and stud of several comparison groups. The specific analysis process is: open coding, developing categories, integrating categories, which is the way to making theory and explanation. The propose of using grounded theory aims to generate a substantive theory that will explain a phenomenon in a specific context and suited to its supposed use. The emphasis in grounded theory is theory development and finding explanation. Thus, grounded theory is appropriate when no theory exists or when a theory exists that is too abstract to be tested, but it is not appropriate for the test of a theory or generation of knowledge from objective reality.

Content analysis is also a common method for qualitative data analysis. Content analysis is a research method for the systematic description of the manifest or latent content and identify the meaning of qualitative material. Content analysis allows the researcher to use deductive or inductive approaches to identify themes and the hidden meanings in the data. The process of content analysis also involves the

process of open-coding and developing categories. Content analysis allows the researcher to use inductive or deductive approaches or a combination of both approaches in data analysis with flexibility. Content analysis also allows the researcher to extract manifest and even find out a latent meaning from content. If the researcher uses an inductive method of analysis, then the basic analytical process is open coding, forming categories, and revising categories. If the researcher is using a deductive approach, then the analysis will be derived from prior theory and then make the coding into the predetermined categories. The results of content analysis are categories or themes to show the meaning of qualitative materials. And the purpose of content analysis is to identify the meaning of given social reality or phenomena with large qualitative materials, which means the content analysis is inappropriate for open explorative research.

Both grounded theory and content analysis are the analysis methods that are used in qualitative research. And grounded theory and content analysis do have some similarities. Both of them can use multiple sources of data and have systematic steps in analysis seeking themes, in which the textual data will be coded to develop the categories.

However, there is still a fundamental difference between grounded theory and content analysis. Firstly, from the purpose of the study, the purpose of grounded theory is to provide an explanation of the phenomenon, while content analysis emphasizes the description and understanding of the textual data and the identification of themes. Secondly, while in the research process, although both grounded theory and content analysis involve the process of coding for textual data, grounded theory use the theoretical sampling and rarely adopts a deductive approach to coding. And the researchers are more likely to identify or uncover the meaning of the concept from the interviewees through interview skill, rather than finding the latent meaning of the concept by themselves during the analysis. Thirdly, for the final presentation of results, grounded theory requires the construction of

causal relationships to explain the phenomena, however, content analysis simply provides the categories or themes that allows people to have a systematic understanding of a given text.

Table 2

Differences between Grounded Theory and Content Analysis

Differences	Grounded Theory	Content Analysis
Research goals	Generate a theory and explanation	Describe meaning of materials Develop categories or themes
Analysis	Constant Comparative Analysis Theoretical Sampling	Flexibility of using both the inductive and deductive approaches in data analysis Allowance for analyzing the manifest or/ and latent content meaning of communications
Research Outcomes	Substantive Theory Explanation of the Phenomenon	List of Categories or Themes Meaning of Qualitative Materials
Characteristics	Openness in creating a new theory Holistic understanding and explaining of phenomenon	Coding categories can be derived from the data or relevant existing theory or previous research

The main reason for choosing the grounded theory is that this research wants to explain the decline in dropout rates after rural modernization. Content analysis cannot provide the explanation. The research focuses on, the modernization of the villages, the attitudes of the rural parents and students towards schooling and reasons for the attitude. Therefore, this research not only needs to provide the description of rural modernization, find out attitudes and identify their thoughts, but more importantly, to establish a causal logic chain to explain why schooling is accepted by rural parents and students after the modernization of villages. In addition, the grounded theory is also the suitable choice with induction for this research, since there are few studies on parents and students who value schooling in rural areas.

4.3. Types of Data

The data collected and analysed for the qualitative research are mainly textual. “In qualitative research, data are collected by a variety of means. The most frequently collected types are interviews and observations” (Corbin & Strauss, 2014, p. 7). The data for this research came mainly from interviews with school teachers, and parents from villages, and questionnaires from students.

In the student section, due to the large number of primary school students, an open-ended questionnaire was used to collect data rather than focus group interviews. The reasons for not using focus group interviews were: firstly, the large number of students and the limited time available for the students to attend classes did not allow for easy grouping for interviews; secondly, the aim of the research was to collect the ideas of each student, and focus group interviews could not achieve this. The questionnaire was mainly administered to primary school students in Grades 5 and 6 because they have the ability to express themselves in writing.

For the parents' section, as many of the parents are from ethnic minorities with limited ability in Chinese, translators were provided during the interviews to ensure that researchers could understand the contents.

4.4. Theoretical Sampling

“Theoretical sampling is a method of data collection based on concepts derived from data” (Corbin & Strauss, 2014, p. 134). In theoretical sampling, it is concepts and not people that are sampled (Corbin & Strauss, 2014). “The purpose of theoretical sampling is to collect data from places, people, and events that will maximize opportunities to develop concepts in terms of their properties and dimensions. uncover variations, and identify relationships between concepts” (Corbin & Strauss, 2014, p. 134).

“Theoretical sampling is cumulative” (Corbin & Strauss, 2014, p. 137). Theoretical sampling is not a one-off process, but rather a process that progresses with the analysis. Even the primary analysis has been completed and the basic concepts, codes, and structures have been obtained, theoretical sampling needs to be continued based on the information available.

Saturation is usually explained in terms of "when no new categories or relevant themes are emerging" (Corbin & Strauss, 2014, p. 139) or "when no new concepts are emerging" (Corbin & Strauss, 2014, p. 134). Theoretical sampling can be stopped when the researcher continues to obtain sufficient data until saturation is reached.

With regard to the villages, the aim of the research is to understand what a modernized village is like with the change of production and lifestyle. Utoprague village, on the one hand, is an agricultural village, which has been modernizing and the production and lifestyle has been changed. The change of production is the change in farming from people and livestock to large machines. Karasu village in Nilek county, on the other hand, is a pastoralist village, which has also been modernizing and has shifted its production and lifestyle from nomadic to sedentary. In the past, all villagers had to go to the pastures in the mountains to graze their animals, but now pastoralism has become a professional job, and villagers can pay for specialized herders to lead their cattle and sheep to the pastures. Because the characteristics of the two villages meet the requirements of this research, they were used as sampling sites for the research.

Secondly, in regard to village schools, this research aimed to discover the attitudes, and understand the reasons behind these attitudes, of rural students, parents, and teachers towards school education in a modern village. The chosen schools are from the villages of Utoprague and Karasu.

The research focused on open-ended interviews with teachers and parents, and questionnaires were distributed to students. The information on the students was collected through an open-ended questionnaire. The interviews with parents and teachers were conducted simultaneously with the collection and analysis of data. The data from students, parents, and teachers achieved data saturation.

Specifically, the researcher visited the central primary school in Utoprague village, Bole city, Xinjiang, China, from 10 to 20 November 2021; and the central school in Karasu village, Nilek county, Xinjiang, China, from 20 to 26 December 2021.

4.4.1. Xinjiang Uyghur Autonomous Region.

Xinjiang Uyghur Autonomous Region, abbreviated as Xinjiang in the article, is located in north-western China, in the hinterland of Asia and Europe, with an area of 1,664,900 square kilometres, accounting for about one-sixth of the total land area of China. Xinjiang is bordered by Tibetan Autonomous Region, Qinghai province, and Gansu province within China, and Mongolia, Russia, Kazakhstan, Kyrgyzstan, Tajikistan, Afghanistan, Pakistan, and India at the periphery. The border of the land of Xinjiang is more than 5,700 kilometres long, accounting for about a quarter of China's land border. Xinjiang is China's largest land area with the largest number of neighbouring countries, and has the longest land border of the provincial administrative regions (The People's Government of Xinjiang Uygur Autonomous Region of China, 2021) (PGXUARC).

4.4.1.1. The Geography.

Xinjiang is surrounded by mountains and basins, and is referred to as the "three mountains and two basins". The Altai mountains in the north, the Kunlun mountains in the south, and the Tian Shan mountains in the middle of Xinjiang divide Xinjiang into two halves: the Tarim basin in the south and the Junggar basin in the north. It is customary to refer to the south of the Tianshan mountains as southern Xinjiang, the

north of the Tianshan mountains as northern Xinjiang, and the Hami and Turpan basins as eastern Xinjiang. The lowest point in Xinjiang, which is Tulufan Aydin Lake, is 155 metres below sea level, and it's also the lowest land point in China. The highest point of Xinjiang's land, Chogori Peak, is located on the border with Kashmir at an altitude of 8,611 metres. The Gurbantunggut Desert in Xinjiang is the farthest point on land from the ocean; its straight-line distance is 2,648 kilometres from the nearest coastline. (PGXUARC, 2021).

Xinjiang is far away from the sea and stays deep inland, surrounded by high mountains, which means marine airflow is not easy to reach, forming an obvious temperate continental climate. There is a large temperature difference, sufficient sunshine (2,500–3,500 hours of sunshine per year), little precipitation, and a dry climate. The average annual precipitation in Xinjiang is about 150 mm, but the precipitation varies greatly from place to place, with the temperature in the south being higher than that in the north and the precipitation in the north being higher than that in the south. January is usually the coldest time in Xinjiang, with the average temperature in the Junggar basin being below -20 °C. The absolute minimum temperature in Fuyun county on the northern edge of the basin once reached -50.15 °C, making it one of the coldest areas in China. The hottest month in Xinjiang is usually in July, when the average temperature in Turpan, known as the “Fire Island”, is over 33 °C. The absolute maximum temperature once reached 49.6 °C, the highest in China (PGXUARC, 2021).

4.4.1.2. Brief History of Xinjiang.

“A unified multiethnic country, China came into being as a result of economic and social development. Historically, the East Asia continent that nurtured the ancestors of today's Chinese nation had both farming and nomadic herding areas. Different ethnic groups with diverse livelihoods and lifestyles communicated with and complemented each other, and migrated and lived together. They experienced both

conflict and integration, and pushed China to move forward and become a unified multiethnic country” (The State Council Information Office of the People's Republic of China, 2019, para. 4) (SCIOPRC).

“Xia, Shang, and Zhou, the three earliest dynasties in Chinese history, emerged successively in the Central Plains, a vast area covering the middle and lower reaches of the Yellow River. They integrated with neighbouring clans, tribes, and tribal alliances into bigger ethnic groups, known by the joint names of Zhuxia or Huaxia. From the Spring and Autumn period to the Warring States period, Huaxia groups continued to communicate and blend with neighbouring clans, tribes, and tribal alliances, and gradually seven regions – Qi, Chu, Yan, Han, Zhao, Wei, and Qin – came into being. These maintained contact with neighbouring ethnic groups such as Yi in the east, Man in the south, Rong in the west, and Di in the north. In 221 BC, the First Emperor of Qin founded the first unified feudal dynasty. In 202 BC, Liu Bang, later known as Emperor Gaozu, set up another unified feudal dynasty – Han” (SCIOPRC, 2019, para. 5).

“From the Han to the middle and late Qing, the vast areas both north and south of the Tianshan mountains in Xinjiang were called the Western Regions. Xinjiang was formally included in Chinese territory in the Han Dynasty” (SCIOPRC, 2019, para. 6).

“In 1949, the People’s Republic of China (PRC) was founded, and Xinjiang was liberated peacefully. In 1955, the Xinjiang Uygur Autonomous Region was established. Under the leadership of the Communist Party of China, all ethnic groups in Xinjiang united and worked with other groups across the country” (SCIOPRC, 2019, para. 11).

4.4.1.3. The Ethnic Groups in Xinjiang and the Chinese Nation.

“Xinjiang has been a multi-ethnic region since ancient times. The earliest explorers of Xinjiang included the Sai, Roushi, Wusun, Qiang, Qiuci, Yanqi, Khotan, Shule, Shache,

Loulan, and Cheshi peoples living in the Tianshan mountains and the Xiongnu and Han peoples in the pre-Qin, Qin, and Han dynasties. Following them were peoples of the Han, the Xianbei, Rouran, Gaoche, Yeda, and Tuyuhun in the period of the Wei, Jin, and Northern and Southern Dynasties; of the Turk, Tubo, and Ouigour in the period of the Sui and Tang dynasties; of the Khitan in the period of the Song, Liao, and Jin dynasties; of the Mongol, Jurchen, Dangxiang (Tangut), Kazak, Kirgiz, Manchu, Xibe, Daur, Hui, Uzbek, and Tatar in the period of the Yuan, Ming, and Qing dynasties. Large numbers of various ethnic groups entering Xinjiang in different periods brought technology, culture and ideas, folk customs, and many other aspects of their lives into the region, promoting economic and social development through exchanges and integration. They were all explorers of Xinjiang. By the end of the 19th century, 13 ethnic groups – the Uygur, Han, Kazak, Mongol, Hui, Kirgiz, Manchu, Xibe, Tajik, Daur, Uzbek, Tatar, and Russian – had settled in Xinjiang, with the Uygur having the largest population. Ethnic groups had grown, developed, and integrated with each other despite periods of isolation and conflict, and shared good fortune and hardship in a close relationship. All of them have made important contributions to exploring, developing, and protecting Xinjiang, and they are all masters of Xinjiang. Currently inhabited by 56 ethnic groups, Xinjiang is one of the provincial-level administrative regions with the most ethnic groups in China. The Uygur, Han, Kazak, and Hui have populations of one million and above, and the Kirgiz and Mongol have populations exceeding 100,000. Today, Xinjiang, home to various ethnic groups, is an integral part of the Chinese nation” (SCIOPRC, 2019, para. 19).

By the end of 2020, the resident population of the region was 25,852,300, with the population of ethnic minorities accounting for 57.76% of the total population (PGXUARC, 2021).

4.4.2. Utoprague Village.

Utoprague means "a long ditch of spring" in Mongolian. The data was collected

during the survey. Utoprague village is a suburban town in Bole city, located 11 km east of Bole city. As of 2021, the town has a total area of 750 square kilometres. The village is inhabited by 13 ethnic minorities, including Han and Uyghur, Mongolian, Kazak, and Hui. The total population is 18,000, with ethnic minorities accounting for 54.2% of the total population. Utoprague village is a predominantly agricultural village with mainly plants and cotton; it has a cultivated area of 129,000 mu, including 97,000 mu of cotton, 15,000 mu of corn, 0.65 million mu of wheat, 0.4 million mu of sugar beet, and 0.65 million mu of melon and fruit vegetables.

The village has been modernizing through the "Village Renewal" project. In this year, \$222 million had been invested in improving the infrastructure and housing conditions in the village. In addition to this, the government also had a specific plan to continuously improve the public infrastructure, such as water, electricity, roads, houses, and Internet equipment.

4.4.3. Utoprague Village Central Primary School.

Utoprague Village Central School is a complete primary school with six grades including a total of 18 classes and around three classes in each grade. The data was collected during the survey. In 2021, the school had 696 pupils. Each grade has around 120 pupils with a high proportion of ethnic minorities of 86%. The students mainly come from Utoprague village. The school has 106 teachers including teachers who teach courses and teachers who are responsible for student life. there are 66 specialist teachers and 18 class teachers, and a 13:1 student-teacher ratio. The school's curriculum is in accordance with the standards of China. The school has completely modernized. The school uses Chinese to teach courses, meanwhile, the schools also teach the language and writing of ethnic minorities.

4.4.4. Nilek County and Karasu Village.

Nilek is a Mongolian word meaning "hope and new life". The data was collected

during the survey. According to the latest data from 2021, the county has a total area of 10,053 square kilometres and a total population of 178,000 people, made up of 32 ethnic minorities, or 78%, including Han and Kazak, Uygur, Hui, and Mongolian. Nilek county has 12 villages with a rural population of 34,797 households and 125,703 people.

As regards Karasu village, the word Karasu is Kazak and means "black water". And black water means a river that does not freeze in winter. The village is under the jurisdiction of Nilek county. As of 2021, according to data published by the Karasu government, Karasu village has a total area of 862,800 mu and a total population of 4,171 households and 15,975 people; 83.6% of the population of the village are Kazaks, which includes 3,412 households and 13,529 people.

From 2015 to 2020, Nilek county invested a total of 4.79 billion yuan to continuously improve and upgrade the public infrastructure such as water, electricity, roads, houses, and networks, and to continuously promote the modernization of Nilek county, including Karasu village. The government has been renovating communication networks and achieving good coverage of communication signals, the Internet, radio, and television. In addition, the government has systematically rehabilitated houses and settled herdsmen. The government has initiated safety projects and ensured that water sources are protected and piped into households, with a 100% compliance rate of safe drinking water for the entire population of the village.

4.4.5. Karasu Village Central School.

Karasu Village Central School was built in 1976 and is located 30 km west of Nilek county. The data was collected during the survey. It is now a rural nine-year consistent boarding school. The school covers an area of 62,731 square metres, with a green area of 28,143 square metres, a building area of 14,642 square metres, and a

sports field of 20,380 square metres as of today. At present, the school has 40,330 books and all function rooms are fully equipped. The school strictly implements the curriculum standards of China, has all kinds of courses, and all kinds of functional rooms with instruments equipped. The school has 36 classes and 1,476 students, including 390 students living in the school. Of these, 88.1% are Kazak students, 9.2% are Hui students, and 2.7% are of other ethnic minorities. As of 2021, the school has 124 teachers. The school uses Chinese to teach courses, meanwhile, the schools also teach the language and writing of ethnic minorities.

4.5. Research Objects

The research was carried out in Utoprague Village Central Primary School and Karasu Village Central School. In the teachers' section, a total of 38 teachers were interviewed, including the principal and the vice-principal. Among the teachers, there were 24 teachers who were in charge of a whole class. The teachers were from the Han ethnic group and Mongolian, Uyгур, Hui, and Kazak ethnic minorities. Most of the teachers teach both Chinese and Mathematics. The teachers' ages range from 23 to 54. Most of the teachers are educated to bachelor level.

For the students, a questionnaire was used rather than interviews due to the large number of students. As the questionnaires were distributed, students in Grades 5 and 6 were selected. A total of 381 questionnaires were distributed in the two schools and 381 questionnaires were returned, i.e. a 100% return rate. Of these, 157 were from boys, 220 were from girls, and four did not specify. The students were from Han ethnic group and Uyгур, Kazak, Hui, and Mongolian ethnic minorities.

A total of 30 parents were interviewed. The parents were from Han ethnic group and Uyгур, Hui, and Kazak ethnic minorities. Most of the parents' education level was junior high school and the parents' ages ranged from 26 to 66.

4.5.1 Utoprague Village Central Primary School.

Table 3

Demographics of Teachers at Utoprague Village Central Primary School

Code Name	Class Teacher or Not	Ethnic Group	Subjects	Gender	Age	Education Level	The Grade of Teaching
A	Yes	Han	Mathematics	Female	47	Bachelor Degree	Grade 6
B	Yes	Han	Chinese	Female	25	College Diploma	Grade 6
C	Yes	Han	Chinese	Female	54	College Diploma	Grade 5
D	Yes	Han	Chinese	Female	26	Bachelor Degree	Grade 6
E	Yes	Uygur	Mathematics	Female	30	Bachelor Degree	Grade 4
F	No	Han	Mathematics	Female	54	College Diploma	Grade 5
G	Yes	Han	Chinese	Female	48	College Diploma	Grade 2
H	Yes	Mongolian	English	Female	39	Bachelor Degree	Grade 5
I	Yes	Han	Chinese	Female	35	Bachelor Degree	Grade 4
G	Yes	Mongolian	Mathematics	Female	24	Bachelor Degree	Grade 3
K	No	Han	Chinese	Female	26	Bachelor Degree	Grade 5

L	No	Uygur	Music	Female	28	Bachelor Degree	Grade 1
M	No	Uygur	Ethics and the Rule of Law	Female	33	Bachelor Degree	Grade 5
N	Yes	Han	Mathematics	Female	26	Bachelor Degree	Grade 4

Table 4

Information about Teachers at Utoprague Village Central Primary School

		Number of People
Total number of people		14
Class Teacher or Not	Yes	10
	No	4
	Unknown	0
Ethnic Group	Uygur	3
	Mongolian	2
	Han	9
	Unknown	0
Subjects	Mathematics	5
	Chinese	6
	Ethics and the Rule of Law	1
	English	1
	Music	1
	Unknown	0
Gender	Male	0
	Female	14
	Unknown	0

Education level	College Diploma	4
	Bachelor Degree	10
	Unknown	0
The Grade of Teaching	Grade 1	1
	Grade 2	1
	Grade 3	1
	Grade 4	3
	Grade 5	5
	Grade 6	3
	Unknown	0

Fourteen teachers, including the principal of the school, were interviewed in the central primary school in Utoprague village. Class teachers are responsible for the work of a class and have more interaction with students than others; the teachers were interviewed mainly by the class teachers and supplemented by other teachers. When the interview of the 12th teacher was completed, we had reached theoretical saturation.

Overall, a total of 14 teachers were interviewed including the 10 class teachers. The teachers were from Han ethnic group and Mongolian, and Uyгур ethnic minorities. The main subjects were Chinese and mathematics and their ages ranged from 24 to 54. Most of the teachers were educated to bachelor level. All of the teachers were female and the majority of teachers were in Grades 4–6.

Table 5

Information about Students at Utoprague Village Central Primary School

Students	
	Number of People

Total Number of Students		211
Age	10	49
	11	99
	12	59
	13	2
	Unknown	2
Gender	Male	105
	Female	102
	Unknown	4
Grade Level	Year 5	107
	Year 6	102
	Unknown	2
Ethnic Group	Uygur	117
	Kazak	30
	Han	30
	Hui	26
	Mongolian	2
	Unknown	6

For the students of the primary school in the village of Utoprague, the questionnaire was mainly used. On the one hand, because of the large number of pupils, it would be inefficient to use interviews. And because the pupils' ability to express themselves is limited, it would not be very effective to use interviews. As primary school students are still at the stage of studying words, students in Grades 5 and 6 were selected as they have some ability to write and express themselves.

The research was carried out at Utoprague Village Central Primary School, where 211 questionnaires were distributed and 211 questionnaires were returned, i.e. a 100% return rate. The age of the students ranged from 10 to 12, 105 were boys, 102 were

girls, and four were of unknown gender. The students were from Han ethnic group and Uyгур, Kazak, Hui, and Mongolian ethnic minorities; 107 students were in Grade 5, 102 students were in Grade 6 and two were unknown.

Table 6

Demographics of Parents at Utoprague Village Central Primary School

Code Name	Ethnic Group	Age	Education Level	Occupation	Gender
A	Uyгур	47	Junior High School	Housekeeper at the health Central	Female
B	Han	43	Junior High School	Farmers	Male
C	Han	41	Junior High School	Farmers	Male
D	Hui	49	Primary School	Farmers	Male
E	Uyгур	41	High School	School toilet hygienist	Female
F	Uyгур	41	Secondary School	None	Female
G	Uyгур	32	Primary School	Clothing Shop Sales Staff	Female
H	Uyгур	34	Junior High School	Telecom Sales Office Staff	Female
I	Hui	66	None	None	Male
J	Uyгур	32	High School	Community Staff	Female
K	Uyгур	39	Junior High School	Cattle breeder	Male
L	Han	38	Junior High School	Farmers	Female

Table 7

Information about Parents at Utoprague Village Central Primary School

Parent		
		Number of People
Total Number of People		12
Ethnic Group	Uygur	7
	Hui	2
	Han	3
	Unknown	0
Education Level	No school education	1
	Primary School	2
	Junior High School	6
	High School	2
	Secondary School	1
	Unknown	0
Gender	Male	5
	Female	7
	Unknown	0

A total of 12 parents were interviewed for the research in Utoprague village. The parents were from Han and Uygur, and Hui ethnic groups and most of the parents are from Uygur ethnic minority. The parents' education level, for the most part, was junior high school; five of them were men and seven were women. The age of the parents ranged from 32 to 66. As most of the parents were of Uygur ethnic minority, the interviews were conducted with a translator. A theoretical saturation of the parents' interviews occurred at the 10th interview.

4.5.2. Karasu Village Central School.

Table 8

Demographics of Teachers at Karasu Village Central School

Code Name	Class Teacher or Not	Ethnic Group	Subjects	Gender	Age	Education Level	The Grade of Teaching
A	Yes	Hui	Mathematics	Female	46	Unknown	Grade 6
B	No	Mongolian	Mathematics	Female	35	College Diploma	Grade 2
C	No	Han	Chinese	Female	34	Bachelor Degree	Grade 7
D	Yes	Han	Mathematics	Female	23	Bachelor Degree	Grade 4
E	Yes	Hui	Mathematics	Female	42	Bachelor Degree	Grade 7
F	No	Han	Physical	Male	34	College Diploma	Grade 8
G	No	Han	Mathematics	Female	33	Bachelor Degree	Grade 9
H	No	Hui	Mathematics	Female	41	Bachelor Degree	Grade 3
I	Yes	Hui	Chinese	Female	24	College Diploma	Grade 4
G	Yes	Han	Unknown	Male	47	College Diploma	Grade 9
K	No	Han	English	Female	42	Bachelor Degree	Grade 4
L	No	Han	Chinese	Male	46	College Diploma	Unknown
M	Yes	Hui	Chinese	Female	37	Bachelor	Grade 7

						Degree	
N	No	Kazak	Sports	Male	44	College Diploma	Unknown
O	Yes	Han	Mathematics	Female	40	Unknown	Grade 8
P	No	Hui	Chinese	Male	41	Bachelor Degree	Unknown
Q	No	Han	Ethics and the Rule of Law	Male	Unkn own	College Diploma	Grade 6
R	Yes	Hui	Chinese	Female	45	Bachelor Degree	Grade 2
S	Yes	Hui	English	Female	52	Bachelor Degree	Grade 7
T	Yes	Han	Chinese	Female	49	Bachelor Degree	Grade 9
U	Yes	Kazak	English	Female	35	Bachelor Degree	Grade 2
V	Yes	Han	Chinese	Female	54	College Diploma	Grade 3
W	Yes	Kazak	Mathematics	Female	30	Bachelor Degree	Grade 5
X	Yes	Kazak	Mathematics	Female	31	Bachelor Degree	Grade 6

Table 9

Information about Teachers at Karasu Village Central School

		Number of People
Total Number of People		24
Class Teacher or Not	Yes	14

	No	10
	Unknown	0
Ethnic Group	Hui	8
	Mongolian	1
	Han	11
	Kazak	4
	Unknown	0
Subjects	Mathematics	9
	Chinese	8
	Physical	1
	English	3
	Sports	1
	Unknown	1
	Ethics and the Rule of Law	1
Gender	Male	6
	Female	18
	Unknown	0
Education Level	College Diploma	8
	Bachelor Degree	14
	Unknown	2
The Grade of Teaching	Grade 1	0
	Grade 2	3
	Grade 3	2
	Grade 4	3
	Grade 5	1
	Grade 6	3
	Grade 7	4
	Grade 8	2

	Grade 9	3
	Unknown	3

At Karasu Village Central School, 24 teachers were interviewed, including the principal and vice-principal of the school. As class teachers are responsible for more work and have more interaction with students than other teachers, the teachers were interviewed mainly by the class teachers and supplemented by other teachers. Theoretical saturation was reached when the interviews reached the 20th teacher.

Overall, a total of 24 teachers were interviewed including 14 class teachers. The teachers were from Han Ethnic Group and Mongolian, Hui, and Kazak ethnic minorities. The main subjects were Chinese and mathematics. Their ages ranged from 23 to 54. Most of the teachers were educated to bachelor level. As Karasu Village Central School contains both primary and junior high schools, teachers are selected from Grades 1 to 9. All of the teachers interviewed were female, with a relatively even distribution of grades.

Table 10

Information about Students at Karasu Village Central School

Students		
		Number of People
Total Number of Students		170
Age	10	5
	11	58
	12	98
	13	9
	Unknown	0
Gender	Male	52

	Female	118
	Unknown	0
Grade Level	Grade 5	61
	Grade 6	109
	Unknown	0
Ethnic Group	Uygur	4
	Kazak	136
	Han	1
	Hui	25
	Unknown	4

For the primary school students in Karasu Village Central School, the research adopted the questionnaire method. On the one hand, because of the large number of primary school students, it would be inefficient to use interviews; and because of the limited expressive skills of primary school students, the interview method would not be effective. As primary school students are still at the stage of studying words, students in Grades 5 and 6 were selected, since primary school students in Grades 5 and 6 have some ability to write and express themselves.

At Karasu Village Central School, 170 questionnaires were distributed for the research, and 170 were returned, i.e. a 100% return rate. The ages of the students ranged between 10 and 13, with 52 boys and 118 girls. The students were from the Han ethnic group and Uygur, Kazak, and Hui ethnic minorities. As Karasu Village is predominantly Kazak, most of the students were Kazak students. Sixty-one students were in Grade 5 and 109 were in Grade 6.

Table 11

Demographics of Parents at Karasu Village Central School

Code Name	Ethnic Group	Age	Education Level	Occupation	Gender
A	Kazak	62	College Diploma	Teacher	Male
B	Kazak	39	Junior High School	Herdsman	Male
C	Hui	36	Junior High School	Self-employ ed	Female
D	Kazak	38	High School	Self-employ ed	Female
E	Kazak	38	Junior High School	Self-employ ed	Male
F	Kazak	50	Primary School	Farmers	Male
G	Kazak	41	Junior High School	Drivers	Male
H	Kazak	37	Junior High School	Housewife	Female
I	Kazak	41	High School	Officer	Male
J	Kazak	26	Junior High School	Odd Jobs	Female
K	Kazak	48	Unknown	Odd Jobs	Male
L	Han	60	High School	Farmers	Male
M	Kazak	42	Junior High School	Housewife	Female
N	Kazak	34	Junior High School	Odd Jobs	Female
O	Hui	42	Junior High School	Self-employ ed	Male
P	Han	64	High School	Teacher	Female

Q	Kazak	54	Unknown	Odd Jobs	Male
R	Kazak	34	Junior High School	Housewife	Female

Table 12

Information about Parents at Karasu Village Central School

Parent		
		Number of People
Total Number of People		18
Ethnic Group	Kazak	14
	Hui	2
	Han	1
	Unknown	1
Education Level	Primary School	1
	Junior High School	10
	High School	4
	College Diploma	1
	Unknown	2
Gender	Male	10
	Female	8
	Unknown	0

In Karasu village, the research interviewed a total of 18 parents. The parents were from the Han ethnic group, Hui, and Kazak ethnic minorities, with most parents coming from the Kazak ethnic minority. The parents' education level, for the most part, was junior high school; 10 of them were men and eight were women. The ages of the parents ranged from 26 to 60. As most of the parents were Kazak parents, the interviews were conducted with a translator. A theoretical saturation of the parents'

interviews occurred at the 16th interview.

4.6. Analysis Process

The research takes grounded theory as the method of analysis. The reason is that there is very little relevant research and no suitable coding systems to use, therefore the research is more suited to using grounded theory, which can generate a theory to describe and explain the phenomena through data. “The characteristics of grounded theory research are as follows: first, the concepts from which the theory is constructed are derived from data collected during the research process and not chosen beforehand; second, in grounded theory, research analysis and data collection are interrelated” (Corbin & Strauss, 2014, p. 7). This means that the researcher has to start analysing at the beginning of the research and collect further data based on the results of the analysis, which means that, in grounded theory, data analysis and data collection are interrelated.

Grounded theory requires the development of a theory through description. The purpose of the description is to enable the phenomenon and content to be accurately represented, while the purpose of generating theory is to explain why the phenomenon occurs. “Put simply, the description talks about an event or happening while the theory offers an explanation for why events or happenings occur” (Corbin & Strauss, 2014, p. 12). “Description plays a part in theory development by filling in the details once the theoretical structure is given form” (Corbin & Strauss, 2014, p. 12).

The analysis of the data begins when the data are first collected, and continues based on the results of the data analysis after the data are collected. The most important tools in the analysis of grounded theory are the asking of questions and the making of comparisons (Strauss & Corbin, 1990). “Comparative analysis compares incident against incident for similarities and differences” (Corbin & Strauss, 2014, p.

239).

In the latest *Basics of Qualitative Research*, the analysis process is divided into three stages: open coding, developing categories, and integrating categories for the theory.

The first step is open coding. The concepts are required to identify from the material. “The concepts are words that stand for interpreted meaning of data, the conceptual name enabling researchers to group ‘raw data’ with other ‘raw data’ that share a common meaning or characteristic” (Corbin & Strauss, 2014, p. 220). “Next, open coding is performed based on the identified concepts. Open coding is the process that breaks data apart and delineates concepts to stand for interpreted meaning of raw data” (Corbin & Strauss, 2014, p. 239).

The second step is making categories. Categories are sometimes referred to as “themes”. “Categories are higher-level concepts under which analysts group lower-level concepts that then become their subcategories. They represent relevant phenomena and enable analysts to reduce, combine, and integrate data” (Corbin & Strauss, 2014, p. 220).

“The final step is to integrate categories for the theory” (Corbin & Strauss, 2014, p. 295). Integration means the researcher has to link categories around a core category and refine and trim the theory.

Of course, the context of the research needs to be considered in the analysis, as well as the counterexamples. “Context locates and explains action-interaction within a background of conditions and anticipated consequences and context could link concepts and enhance a theory's ability to explain” (Corbin & Strauss, 2014, p. 268). Negative cases that stand in contrast to the main findings of a research. Often, a negative case represents a dimensional extreme or variation on the conceptualization of data (Corbin & Strauss, 2014).

In accordance with the program given in the book, this research takes the steps of open coding, developing categories, and integrating categories for the theory.

For this research, two villages were visited, teachers from two schools were interviewed, and questionnaires were sent to students from both schools. For teachers and parents, data collection and data analysis were carried out simultaneously. For the pupils, the data were collected once because of the questionnaire. Data from both villages were analysed and collected independently, and data from both sites were compared only after the data had been analysed. Because the research involved three objects, namely teachers, students, and parents, the analysis process and data collection process were also independent for all three. The data from the teachers, students, and parents in both villages were analysed before the results were aggregated and compared. During the data collection and analysis process, the two methods of grounded theory were used continuously: questioning and comparison.

Prior to analysis, the audio needed to be converted to text as the data had been collected from parents and teachers through interviews.

In the analysis process, the researcher first coded the materials collected from parents, teachers, and students through open coding. The open coding focused on the analysis of textual material, identifying different concepts, and merging the same concepts. Throughout the open coding phase, the researcher paid close attention to the meanings expressed in the parent, student, and teacher utterances and whether new concepts emerged. Through open coding, the researcher hoped to obtain enough concepts to show the views and attitudes of the parents, students, and teachers as much as possible. The open-ended coding resulted in the processing of 14 teacher interviews, 211 questionnaires for primary school students, and 12 interviews with parents at Utoprague Village Central Primary School; and 24 teacher interviews, 170 questionnaires from primary school students, and 18 interviews with

parents at Karasu Village Central School. Open coding, a total of 38 teacher interview materials, 381 questionnaires for primary school students, and 30 interview materials for parents were coded.

After completing the open coding, further analysis began in response to the coding. As the research aimed to understand the attitudes of students, parents, and teachers towards school education and the perceptions behind it. The attitudes of teachers, students, and parents towards school education were used as categories and the open coding would be grouped under the attitudes as the content. Therefore, in the analysis, attitudes were regarded as categories and the open coding codes were regarded as the content.

After the analysis and integration of the codes, the researcher then proceeded to construct a theory. Unlike the coding analysis, the theoretical construction is aimed at explaining why, rather than just describing attitudes and causes. Therefore, in the process of theoretical construction, we firstly focus on changes in the external environment, specifically the modernization of the village and changes in production and lifestyles. Secondly, we build a causal logic on the changes in production lifestyles from the previous analysis in order to explain why parents and pupils in modern villages consider school education to be important and have positive attitudes towards it.

The analysis of the data is all done using NVivo 12 software.

5. Results

5.1. The Modernization of the Villages

In the past, the villages were relatively backward, and the infrastructure in villages was much worse than in cities. A “Revitalization of the Villages” policy has been implemented by the Chinese government, with the villages continuing to modernize and, specifically, the infrastructure being considerably improved.

In the past, Utoprague village had poor infrastructure and living conditions.

Table 13

Modernization of the Village as Viewed by Teachers of Utoprague Village Central Primary School

Codes	Files (Number of People)	References
Road Construction	4	4
House Renovation	3	3
New Transport	1	1
Food Variety	1	1

According to the interviews with the teachers of the central primary school in Utoprague village, the modernization of the village is mainly reflected in the road construction, house renovation, and the construction of a public event space. Moreover, the food variety is increasing and parents have new transport. Although Utoprague village is remote, the village has a very good telephone and Internet signal.

Code: Road Construction

Teacher L of Utoprague Village Central Primary School:

I only arrived in the village in 2018. The first thing that has changed in the village compared to the past is the roads. I used to come to school by bus and it was all dirt roads and bumpy then, now the roads are all tarmac with very good quality.

Code: House Renovation

Teacher A of Utoprague Village Central Primary School:

The main changes in the village are the infrastructural development of the village, in contrast to the renovation of houses, the repair of roads, the construction of places for villagers' activities; and of course the life quality of the villagers has been improving. Moreover, public places for villagers' activities have been built in the village.

Teacher D of Utoprague Village Central Primary School:

When we used to visit their house, they used to live in earth houses. However, now every house is connected to water and electricity, and every house has a yard with conditions. The facilities are as good as in the city with very stylish decoration. Some villagers have houses in the village, town, or even in the city.

Code: New Transport

Teacher D of Utoprague Village Central Primary School:

I also came to this school right after I graduated, came here at the age of 23, and have taken three rounds of students so far. My earliest students would be at university by now. In the early days, parents didn't have the sense to pick up their children because they didn't have their own transport. Now, some students live at school and will be picked up once a week, and many parents can drive motorbikes or come to school by bus, which was not as good as we have now. The difference now is in the transport, and parents can drive their cars to pick up their children every day.

Code: Food Variety

Teacher D of Utoprague Village Central Primary School:

In terms of food, in the earliest days of the village, most of the villagers only had Nang, which is a kind of crusty pancake, and boiling water. Nowadays, the villagers have more food on the table, including fruit and meat, more kinds of meat, fresh milk and yogurt, chestnuts in winter, and pomegranates in summer.

According to the interviews with the teachers in Utoprague, the infrastructure and all aspects of Utoprague village in the past were poor; however, the infrastructure of the village has now been much improved.

In the past, the infrastructure and living conditions in Karasu village were poor. However, through the government's "Revitalization of Villages" project, the infrastructure of the village has been greatly improved.

Table 14

Modernization of the Village as Viewed by Parents of Karasu Village Central School

Codes	Files (Number of People)	References
Road construction	5	5
Economic Development	3	3
Improvement of School Hardware	3	3
Piped Water	3	3
House Renovation	2	2
Home Electrification	2	2

Parents in Karasu village believe that the modernization of Karasu village is firstly reflected in the road construction.

Code: Road Construction

Parent B of Karasu village:

The most important change in the villages is the roads. The roads in the village used to be very poor, but now they are well constructed in all directions.

Parent J of Karasu village:

Our village is well built, there were no roads in the village, but now the village has asphalt roads even with the highways out of the village. The second factor is the economic development of the village and the improvement of the school's hardware.

Code: Economic Development

Parent C of Karasu village:

When I first came to this village, I felt that the place was particularly backward. And now, the village has changed quite a lot. I think the village is pretty well improved in all aspects and the economy has developed a lot.

Parent P of Karasu village:

The changes that have taken place in the village have been radical. When I came to the village, you couldn't even buy green vegetables, that's how poor the village was. But now it's different, now there are many different kinds of vegetables in the shops, you can get whatever you want, and the village economy is growing very fast.

Code: Improvement of School Hardware

Parent B of Karasu village:

There is also a rapid development of the hardware and conditions of the school. The changes in the school are very obvious, the quality of teachers in the school is also very good, teaching facilities are also complete.

Parent M of Karasu village:

It used to be very inconvenient for us to go out to work, and we had no one to look

after our children. But now there is a kindergarten and primary school in the village, we can send our children straight to school and then we can go out to work.

In addition to this, the village has been connected to piped water and electricity, and everyone is living in government-built houses.

Code: Piped Water

Parent B of Karasu village:

In the village, the housing conditions were very poor and there was no piped water, but now we have piped water in every house.

Code: Home Electrification

Parent J of Karasu village:

In the past, we didn't have electricity in our homes and we didn't have electrical appliances. But now, we have electricity in our homes, and every house has a TV and a refrigerator, just like in the city.

Code: House Renovation

Parent N of Karasu village:

For example, the house I lived in 10 years ago was still a dirt house. However, now, all of us have moved into the government's houses. The house is a small cottage with a yard.

Table 15

Modernization of the Village as Viewed by Teachers of Karasu Village Central School

Codes	Files (Number of People)	References
Road Construction	7	7

House Renovation	4	4
Streetlights	3	3
Information Society	2	4
Piped Water	2	2
Home Electrification	2	2
Various Electrical Appliances	1	1
Pavement	1	1
Teachers' House Renovation	1	1
Cars	1	1

The teachers of the central school in Karasu think that the modernization of Karasu village is reflected, first of all, in the construction of roads, the house renovation, and the construction of streetlights.

Code: Road Construction

Teacher B of Karasu Village Central School:

The biggest change now is that the roads have been repaired. When we first came here, it was very inconvenient and the roads were poor, but now they are all particularly convenient, which is particularly good.

Teacher C of Karasu Village Central School:

The change is about the roads, the hardening of the roads is obvious; when I first came to work the roads were not even there.

Teacher Q of Karasu Village Central School:

The road facilities are still much better than when I first came here. When I first came here, this road was all mud, but now the roads are hardened and become tarred roads.

Teacher T of Karasu Village Central School:

The biggest change has been the building of the roads; we work at the school and the roads are in good condition, making it easier for us to get to and from work every day.

Code: House Renovation

Teacher A of Karasu Village Central School:

The houses have also improved a lot and the houses in the village are now earthquake-resistant, which is a huge improvement on what they used to be.

Teacher H of Karasu Village Central School:

Now, the standard of living of the people is increasing, the living environment is also good. Housing conditions are also much better. Many houses are also well decorated, and some houses of villagers are better than teachers'.

Teacher V of Karasu Village Central School:

It is true that some people, in the past, had poor housing conditions and their homes were not particularly hygienic. Now, the villagers live in a house built by the government and have a good sense of hygiene in their homes. Their homes are clean, and the houses are heated in winter.

Code: Streetlights

Teacher C of Karasu Village Central School:

Apart from the road repairs, there are the streetlights in the village, which have been put in place in the village over the past few years.

Teacher F of Karasu Village Central School:

There used to be no streetlights in the village, but now there are streetlights on both sides of the road, and the streetlights are now solar-powered.

Secondly, Karasu village has entered the information society and has piped water, and home electrification, which is also a reflection of modernization.

Code: Information Society

Teacher L of Karasu Village Central School:

Although we are in a village, mobile phones and computers do have Internet access. The mobile phone signal in the whole village is very good. Although this village is small, we are in fact also entering the information society; the herdsmen in the village also have their mobile phones with them every day, so we are aware of what is happening outside. As you can see, the village has changed a lot, and there is not much difference between village life and city life.

Teacher N of Karasu Village Central School:

Now, in the village, the Internet and TV signals are very good, and the herdsmen are now watching TV and playing with their mobile phones in their spare time, unlike the old days when they used to drink alcohol, which is indeed a great change.

Code: Piped Water, Home Electrification

Teacher A of Karasu Village Central School:

The village was poorly equipped, with no piped water or electricity. However, we have it now.

Teacher K of Karasu Village Central School:

Now, every household in the village has access to piped water and electricity, which were not available before.

In general, in the past, the infrastructures of Utoprague and Karasu village were very poor, with no roads, no piped water, no electricity, and no Internet or telephone signal, and the houses of each family were in very poor condition. But since the government's "Revitalization of Villages" project, the roads in the villages are built

very well, and every household has an earthquake-resistant house, water and electricity are connected to every household, and the villages have full Internet and telephone coverage.

5.1.1. Changes of the Production and Lifestyle in the Villages.

In the interviews in Utoprague and Karasu, one of the most striking signs of modernization was the change in production and lifestyle. In the past, Utoprague village was mainly a farming town, which means people had to go into the fields and farm. However, Utoprague village is now fully mechanized and does not require human labour for cultivation. Karasu village, on the other hand, used to be dominated by nomadic herding as its production and lifestyle. In the past, every family in Karasu village had taken care of their livestock, and nomadic herding meant that the family had to follow their livestock to live in the mountain pastures. Now, most of the herders have settled in the village, and herding has become a specialized occupation. In the summer, families look for specialized herders and pay them to take their sheep or cattle to the mountains.

5.1.1.1. Past Production and Lifestyles in Utoprague Village.

Utoprague village is a predominantly agricultural village. In the past, the production and lifestyle were farming, mainly with human labour and livestock for cotton and, in some places, corn and wheat.

Teacher K of Utoprague Village Central Primary School:

In the earliest days, wheat and maize were grown in Utoprague village, but because the soil was not good, the economic income from maize and wheat gradually decreased. Around 1990, people gradually switched to cotton. When the cotton had grown, the village economy improved.

Parent I of Utoprague village:

We used to rely on manual farming, but in the last few years, we have started to use mechanized farming. Mechanized farming has only become popular in the past five or six years; before five or six years ago it was all manual farming.

Parent J of Utoprague village:

When we were young, we farmed with animals and human labour.

Parent K of Utoprague village:

In the old days, when you planted a field, the first thing you had to do was to pull up the seedlings; when you watered, instead of the drip irrigation that we have now, it was a big flood of water. The point was that people had to go down to the ground with shovels, which was very time-consuming and labour-intensive. In the past, when planting was backward, people had to spend their lives on the ground in summer.

Parent C of Utoprague village:

In our family, we used to grow land, mainly cotton. My parents had 4 mu of land for one person, and 8 mu for two people; 8 mu of land is very little, and in a year, the income from planting anything is not high. There is no attraction to planting anything.

5.1.1.2. Current Production and Lifestyles in Utoprague Village.

And now, firstly, Utoprague Village is farming on a large scale. Secondly, farming is done by large machines with people operating them, rather than the people and livestock going down to the fields.

Principal of Utoprague Village Central Primary School:

Utoprague is an agricultural area. This is still village farming, but nowadays the village

is basically a group farming on a large scale and with machines. It's not like the old days when each family had a small piece of land.

Now, farming has become mechanized, from ploughing and levelling to sowing and seeding. It's not like the old days when we were kids, when you had to plant cotton by hand, you had to pull up seedlings and do a lot of work. If you observe the mechanization of farming, you will be shocked. Now, farmers are using large machines, the cotton seeds are sown with precision, one seed is placed in one position on the ground, you don't have to go down to the ground and check it, the machine goes through and it's done.

One person used to be able to plant 10 mu of land, but now one person can plant 1,000 mu of land. Watering cotton, unlike in the past when we used to irrigate the fields, it's now all done with drip irrigation belts for drip irrigation. Mobile phones can be installed with an app, and when some places are dry, the app will prompt you to go there, and farmers can directly operate the irrigation system via the app on their mobile phone.

In the past, farming was manual work, requiring many people to work on the land; but now it's all about drones and various machines. Now, if you need pesticides, there are a few people in our village who specialize in delivering pesticides by drones, and it's only 10 yuan per mu of land, which is very cheap. When it comes to the cotton harvest, the machine will automatically roll up the cotton and collect it once in the field, just like the machine has laid an egg, or a few tons of eggs.

Especially for the final cotton harvest, in the past, all the cotton was picked up manually – 100 mu of land required 20 people to pick up the cotton. But now, from sowing to harvesting, the whole process basically only needs a few people to operate machines. If you do not see and touch those things, you will not believe the village has become very advanced.

Teacher K of Utoprague Village Central Primary School:

Mechanized farming is probably the biggest change since 2000. I have relatives who are farmers and they have all made a lot of money in the last few years. My relative, who grows over 3,000 mu of land, manages it all by himself, his daughter-in-law has another job. He can do it all by himself with his machines. He manages 3,000 mu of land with very modern methods. He uses his farm machines and hires drones to plant cotton and pesticides.

Teacher A of Utoprague Village Central Primary School:

Many villagers will go out to find other jobs because they do not have to farm the lands. However, there are only few jobs they can do, because they do not have the skills to operate the farm machines and their education level is limited.

Teacher D of Utoprague Village Central Primary School:

Farming is not the same as it used to be. Instead, we are now using large machines for farming. There is no more manual harvesting of cotton, it has been replaced.

Parent I of Utoprague Village:

We are all mechanized in our farming now. I didn't plant this year, I am working part-time. Next year I have contracted 200 mu of land to grow cotton. With two of us, we can manage 200 mu of land without any problems. We are mainly responsible for drip irrigation and watering, but we can find other people to do the rest.

5.1.1.3. Past Production and Lifestyles in Karasu Village.

Karasu village in Nilek county is a village dominated by Kazak herdsman, whose main production and lifestyle in the past was herding.

Teacher C of Karasu Village Central School:

In the past, villagers would drive their sheep and cattle up the mountain in the

summer and bring them back in the autumn. In the past, students also had to go up to the mountains with their families. In the summer, most of the students in the class used to go up to the mountains to herd cattle and sheep. However, in the summer now, it is hard to see students in a class who have to go to the mountains to herd cattle.

Teacher D of Karasu Village Central School:

The villagers are mainly Kazaks, and almost every Kazak family has cows, sheep, and horses. They take their cattle and sheep to pasture in the summer and move them back in the winter to feed them at home.

Teacher F of Karasu Village Central School:

Our villagers are basically ethnic minorities, predominantly Kazak. The Kazaks are mainly herders. In the past, Kazak parents didn't care much about their children's studies because they had to go to the mountains with their parents to graze their livestock during the summer days. So, parents thought it was more important for their children to be able to work. As for school education, just graduation was enough.

Teacher H of Karasu Village Central School:

In the old days, herders lived by herding and supported their families herding. Herders used to move to the grassland every year during the summer or winter. In the summer it was the summer pastures in the mountains, and in the autumn the herders would move to the winter pastures. Sometimes, the people had to live in the pastures in the winter too. In those days people seemed to be able to resist the cold as well as hunger. They lived with hardships and spent in tents. As soon as their children reached a certain age, they would take their children with them to graze, because the children were also labourers and could help their parents to take care of cows and sheep, earning more money.

Teacher J of Karasu Village Central School:

In the past, when transport was not very convenient, herders would drive their cattle and sheep up the mountain at the beginning of spring, and some of them would not come down until October in winter. The herders used to spend almost the whole summer inside the mountains, unable to get out, and their children's education would be impacted. At the time, that was their life. However, now, their life has totally changed.

Parent B of Karasu Village:

There is a real difference between the way grazing was done in the past and now. In the past, when you grazed, you had to go to the winter pasture in winter. However, now people have basically settled in their village. In the past, herding was something I learned from my parents, just as a child, my parents took me with them and I slowly learned. Herding is just something that looks good to the outside world, but in fact it's a hard life and work.

5.1.1.4. Current Production and Lifestyle in Karasu Village.

And now, herding has become a specialized profession. In the summertime, families find a special herdsman and pay him to hand over their livestock. The professional herdsman leads the sheep and cattle to graze in the mountain pastures, while the villagers settle into the villages.

Teacher C of Karasu Village Central School:

The vast majority of herders are now settled and not everyone has to go to pasture in summer. The herder will hire someone else to go to the pasture to look after his cattle and sheep and then pull them back to the village in the winter. They don't have to go themselves, they can live in the village.

Teacher H of Karasu Village Central School:

Herding has also changed a lot now, and now it's actually done by a few people who specialize in it. Originally, grazing in the mountains was not easy in winter and summer, so the village people would go and find these specialized graziers and give livestock to them, no matter how expensive they were, to let the graziers manage their cattle and sheep. The pastures are now managed. In the past, they could be grazed anywhere. Now there are detailed plans for grazing so that the ecology is not destroyed. It is now specified in which meadow you can graze your sheep and cattle, and in other meadows, even if no one is grazing, you are not allowed to drive the livestock to that place.

Teacher C of Karasu Village Central School:

The herders are now settled. Herding has now become a very professional thing, unlike in the past when everyone went to pasture. Nowadays, in the village, in the summer, the villagers usually give a few people specifically to go out into the mountains to graze their animals, and then pull them back in the winter.

Teacher N of Karasu Village Central School:

Now, basically, most of the villagers who used to graze their livestock are settled in the village, and living conditions are much better than before. After settlement, it is also very convenient for children to go to school, as parents can just pick up and drop off their children every day. In addition, there is a part of Karasu village that is engaged in agriculture that has been mechanized and does not require many people to go into the fields.

As the herders are settled in the village, some youngsters are willing to go out and find some jobs.

Teacher A of Karasu Village Central School:

In our village, the younger generation, who are now knowledgeable and have a skill, have gone out to work outside.

Teacher E of Karasu Village Central School:

Now that the production and lifestyle have changed, and the majority of herders have settled, it means people's minds will change. In the past, there were very few people going out to work in our village, but now there are slowly more and more.

Teacher G of the central school in Karasu.

There are now many young people in the village who want to work outside.

Teacher E of Karasu Village Central School:

As conditions in the village have become better, people's minds have also changed, for example, very few people used to go out to work in our village.

Teacher A of Karasu Village Central School:

Apart from grazing, many young people are now going out to work or learning a skill.

Teacher G of Karasu Village Central School:

Now in the village, young people are not like in the past. In the past, basically, everyone was a herder and had to graze their livestock. But now many young people will go out to work, or do some local business.

5.1.1.5. Impacts of Changes of Production and Lifestyles.

The change in production and lifestyle has had a significant impact on the villagers. Firstly, the villagers have been freed from heavy physical labour, such as farming and grazing, and have had more time to do other things. Most importantly, students are also part of the workforce, and the change in the lifestyle means that they do not have to participate in the work of the family, such as planting and working in the fields or grazing in the mountains. Instead, students can go to school and concentrate on their studies.

Parent A of Utoprague Village:

Now, on the one hand, with large-scale farming, we have rented out our family land and some professional people take care of the farming. We don't need to take care of the land, which means we can all leave and do other work. On the other hand, large machines have been used for farming, meaning people, including students, no longer have to go to the fields with the tedious work. This has freed a large number of people, including students, from the heavy physical workload.

Teacher C of Karasu Village Central School:

In the past, grazing required families to go up to the mountains with their sheep. In the summer, they would drive the cattle and sheep to the pasture of the mountain. And in the autumn, some would go to winter pasture, and some would drive the livestock back to the village. In the past, a student could not come to school because he had to follow his family to the mountain. In the past, when the summer was coming, a busload of students went up to the mountains. And now, in the summer, the students who go up to the mountains are just few in a class.

And with the change in production and lifestyles, parents and students have also changed their attitudes towards school education and consider it important.

Principal of Utoprague Village Central Primary School:

The modernization of the village does have a significant impact on schools. The most important point is that the change in the method of production and lifestyle has led to a change in access to knowledge. The method of production and lifestyle used to be very simple, mainly farming, where people went down to the fields and planted. And in the villages of the past, the parents were farmers and the children were basically farmers too. When parents went to the fields, they usually took their children with them, so that on the one hand they could help out, and on the other hand, the children learned how to farm with their parents. In the past, knowledge

and skills related to farming were not taught in school. This led to parents and students not paying much attention to school education.

When the whole village is mechanized, although cotton is still grown, it is not the same as in the past. Now, when you plant cotton, you don't need to get down to the ground when you operate a machine. In the past, sowing was done by people without many requirements and the work would be rougher. In the past, no one would care if there were too many or too few seeds to sow at once. But now it is different, the machines are very delicate and require only one seed to be placed in one position in the ground. Just this step will take years of training for a qualified cotton picker driver to produce one. Also, the salary of a good cotton picker driver is very high, and can be several tens of thousands of RMB a month. The time spent picking cotton is about two and a half to three months a year, but the skills required for this are not accessible to everyone. Now, growing cotton has actually become a specialized job, and every step and aspect, for example picking cotton, has requirements and thresholds, and if the operators' level does not reach this threshold, they cannot do this. For example, if you want to operate a seeder, you need to attend training and pass a test. Operating large machines is a complex and precise process. Large machine operation is very delicate and students need to go to a training school to learn it systematically. This means that students can no longer acquire the knowledge and skills by working in the fields with their parents. To learn how to operate the machines, they need to go to a technical training school, meaning they need to graduate from at least junior high school.

Teacher Q of Karasu Village Central School:

The modernization of the village and the changes in production and lifestyles have a very positive impact on school education. For example, there are many kinds of electrical appliances and equipment in the village, and if a villager has no knowledge and a very low level of education, they cannot even read the instructions. In modern villages, there is Internet everywhere and everything can be found online, so if

students have not been to school, they cannot understand anything. That's why parents want their children to go to school properly and learn more.

Teacher F of Karasu Village Central School:

There are very few Han people in this village; it's basically ethnic minorities, mainly Kazaks, and there are also Hui people. In the past, the Kazaks were mainly herdsman. In the past, parents had to go to the mountains to graze their animals, so they didn't care much about the school education for their children. And children had to go to the mountains with them and help their parents. In the past, parents generally thought that it was more important for their children to be able to work and help themselves instead of studying at school. But now it is true that their perceptions have changed and they realize the importance of school education.

Teacher H of Karasu Village Central School:

In the past, the herders in our village used to go up to the mountains as a family in the summer. When the autumn was coming, some families would live in the winter pastures as well. Now, the herders' lives are much more advanced than they used to be. In the past, they spent at least six months of the year inside the mountains. But now, people have settled in the village. You will not look at them as herders, they love the settled life in the village. They also use their mobile phones every day to access the Internet, they all have parent groups on WeChat. A lot of herders don't want to go to the mountains again because there is no Internet signal. So the life of the herders now has really changed dramatically compared to the past. Now, because the production and lifestyles have changed, the villagers' perceptions have also changed. Parents now pay more attention to their children's school education and think that it is important.

Teacher J of Karasu Village Central School:

In the past, transportation was not convenient, and families had to drive their livestock up to the mountains at the beginning of spring, and usually went down in

the winter, in October. They stayed in the mountains almost all summer and did not come out. This had a huge impact on school education. Of course, many students were unable to attend school, but there was nothing they could do about it, as they had to survive. But now, the lifestyle has changed, and now someone is hired for the herds to graze the animals. Families do not have to go to the mountains. And students can stay in the village and go to school.

5.1.2. Modernization of Village Schools.

The modernization of the villages also includes the modernization of the schools. In the past, the conditions in the villages were very limited and this led to limited conditions in all aspects of the village schools. However, with the development of the villages, there has been a very significant improvement in the conditions of rural schools.

5.1.2.1. Utoprague Village Central Primary School.

In the past, the rural schools in Utoprague village were simple in terms of both the hardware and the teaching equipment. As a result, in the past, it was harder for teachers to teach as well as for students to attend classes.

Principal of Utoprague Village Central Primary School:

I started to teach in rural schools in the 1980s, which were also in villages. In those days, the facilities and conditions in rural schools were very poor, the classrooms were very small, and the teaching was not built to be standardized. Many desks, chairs, and benches were brought by the students from home.

Teacher K of Utoprague Village Central Primary School:

Now the school is modern and I have been teaching for 35 years. The hardware in the earliest days of village schools was very basic, and you may not have imagined it. Back then, the schools were small cottages, and the first thing you had to do in

winter was to burn the stove in the classroom, and the windows were all covered in frozen ice.

Teacher N of Utoprague Village Central Primary School:

The village school is now in very good condition and easily accessible. In the past, rural schools were not in good condition, they were all cottages. In winter, classrooms had to burn stoves. In the past, office facilities were poor, and there wasn't any transport, which was inconvenient. We used to burn coal in the classrooms. Every morning we had to set up the fire in the stove and make sure there was a fire in the stove when we left at the end of the school day. Otherwise, the stove would be cold the next morning and the fire could not be set up immediately. So it was really hard work for the teachers in those days.

But with the Revitalization of Villages programme and the modernization of the villages, the conditions in rural schools are gradually improving, and are even as good as urban schools. There are increasing the kinds of things that schools can offer to students.

Table 16

Modernization of Rural Schools as Viewed by Teachers of Utoprague Village Central Primary School

Codes	Files (Number of People)	References
Electronic Whiteboard	7	12
Evening Self-Study Courses	2	10
Better Office Facilities	1	1
Free Lunch at School	1	1
Associations	1	1

In the interviews with teachers at Utoprague Village Central Primary School, the biggest change in the school that emerged was the use of electronic whiteboards.

Code: Electronic Whiteboard

Teacher J of the central school of Utoprague village:

Schools have been improving all kinds of facilities and the biggest change is the electronic whiteboard. The whiteboard is a large screen and there is direct Internet access to relevant teaching resources. This is a multimedia tool that allows students to have a wider awareness of the outside world. Relatively speaking, there is a difference between rural and urban children. Urban children can see more things, and rural children do not. Now, we can say, there is no difference in hardware and facilities between rural and urban schools.

Teacher L of Utoprague Village Central Primary School:

When I first came to this school, there were computers in classrooms, which were linked to this small screen. But now the classes are using whiteboards, which is how modern I see the school. The whiteboard actually contains our teaching materials and lesson plans and is a fusion of teaching resources. Our teachers can use these resources directly; we have a special account and can view all the resources through our mobile phones and whiteboards.

Teacher M of Utoprague Village Central Primary School:

I think the hardware is similar in rural and urban schools, but what I like most is the electronic whiteboard in the classroom, which is particularly convenient. Through the whiteboard, you can show something in three dimensions in the classroom, so that students can understand it very well.

Teacher B of Utoprague Village Central Primary School:

Every class has an electronic whiteboard, which is particularly important for the

children, because it is very difficult for a child in the village to go outside the village. Just being in the village, there are many things taught in the textbooks you cannot see with your own eyes. But we can use multimedia to show things to students, and I think the whiteboard is very helpful for teaching.

Teacher C of Utoprague Village Central Primary School:

The electronic whiteboard, for example, is particularly modern. We have been trained to know how to operate this whiteboard. By teaching the rural students through the courseware, the interest of the students has really increased significantly compared to the previous traditional way of teaching.

Code: Evening Self-Study Courses

Teacher N of Utoprague Village Central Primary School:

Evening courses were started this year. The school now adopts the method of evening courses to supervise students to finish their homework. Because when many children come home, they cannot finish their homework. If the teacher supervises the homework every day, the students will be able to finish it. If the teacher does not check the homework, some students will not do the homework. If they don't finish their old homework, a new lesson and homework will come right away and they will have to busily make up the old homework and face the new one. It is not possible for students to go to school and study without doing homework. Without homework, students will not learn as much as they should and their grades will not improve. When the school takes over, homework is finished in school. Many students do not like doing their homework, but with the help and supervision of the school and teachers, students are gradually able to complete their homework. Most of the homework can be done at school and students can just read and do prep at home.

Teacher C of Utoprague Village Central Primary School:

Students can complete their homework at school and there will be courses that will give students ample time to complete their homework, and teachers will be able to

help students with their homework and solve any problems.

And the school provides good office equipment for teachers.

Code: Better Office Facilities

Teacher B of Utoprague Village Central Primary School:

Our office is also quite good. Every teacher has a computer, and we can always do the preparation of courses in advance by the computer at any time.

For students, the school offers lunch, clubs, and evening classes for students.

Code: Free Lunch at School

Teacher I of Utoprague Village Central Primary School:

Our school also provides lunch for the children. Because rural students come from all parts of the village, many students' homes are far from the school, and it is not convenient to go home. And their parents do not have the time to look after them. Therefore, the school will provide students with lunch and this ensures that they come to school on time every day. Parents are also relieved to send their children to school.

Code: Associations

Headmaster of Utoprague Village Central School:

In our school, students from Grades 2 to 6 are involved in various associations. The school has 18 associations, which can cover all students. These clubs have many different components, for example, Chinese martial arts, soft calligraphy, an opera association, and opera exercises, which encompasses traditional Chinese opera and activities. The clubs aim to enable children to acquire life skills by the end of primary school, rather than being stuck in a book every day.

Teacher D of Utoprague Village Central Primary School:

Our school also has a variety of enrichment clubs. We have 18 clubs so that children can have enough extracurricular activities instead of being bookworms and silly. Our clubs include sports, craft classes, etc. Students feel very happy at school, so many parents are willing and comfortable putting their children in school.

5.1.2.2. Karasu Village Central School.

In the past, the village school in Karasu village was similar to the primary central school in Utoprague, with poor hardware and poor quality of teaching.

Teacher J of Karasu Village Central School:

This school was moved from somewhere else. About 20 years ago, the school was not here. At that time, there were only two rows of cottages, and the houses were also dirt houses, not even tiled. The houses did not even have bricks in the walls. Although the roofs were pointed, they were covered with earth. The classrooms were small and had dilapidated tables and chairs. The floors were not paved with bricks instead of concrete. At that time there were only two parallel classes per year for each grade, unlike today's four or five classes in a grade. In the past, parents did not realize that their children needed to go to school and did not pay much attention to education. At that time, the number of students attending school was also limited, with only about 30 students in a class, unlike today's 40 or 50 students in a class. It was really backward then in terms of buildings, hardware, and software. It was far worse than now.

Teacher V of Karasu Village Central School:

Many years ago, when we were working, there was no heating in the school. Every time we went to work, we had to arrive at school in the morning to light the stove first. The conditions of the students' desks and benches were also very poor in the past. They were long bar tables and benches where several students had to squeeze

together. I remember when I was a primary school student, I was supposed to have English lessons from the third grade. As there was a shortage of English teachers, I started English lessons in junior high school.

Teacher H of Karasu Village Central School:

I joined the school in 2002 when there were no computers in the school and no electronic whiteboards in the classrooms. The hardware in the school used to be very limited and the earliest blackboards were just a layer of paint on the wall.

However, with the Revitalization of Villages programme and the modernization of the villages, the conditions in rural schools are gradually improving and are even as good as those in urban schools in terms of hardware. There are an increasing number of things that schools can do for their students.

Teacher L of Karasu Village Central School:

With the implementation of various policies, the villages themselves and rural schools have undergone significant changes in recent years. The hardware facilities of rural schools, including school buildings, school premises, and various teaching and learning facilities, are now in place. The construction of rural schools and the changes in the villages themselves are having a very positive effect on the development of children in rural areas.

Table 17

Modernization of Rural Schools as Viewed by Teachers of Karasu Village Central School

Codes	Files (Number of People)	References
Electronic Whiteboard	11	14
Course Resources	5	7

Laboratory	2	2
New Textbooks	1	2
Canteen	1	1
New Teachers' Dormitory	1	1

According to interviews with teachers the Karasu Village Central School, the conditions of the school have been gradually improving since 2005.

Code: Electronic Whiteboard

Teacher C of Karasu Village Central School:

Every class is now equipped with an electronic whiteboard and this is really convenient. An electronic whiteboard is a computer connected to a display and also connected to the Internet. The new generation of whiteboards is more advanced because they have a touch screen. Many rural primary schools have also upgraded to the latest equipment and they are even more convenient than ours.

Teacher D of Karasu Village Central School:

We are now installing the newest electronic whiteboards in our school. Previously we used to have computers in each class, which were connected to a screen. Now the latest equipment is the electronic whiteboard and the school will soon have one installed in every class.

Teacher H of Karasu Village Central School:

The school now uses an electronic whiteboard that allows them to access teaching resources directly from the Internet. When teachers prepare lessons in the teaching room, they all agree that with the help of the electronic whiteboard, lessons can be more engaging for students and increase their motivation to learn. Not only that, the teachers teach, but they don't have to be very rigid in their lessons as they used to be. In the past, there were many lessons that could only be taught to the students

using words, and they could not see them. Thus, although students could understand what the teacher was saying, not many of them could follow the teaching completely. As primary school students do not have a long time to focus, the electronic whiteboard greatly facilitates the teaching and also stimulates the children's interest in learning. Many of the teaching animations are colourful and vivid, which allows the students to understand well intuitively. Moreover, the school also has various laboratories with good equipment. The teacher doesn't talk directly about how oxygen is made but allows the students to work with it through experiments and draw that conclusion by themselves.

Teacher K of Karasu Village Central School:

When we first came to work at the school, the school hardware facilities were not as good as they are now. In the old days, there were no whiteboards, computers, or screens in the classroom, and teachers came in with lesson plans and several books. Even if the teacher spoke vividly, the students' feelings were not as intuitive as they are now, and it was difficult to motivate the students in the classroom. Nowadays, we have multimedia courseware, which can be displayed directly on the whiteboard when the teacher is teaching, and students are easily motivated to learn. Compared to the text in books, the courseware is more appealing to students, who can see more intuitively and accept the knowledge much more easily.

Teacher L of Karasu Village Central School:

The equipment in the school is increasingly advanced. In the beginning, our teacher just took a piece of chalk and wrote what was needed for the curriculum on the blackboard, then the school was equipped with a tape recorder so that we could show the texts read aloud to the students. Then classrooms were equipped with computers and screens and now they have electronic whiteboards. The schools are really getting advanced, which is a great help to the students' learning as well as the teachers' teaching, especially for rural schools.

Teacher M of Karasu Village Central School:

We are now equipped with electronic whiteboards in our classes and the school has a good network, so we have no difficulties with the hardware. Although we are in a rural school, we are still connected to the city to a certain extent. Because the school is now so well equipped, many new teaching ideas can be applied to our teaching very quickly. We now also have access to resources in our classes.

Teacher H of Karasu Village Central School:

In the beginning, the school did not have computers or electronic whiteboards. It was only in 2005 that the school was equipped with computers and whiteboards.

Code: Course Resources

Teacher A of Karasu Village Central School:

We are now all about using electronic whiteboards and teaching through the courseware. The electronic whiteboard is not just a screen, it is also connected to the Internet and can directly call up the teaching resources the teacher needs. Where we used to have all this in our classes. I think this type of teaching with whiteboards and courseware is particularly good for students in the villages. Because in the course of the lesson, it will allow the children to broaden their horizons and gain some knowledge.

Teacher J of Karasu Village Central School:

The school has done a great job with the software for all the teachers, who have to teach their lessons with electronic courseware through the electronic whiteboard. And now, the quality of teachers is improving. On the one hand, teachers are skilled in operating the electronic whiteboard, and on the other hand, they are able to teach their lessons through the courseware.

And students use the new textbooks.

Code: New Textbooks

Teacher H of Karasu Village Central School:

The curriculum and the teaching materials used by students nowadays are different from the past. Nowadays they have experienced several reforms. The textbooks have changed a lot in terms of the content. In the past, we used to use textbooks and they all had small pictures, including small trees and small animals. And the pictures were all black and white without colour. But now the children's books have big pictures, and they are all in colour. Even the type of exercise has changed. We can only find a few contents the same as in the past in the textbooks.

Secondly, the modern schools also include a new teachers' dormitory, a canteen, and a laboratory.

Code: New Teachers' Dormitory

Teacher B of Karasu Village Central School:

When I came to this school, the teachers' dormitories were all bungalows, and the teachers' houses had not yet been built. There was no new school building either, it was just a row of bungalows. Around 2005, the school's infrastructure started to be built. Just a few years ago, the school was almost like what we have now.

Code: Canteen

Teacher C of Karasu Village Central School:

There was only one canteen and now there are two, instead of one.

Code: Laboratory

Teacher O of Karasu Village Central School:

The hardware in the school has improved a lot, even the laboratories are now exceptionally well equipped. For example, we now have science lessons with labs, and the labs are all available in the school lab, which is much better than before.

Teacher T of Karasu Village Central School:

We have now all implemented multimedia teaching, and now every class has this electronic whiteboard. Science classes, many of them require experiments and we also have a special laboratory. For music and art classes, the school also has a special music teacher and a special painting studio. The conditions in our school are not too different from those in the county school.

A synthesis of the interviews in Utoprague and Karasu villages shows that in the past, the conditions of the rural schools were poor. However, with the continued investment of the government, firstly, the school has a new building, which is fully equipped with all kinds of facilities. The new building is not only a classroom for the students but also includes a laboratory and function rooms for various activities. The school also provides lunch and dormitories for students who find it difficult to get home. For teachers, the school provides good offices and working facilities, offering accommodation or houses for teachers who need it.

And the biggest change, according to the teachers, is the use of electronic whiteboards. In every student classroom there is an electronic whiteboard, which is not just a typed display, but more importantly is directly connected to the Internet, allowing teachers to access the curriculum resources they need for their lessons directly, greatly facilitating the teaching.

5.2. The Attitudes of Students towards School Education

According to Article 11 of the legal provisions from the Compulsory Education Law of the People's Republic of China, the parents or other legal guardians of any child who has reached the age of six shall send him/her to school to receive and complete compulsory education; for children in areas where conditions are not available, this may be postponed until the age of seven (People's Congress of the People's Republic of China, 2006). But in reality, it is not certain that when there is a school, students

will automatically go to school and parents will automatically send their children there. The reality is that although there are mandatory laws and corresponding penalties, the attitude of students and parents towards school education will still determine whether the students to go to school and get educated.

5.2.1. The Importance of Learning in School for Students.

Students' attitudes towards school are the focus of this research. Specifically: do students like studying at school? Why/why not? Do students consider school education to be important?

5.2.1.1. Utoprague Village Central Primary School.

Table 18

Do Pupils of Utoprague Village Central Primary School Like School?

Categories	Files (Number of People)	References
Likes	204	207
Dislikes	2	2

Table 19

Reasons that Pupils of Utoprague Village Central Primary School Like School

Codes	Files (Number of People)	References
To Be Able to Study More Knowledge	97	97
Could Make Friends in the School	56	57
Knowledge Changes Destiny	20	20
Schooling Makes me Happy	17	17

For an Opportunity to Attend University	8	8
For a Better Job in the Future	5	5
The Gentle Teacher	1	1

The majority of pupils surveyed at Utoprague Village Central School like school education. The main reason is that they are able to study more knowledge.

Code: To Be Able to Study More Knowledge

A Student from Grade 6 Class 2 of Utoprague Village Central Primary School:

I like going to school because I can gain more knowledge through school education.

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:

I like going to school because learning allows us to know more and be better than others.

The next two important reasons are “could make friends in the school” and “knowledge changes destiny”.

Code: Could Make Friends in the School

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:

I like going to school because I can meet a lot of friends at school.

A student from Grade 6 Class 2 of Utoprague Village Central Primary School:

I like going to school because of the company of my classmates.

Code: Knowledge Changes Destiny

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:

I like going to school because I can learn and knowledge can change my destiny.

A student from Grade 6 Class 2 of Utoprague Village Central Primary School:

I like going to school because knowledge can change destiny.

Other reasons include: Schooling makes me happy; for an opportunity to attend university; for a better job in the future; the gentle teacher.

Code: Schooling Makes me Happy

A student from Grade 5 Class 3 of Utoprague Village Central Primary School:

I like going to school because it's interesting.

A student from Grade 5 Class 3 of Utoprague Village Central Primary School:

I like going to school because it makes me happy.

Code: For an Opportunity to Attend University

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:

I like going to school because when we study hard, we will have a chance to get into a good university.

Code: For a Better Job in the Future

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:

I like going to school because I learn to know so that I can get a good job when I grow up.

A student from Grade 6 Class 1 of Utoprague Village Central Primary School:

I like school because if I don't go to school I won't be able to do anything, I won't be able to find a job when I grow up, which means I will farm.

Code: The Gentle Teacher

A student from Grade 6 Class 2 of Utoprague Village Central Primary School:
I like going to school because the teachers in the class are very gentle.

Table 20

The Importance of School Education for Pupils of Utoprague Village Central Primary School

Categories	Files (Number of People)	References
Important	203	207
Not Important	0	0

Table 21

Reasons for the Importance of School Education for Pupils of Utoprague Village Central Primary School

Codes	Files (Number of People)	References
For a Better Life in the Future	65	65
To Be Able to Study More Knowledge	34	34
Knowledge Changes Destiny	28	28
For a Better Job in the Future	24	24
For an Opportunity to Attend University	21	21
Schooling Makes me Happy	6	6
Schooling Makes Growing	5	5
Parental Requirements	3	3
To Make a Contribution to China	1	1
Could Make Friends in the School	1	1

No student in the survey at the central school in Utoprague village thought that

learning at school was not important. All of them thought school education was important. And the main reason was for a better life in the future.

Code: For a Better Job in the Future

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:

I think it is important to go to school because schooling is the path to the future and going to school is preparation for the future.

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:

Going to school and learning is important to me because without learning knowledge you cannot do anything, and you would not have a bright future.

A student from Grade 6 Class 1 of Utoprague Village Central Primary School:

Learning is not for others, but yourself. I think it is important to go to school because going to school and learning will have a big impact on us in this era.

The next four most important reasons were: To be able to study more knowledge; knowledge changes destiny; for a better job in the future; and for an opportunity to attend university.

Code: To Be Able to Study More Knowledge

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:

It is important to learn, because if you don't learn you cannot write and do maths, English, and get other knowledge and skills.

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:

Studying is difficult, but going to school and learning can teach me a lot, so it is important to go to school.

Code: Knowledge Changes Destiny

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:
Because my parents were farmers, I wanted to change my destiny through my studies.

A student from Grade 6 Class 2 of Utoprague Village Central Primary School:
If you don't go to school, you cannot learn. And if you don't learn, you cannot change your destiny.

The reasons why students feel that school education is important at this stage is for a better job in the future and an opportunity to attend university.

Code: For a Better Job in the Future

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:
It is important to go to school because if you don't go to school and study, you won't be able to find a job later.

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:
It's important to go to school because I want to learn a lot and have a good job when I grow up.

Code: For an Opportunity to Attend University

A student from Grade 6 Class 1 of Utoprague Village Central Primary School:
Going to school is important because if I study well, I can go to a better high school. When I grow up I can continue my education at a good university.

A student from Grade 6 Class 1 of Utoprague Village Central Primary School:
Going to school is important because if I study hard, I can get into a good junior high school, high school, and university.

In addition, "schooling makes me happy", "schooling makes growing", "parental

requirements”, “to make a contribution to China”, and “could make friends in the school” are also reasons why primary school students consider school important.

Code: Schooling Makes me Happy

A student from Grade 6 Class 2 of Utoprague Village Central Primary School:

It is important to go to school because going to school and learning makes me happy.

A student from Grade 6 Class 2 of Utoprague Village Central Primary School:

It is important to go to school because school education makes me happy.

Code: Schooling Makes Growing

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:

It is important to go to school because I want to be a wise person and help others.

A student from Grade 6 Class 1 of Utoprague Village Central Primary School:

If you study hard, you could be an amazing person when you grow up.

Code: Parental Requirements

A student from Grade 6 Class 3 of Utoprague Village Central Primary School:

It is important to go to school because my parents would beat me up if I didn't go to school.

Code: Could Make Friends in the School

A student from Grade 5 Class 3 of Utoprague Village Central Primary School:

It is important to go to school because you can study well and hard so that you can contribute to your country in the future.

Code: Could Make Friends in the School

A student from Grade 5 Class 3 of Utoprague Village Central Primary School:

It is important to go to school because you can make friends by going to school.

Table 22

Reasons for Positive Attitudes among Students towards School Education as Perceived by Teachers of Utoprague Village Central Primary School

Codes	Files (Number of People)	Reference
Adaption to a Modern Society	4	10
For a Better Life in the Future	3	7
For an Opportunity to Attend University	2	5
Knowledge Changes Destiny	2	4
Repay Parents	2	2
For a Better Job in the Future	1	2

According to the interviews, the teachers of the primary and secondary schools in Utoprague village believe that there are four main reasons why students are motivated to study: adaption to a modern society; for a better life in the future; for an opportunity to attend university; knowledge changes destiny.

Code: Adaption to a Modern Society

Principal of Utoprague Village Central Primary School:

Students accept school education for a fundamental reason, which is, I believe, because it is essential for them to be adaptive in modern society. We have a slogan right at the entrance of our school: “Details make the difference, knowledge changes destiny”. Students come to school to learn, not just for knowledge. More importantly, students need to acquire a skill that will enable them to survive and live in the future. Society is changing, and the ultimate purpose of school education is to make students integrate into the current society. In ancient China, whether a student went to school to learn a craft or to learn to write an essay, the first aim was

to be able to integrate into the society of that time. Nowadays, the student's aim is the same: to get enough ability for society in the future.

Teacher J of Utoprague Village Central Primary School:

The reason why students like to go to school, I think, is very simple: because they have to adapt to this modernized society, which means they have to acquire more knowledge. For example, if a student goes for a job interview and speaks about something in very general terms, the interviewer may think that the student is average and has limited abilities. However, if the student speaks in very professional terms, the interviewer will think that the student has professional knowledge, is educated, and has abilities, and that he is more likely to get a job. Life also requires the most basic knowledge and abilities. In the village, you need to use maths to calculate the price of food, and if the students are not good at maths, they cannot even buy food.

Teacher N of Utoprague Village Central Primary School:

I think that both the students and the parents have realized the importance of school education. Nowadays, if a student only has a primary or junior high school education, it is very difficult for him to adapt to modern rural society. For example: if a student is a primary school graduate, his knowledge is too limited and he has few skills. If he goes to the farm and wants to put pesticides on cotton, he could have to know the ingredients of the pesticides and understand how to mix them. If he doesn't know these things, there is no way to plant the land.

Teacher H of Utoprague Village Central Primary School:

Students nowadays are on the Internet and use mobile phones, so they know many things. I think that students, nowadays, like to go to school because they now understand the importance of school education, which is a way to adapt to society in the future. Even if they don't learn well, they cannot give up and drop out of school. As long as the student follows the teacher and learns slowly at school with effort,

they will eventually be able to find their chance.

Code: For a Better Life in the Future

Teacher A of Utoprague Village Central Primary School:

As a teacher and as a mother, I know that students receive a school education because it is the only way to give them a better future. I educate them and make them understand this. I often tell my children, "It's hard to be a parent, our ability is limited. Only if you work hard to study will you have a better future." I often tell my students, "Teachers won't force you to study. If your ability is limited, make a little progress every day with your trying. However, when it comes to your attitude, there is no negotiation. You must value learning and love it. Nowadays, society is developing rapidly and high technology is everywhere. In the future society, technology will be developing more quickly. Without knowledge and skills, you will be very limited in what you can do."

Teacher C of Utoprague Village Central Primary School:

I often have a conversation with students about this topic. The usual response from the students is that they want to have a better life through their studies. Many students want to change the economic situation of their home, and some of them hope to get out of the village themselves in the future. I often encourage them: "If you study well, you will be able to get into a good university and have a good job in the future. Moreover, your income and life will be better." Most of the students can understand this advice and regard school education as more positive.

Teacher E of Utoprague Village Central Primary School:

When I was in primary school, my teacher taught me to study for my future. However, at the time, I did not understand and felt that my teacher was nagging. Times are different now, and students are of different ages and have different levels of understanding of the advice. I teach them the same thing now, and most students do understand and appreciate this advice, so they study hard now in order to have a

better life in the future.

Teacher I of Utoprague Village Central Primary School:

I think students nowadays, who accept school education, are definitely looking for better development and a better life in the future. If students thought the future would not be better, they would suddenly think that school education is useless and not value school education.

Code: For an Opportunity to Attend University

Principal of Utoprague Village Central Primary School:

I think another reason why primary school students value learning is that school education is the only chance to attend university. If they study well now and can go to a good middle and high school, then it is possible to attend a good university. Primary school students in rural areas have a very strong aspiration for university. After all, in the eyes of primary school students, university means, in the future, a different life. If they enter society just after junior high school, they will have a basic job and work for someone. And now, they cannot farm in the village just with the certificate of junior high school. If they study hard, they may go to university, and after have a master's or PhD.

Teacher C of Utoprague Village Central Primary School:

I think that university is very attractive to primary school students in the village. So, as a teacher, I also encourage them: "If you study hard now and get excellent records, you will be able to get into good middle and high schools. And if you study hard in middle and high school as well and still can maintain excellent records, then you will be able to get into a very good university. If you have enough abilities and records, you can also go on to master's or PhD studies and continue your education upwards, and you will slowly achieve your ambitions."

Code: Knowledge Changes Destiny

Principal of Utoprague Village Central Primary School:

For the student, he is able to realize to a certain extent that knowledge can change his destiny. This is an important reason why he values school learning.

Teacher J of Utoprague Village Central Primary School:

Some students have an understanding that is deep and ahead of others, which may stem from parenting with different ideas. Students believe that their efforts will make their studies better and that they will be able to learn more so that they can change their destiny later.

Teacher D of Utoprague Village Central Primary School:

The student values his studies at school because they believe knowledge will change their destiny. And this idea often comes from the education of parents. For example, if the parents are poorly educated and living in poverty, they will teach their children that if they do not want to live a hard life in the future, then they must study hard now. The parents of the students in our class, all of whom attach great importance to their children's studies, are the ones who suffer from a lack of education or low level of education. Times are changing now and technology is changing lives. But even though the village is covered by the Internet, many parents, themselves, do not know how to use a smartphone or surf the Internet. In general, because the parents' generation has limited knowledge, their fate is difficult to change, so they will teach their children to go to school, learn more, and change their fate.

Secondly, study well so that they can have the opportunity to leave the village and repay their parents. And the attitude of parents and teachers towards school education will also significantly affect the attitude of students. If parents and teachers take school education seriously, students will also value studying.

Code: Repay Parents

Teacher A of Utoprague Village Central Primary School:

All the students in my class now know the importance of learning, because I always explain why: for example, your parents actually work very hard and they still have to take care of you, so you need to study hard and not let your parents down.

Teacher C of Utoprague Village Central Primary School:

There are times when I will have a conversation with them about this topic. Many students respond by saying that they feel that their parents have worked very hard and that they want to repay them through their own efforts and also improve their family's financial situation.

Code: For a Better Job in the Future

Teacher C of Utoprague Village Central Primary School:

I will teach my students that if you study hard now, you will have a good job later, and a good job will bring in a good income.

According to the pupils' questionnaires and teachers' interviews, the pupils of Utoprague Village Central Primary School still like and value their primary school education. Except for a very few pupils, the vast majority of students accept school education. The pupils at Utoprague Village Central Primary School have a clear understanding of what primary school means to them. First of all, they can learn knowledge at school, and the most important reason for learning is that they can get a good job, go to university, have a good life, and change their destiny.

5.2.1.2. Karasu Village Central School.

Table 23

Do Pupils of Karasu Village Central School Like School?

Categories	Files	References
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	(Number of People)	
Likes	168	168
Dislikes	1	1

Table 24

Reasons that Pupils of Karasu Village Central School Like School

Codes	Files (Number of People)	References
To Be Able to Study More Knowledge	129	129
Knowledge Changes Destiny	22	22
Schooling Makes me Happy	5	5
Could Make Friends in the School	5	5
Repay Parents	3	3
To Achieve My Dream in the Future	2	2
To Make a Contribution to Society	2	2

The responses to the questionnaire for the students at Karasu Central Primary School indicated that almost all of them liked going to school and only one did not like it.

And for students who like to go to school, the first reason is that they can learn knowledge at school.

Code: To Be Able to Study More Knowledge

A student from Grade 5 Class 1 of Karasu Village Central School:

I like going to school because I can get more knowledge.

A student from Grade 5 Class 4 of Karasu Village Central School:

I like going to school because learning makes me know more knowledgeable and can

open my eyes.

The second reason is that knowledge changes destiny.

Code: Knowledge Changes Destiny

A student from Grade 5 Class 4 of Karasu Village Central School:

I like going to school because it makes me more knowledgeable and knowledge can change my destiny.

A student from Grade 6 Class 1 of Karasu Village Central School:

I like going to school because everyone says that knowledge can change your destiny and future, so I want to go to school.

Other reasons include: schooling makes me happy; could make friends in the school; repay parents; to achieve my dream in the future; to make a contribution to society.

Code: Schooling Makes me Happy

A student from Grade 5 Class 3 of Karasu Village Central School:

I like going to school because learning makes me happy.

A student from Grade 5 Class 3 of Karasu Village Central School:

I like going to school because learning makes me happy and smart.

Code: Could Make Friends in the School

A student from Grade 5 Class 3 of Karasu Village Central School:

I like going to school because it makes me happy and I get to play with my classmates.

A student from Grade 6 Class 1 of Karasu Village Central School:

I like going to school because I make a lot of friends and I can meet a lot of people.

Code: Repay Parents

A student from Grade 6 Class 1 of Karasu Village Central School:

I like going to school because if I don't go to school, I won't be able to take care of my mum and dad in the future.

A student from Grade 6 Class 3 of Karasu Village Central School:

I like going to school because it will enable me to get a good job in the future and have the ability to honour my parents.

Code: To Achieve My Dream in the Future

A student from Grade 5 Class 1 of Karasu Village Central School:

I like going to school because it allows me to achieve my dreams.

A student from Grade 6 Class 4 of Karasu Village Central School:

I like going to school because it makes my dreams come true.

Code: To Make a Contribution to Society

A student from Grade 5 Class 1 of Karasu Village Central School:

I like going to school because it allows me to become a useful person in society.

For the only student who did not like school, the reason was: studying was hard.

A student from Grade 6 Class 1 of Karasu Village Central School:

I don't like going to school because I have to get up early and do my homework.

Table 25

The Importance of School Education for Pupils of Karasu Village Central School

Categories	Files	References
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	(Number of People)	
Important	170	170
Not Important	0	0

Table 26

Reasons for the Importance of School Education for Pupils of Karasu Village Central School

Codes	Files (Number of People)	References
To Be Able to Study More Knowledge	49	49
School Education Can Change the Future	46	46
Knowledge Changes Destiny	18	18
Repay Parents	15	15
For a Better Job in the Future	15	15
For an Opportunity to Attend University	8	8
To Achieve My Dream in the Future	6	6
To Make a Contribution to China	5	5
Because I am a Student	5	5
Making a Contribution to Society	2	2
Schooling Makes Me Happy	1	1

According to the questionnaire for the students at Karasu Central Primary School, all the students thought that going to school is important. And the reasons for the importance are basically the same as why students like to go to school. The first reason is about knowledge.

Code: To Be Able to Study More Knowledge

A student from Grade 5 Class 3 of Karasu Village Central School:

I think it is important for me to go to school because if I did not go to school I would

not learn so much knowledge.

A student from Grade 6 Class 5 of Karasu Village Central School:

I think it is important for me to go to school because you will obtain knowledge through schooling. If you don't go to school, you will know nothing, and you are laughed at by others.

A student from Grade 6 Class 1 of Karasu Village Central School:

I think it is important for me to go to school because if we don't study, we will know nothing in the future.

The second is that going to school can change the future and destiny.

Code: School Education Can Change the Future

A student from Grade 6 Class 1 of Karasu Village Central School:

I think it is important for me to go to school because reality is harsh. I have to get knowledge to have a better future. I do not want to be unhappy with my life in the future.

A student from Grade 6 Class 1 of Karasu Village Central School:

I think school is important to me because if I don't go to school, I will only be able to muddle along in the future. If you do well in school, you will have a good life in the future.

A student from Grade 6 Class 1 of Karasu Village Central School:

I think school is important to me because if you go to a good or the best university, it means you have a better future. It also means you will not be like your parents who work timelessly every day and cannot chase the life they want.

A student from Grade 6 Class 3 of Karasu Village Central School:

I feel that going to school is important to me because learning has a great impact on my mindset. Without school education, I would not be able to stand in society in the future, therefore school education and learning are essential in my life path.

Other reasons include: knowledge changes destiny; repay parents; and for a better job in the future. For an opportunity to attend university, to achieve my dream in the future, to make a contribution to China, because I am a student, making a contribution to society, schooling makes me happy.

Code: Knowledge Changes Destiny

A student from Grade 5 Class 1 of Karasu Village Central School:

I feel that going to school is important to me because schooling and learning can change my destiny.

A student from Grade 6 Class 1 of Karasu Village Central School:

I think that going to school is important to me because it can change my destiny and allow me to achieve my dreams.

Code: Repay Parents

A student from Grade 5 Class 3 of Karasu Village Central School:

I think that school is important to me because learning allows me to grow in knowledge. When I grow up I can use what I learn to support and repay my parents.

A student from Grade 6 Class 3 of Karasu Village Central School:

I think it is important for me to go to school because if I study well, I will be able to take care of my parents and make a good life for them in the future.

Code: For a Better Job in the Future

A student from Grade 6 Class 4 of Karasu Village Central School:

I think it is important for me to go to school because if my study is terrible, I will not find a good job and my life will be just like my mum and dad's.

A student from Grade 5 Class 1 of Karasu Village Central School:

I think it's important for me to go to school because if I don't go to school I won't have a job when I grow up and I will be despised.

Code: For an Opportunity to Attend University

A student from Grade 6 Class 1 of Karasu Village Central School:

I think school is important to me, or I won't have enough knowledge to attend a good university.

A student from Grade 6 Class 3 of Karasu Village Central School:

I feel that school is important to me because if I study hard enough, I can get into my desired university in the future.

Code: To Achieve My Dream in the Future

A student from Grade 5 Class 3 of Karasu Village Central School:

I feel that going to school is important to me because I have a great dream: to be a teacher. If I do not go to school, I will not have knowledge. And without the knowledge, I will not be able to educate the next generation. So, learning is important to me.

A student from Grade 5 Class 3 of Karasu Village Central School:

I believe that school is important to me because I study for my dreams.

Code: To Make a Contribution to China

A student from Grade 5 Class 3 of Karasu Village Central School:

I think it is important for me to go to school because I need to study well to be a

contributor to my country.

A student from Grade 5 Class 3 of Karasu Village Central School:

I feel that going to school is important to me because going to school and learning allows me to know a lot and to contribute to my country when I grow up.

Code: Because I am a Student

A student from Grade 5 Class 1 of Karasu Village Central School:

I feel that going to school is important to me because students are supposed to study well.

A student from Grade 5 Class 3 of Karasu Village Central School:

I feel that going to school is important to me because this is the responsibility of a student.

Code: Making a Contribution to Society

A student from Grade 5 Class 1 of Karasu Village Central School:

I think it is important for me to go to school because it is the only way to become a useful person in society.

A student from Grade 6 Class 2 of Karasu Village Central School:

I feel that school is important to me because I want to contribute to society when I grow up.

Code: Schooling Makes Me Happy

A Student from Grade 6 Class 1 of Karasu Village Central School:

I feel that going to school is important to me because the process of learning is interesting to me.

Table 27

Attitudes of Pupils towards School Education as Perceived by Teachers of Karasu Village Central School

Categories	Files (Number of People)	References
Positive	10	18

Table 28

Reasons for Positive Attitudes with Students towards School Education as Perceived by Teachers of Karasu Village Central School

Codes	Files (Number of People)	References
To Leave the Village in the Future	4	7
To Be Able to Study More Knowledge	2	4
Students Like Teacher	1	2
Parental Requirements	1	2
Could Make Friends in the School	1	2
Free Lunch at School	1	1

And according to interviews with teachers in Karasu, the majority of students have a positive attitude towards school education and like schooling. The teachers believe that the main reason for this is that school education gives them the opportunity to get out of the village.

Code: To Leave the Village in the Future

Teacher B of Karasu Village Central School:

The ambition of many students is to get out of the village one day and live in a place

far away from this village.

Teacher C of Karasu Village Central School:

Now a large number of students know the importance of study. They know that they have to go out and see the outside world. They do not want to live with cows and sheep in the future. Within two years students obviously start to think about their future and an increasing number of students want to attend high school. In fact, I think they mainly want to go out and see the world and have a different life; they now know about the outside world through their mobile phones and computers. I feel that going to school is important to me because this is the responsibility of a student.

Teacher E of Karasu Village Central School:

The thinking of rural kids about school education is very simple: they can go to high school and then they can attend a university, and finally get out of the village.

Teacher W of Karasu Village Central School:

The most I can say to them is: if you study well, you will have the opportunity to get out of this mountain and get to see the outside. Just like myself, I went to school in Xinjiang and I especially wanted to get out of Xinjiang. We hope that my students can get out of the mountains and see something outside, to see the big cities like Beijing and Shanghai.

The second reason is that school education is almost the only way to learn knowledge.

Code: To Be Able to Study More Knowledge

Teacher A of Karasu Village Central School:

Students like school because they can learn more knowledge.

Teacher D of Karasu Village Central School:

The primary school curriculum is relatively simple. For all aspects of development, we have interesting content in music, PE, and art classes, and the students need to be involved in an association to expand their knowledge and skills. This knowledge cannot be studied at home, so the students are happy to learn knowledge and skills at school.

Other reasons include: students like their teachers; parental requirements; could make friends in the school; free lunch at school.

Code: Students Like Teacher

Teacher E of Karasu Village Central School:

Students' liking of school education stems from the positive influence of the teachers. We are teaching them every day and they will understand and accept the teacher's opinions or approach, so they will slowly enjoy learning and see it as important.

Code: Parental Requirements

Teacher J of Karasu Village Central School:

The influence of the student's family is important. Parents need to monitor their children's learning and give support, then the student will slowly take the initiative to learn, and the teacher does not have to deliberately make the student work hard.

Code: Could Make Friends in the School

Teacher A of Karasu Village Central School:

Students also enjoy learning and school because they can make friends at school. In school, students can meet their classmates and make friends with them. They can communicate with each other about any problems they have. Students like school because they are eager to communicate and make friends.

Code: Free Lunch at School

Teacher A of Karasu Village Central School:

Our school has free lunch and the students love it.

According to the questionnaires from the students of Karasu and the interviews with the teachers, the students of Karasu Village Central School also value and enjoy their school education. The majority of students are very receptive to school education. The primary reason for this is that they can learn knowledge, which can change their future and their destiny; specifically, they can go to university, find a good job, and have a good life in the future. Moreover, the students at Karasu also believe that only by studying well can they become useful people in the future, so that they can repay their parents and contribute to their country and society.

In general, the combination of the student questionnaires and teacher interviews from both Utoprague Village Central School and Karasu Village Central School shows that although the two villages are very far apart, the ethnic minorities in the villages are not the same and the production and lifestyle are very different; the students do value and like their school education and believe schooling is meaningful. The reasons for liking school education are also very similar. Firstly, they believe that the main purpose of school education is to learn knowledge, and the purpose of learning is to be able to change their destiny, to have the opportunity to go to university, to have a good job, and to change their future. In addition, students also believe that only by learning knowledge can they repay their parents and become useful to society and the country in the future.

5.2.2. The Willingness of Students to Continue School Education after Nine Years of Compulsory Education.

At present, there is a policy of nine years of compulsory education in China, and the willingness to attend school after the ninth year often directly determines whether a student continues to attend high school or enters society. It is, therefore, important

to understand whether students are willing to attend high school after the ninth grade and the reasons for this.

5.2.2.1. Utoprague Village Central Primary School.

Table 29

The Willingness of Pupils of Utoprague Village Central Primary School to Continue School Education after Compulsory Education

Categories	Files (Number of People)	References
Hope	204	205
Not Hope	2	2

Table 30

Reasons for the Willingness of pupils of Utoprague Village Central Primary School to Continue School Education after Compulsory Education

Codes	Files (Number of People)	References
For an Opportunity to Attend University	50	50
To Be Able to Study More Knowledge	41	41
For a Better Life in the Future	33	33
For a Better Job in the Future	25	25
Knowledge Changes Destiny	18	18
Repay Parents	11	11
Schooling Makes Me Happy	6	6
Could Make Friends in the School	5	5
Schooling Makes Growing	2	2

Broaden Horizons of Outside World	1	1
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The questionnaire from the primary school in the central primary schools in Utoprague shows that the majority of students want to continue their school education after junior high school. The first reason why the students wanted to continue their school education after junior high school was that they wanted to have the opportunity to go to university.

Code: For an Opportunity to Attend University

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:

I hope I can continue to go to school after junior high school because I want to go to university.

A student from Grade 6 Class 3 of Utoprague Village Central Primary School:

I hope I can continue my education after junior high school because I want to go to my dream university.

The second reason is the desire to have the opportunity to learn more knowledge.

Code: To Be Able to Study More Knowledge

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:

I hope I can continue to go to school after middle school because I can learn more knowledge.

A student from Grade 6 Class 2 of Utoprague Village Central Primary School:

I hope I can continue my education after junior high school because I cannot stay with the knowledge in junior high school.

The third and fourth reasons are for a better life in the future and to have a better

job.

Code: For a Better Life in the Future

A Student from Grade 5 Class 1 of Utoprague Village Central Primary School:

I hope I can continue to go to school after junior high school because schooling is hard for 15 years, from the primary school to the university, at most. However, when you grow up without enough school education, you will have to suffer for the rest of your life.

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:

I hope I can continue to go to school after junior high school because that is the way I can have a good career in the future.

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:

I hope I can continue to go to school after junior high school because having knowledge is the only way to have a better life in the future.

Code: For a Better Job in the Future

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:

I hope I can continue my education after junior high school because if I don't go to high school, it will be difficult to find a job in the future.

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:

I wish I could have continued my education after junior high school because I would have a good job when I went to a good university.

A student from Grade 6 Class 1 of Utoprague Village Central Primary School:

I wish I could continue to go to school after junior high school because nowadays technology is advanced, so if we don't go to school after junior high school, we won't have a job to do in the future.

Other reasons include: knowledge changes destiny; to repay parents in the future; to make friends; and to see the outside world.

Code: Knowledge Changes Destiny

A student from Grade 5 Class 3 of Utoprague Village Central Primary School:

I hope I can continue my education after junior high school because knowledge will change my fate.

A student from Grade 6 Class 2 of Utoprague Village Central Primary School:

I hope I can continue to go to school after junior high school because with knowledge, life can be less bitter in the future and knowledge changes destiny.

Code: Repay Parents

A student from Year 5 Class 2 of Utoprague Village Central School:

I hope I can continue to go to school after junior high school because I can work to support my mum and dad after I finish university.

A student from Grade 5 Class 3 of Utoprague Village Central Primary School:

I hope I can continue to go to school after junior high school because I don't want my parents to continue to live a hard life.

Code: Schooling Makes Me Happy

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:

I hope I can continue to go to school after middle school because I love learning and going to school and it's a great feeling to be at school.

A student from Grade 6 Class 2 of Utoprague Village Central Primary School:

I hope I can continue to go to school after middle school because I love it.

Code: Could Make Friends in the School

A student from Grade 5 Class 3 of Utoprague Village Central Primary School:

I hope I can continue to go to school after junior high school because I cannot make friends if I don't go to school.

A student from Grade 6 Class 2 of Utoprague Village Central Primary School:

I hope I can continue to go to school after middle school because it will allow me to meet so many friends, study, and effort together.

Code: Schooling Makes Growing

A student from Grade 5 Class 3 of Utoprague Village Central Primary School:

I hope I can continue to go to school after middle school because there are many benefits for me to continue to grow.

Code: Broaden Horizons of Outside World

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:

I wish I could continue to go to school after middle school because I would love to see the outside world.

5.2.2.2. Karasu Village Central School.

Table 31

The Willingness of Pupils of Karasu Village Central School to Continue School Education after Compulsory Education

Categories	Files (Number of People)	References
Hope	170	171
Not Hope	0	0

Table 32

Reasons for the Willingness of Pupils of Karasu Village Central School to Continue School Education after Compulsory Education

Codes	Files (Number of People)	References
To Be Able to Study More Knowledge	35	35
For a Better Job in the Future	30	30
For a Better Life in the Future	25	25
For Higher Qualification	24	24
For an Opportunity to Attend University	15	15
Repay Parents	14	14
Attending High School	9	9
To Achieve My Dream in the Future	7	7
Schooling Makes me Happy	5	5
To Make a Contribution to China	4	4
Broaden Horizons of Outside World	1	1

The questionnaire for the primary school at Karasu Village Central School indicated that all primary school pupils were willing to continue their education after junior high school. And the primary reason is: to be able to study more knowledge.

Code: To Be Able to Study More Knowledge

A student from Grade 6 Class 1 of Karasu Village Central School:

I wish I could continue to go to school after middle school because I want to gain more knowledge.

A student from Grade 5 Class 3 of Karasu Village Central School:

I hope I can continue to go to school after middle school because I want to finish all

my school classes and gain more knowledge.

And the second reason is: for a better job in the future.

Code: For a Better Job in the Future

A Student from Grade 6 Class 2 of Karasu Village Central School:

I wish I could have continued my education after junior high school because when I graduate from university, I would have been able to find a better job.

A student from Grade 6 Class 1 of Karasu Village Central School:

I wish I had continued to go to school after middle school because it would have helped me in the future and it would help me to find a good job.

The third and fourth reasons are: for a better life in the future and for higher qualification.

Code: For a Better Life in the Future

A student from Grade 6 Class 1 of Karasu Village Central School:

I hope I can continue my education after junior high school because if you can get into high school, there will be more hope for the future and you can have a better life if you can graduate from university.

A student from Grade 6 Class 3 of Karasu Village Central School:

I hope I can continue my education after junior high school because I want to have a better future.

A student from Grade 6 Class 3 of Karasu Village Central School:

I wish I could continue my education after junior high school because the knowledge I had in primary and junior high school would not have allowed me to get the life I wanted.

Code: For Higher Qualification

A student from Grade 5 Class 4 of Karasu Village Central School:

I wish I could have continued my education after junior high school because I would have received a better education with a higher degree.

A student from Year 6 Class 4 of Karasu Village Central School:

I hope I can continue my education after middle school because I can get a better education.

In addition to this, the reasons given by the primary school students in Karasu for wanting to continue their education after junior high school were: for an opportunity to attend university; repay parents; attending high school; to achieve my dream in the future; schooling makes me happy; to make a contribution to China; and broaden horizons of outside world.

Code: For an Opportunity to Attend University

A student from Grade 6 Class 2 of Karasu Village Central School:

I hope I can continue to go to school after junior high school because after junior high school there is high school and university, and I want to study hard so that I can get into a good high school and a good university in the future.

A student from Grade 5 Class 3 of Karasu Village Central School:

I wish I could have continued my education after middle school because I wanted to go to university.

Code: Repay Parents

A student from Grade 5 Class 3 of Karasu Village Central School:

I wish I could continue to go to school after middle school, because I don't want to be like others who don't have a steady input and cannot afford and support their

families.

A student from Grade 5 Class 1 of Karasu Village Central School:

I hope I can continue my education after middle school and I hope I can bring my parents to live in the big city when I grow up.

Code: Attending High School

A student from Grade 6 Class 2 of Karasu Village Central School:

I hope I can continue my education after junior high school because I want to finish high school without any regrets.

A student from Grade 5 Class 1 of Karasu Village Central School:

I wish I could have continued my education after middle school because I could have had a chance to attend high school.

Code: To Achieve My Dream in the Future

A student from Grade 5 Class 3 of Karasu Village Central School:

I hope I can continue my education after junior high school because I want to gain more knowledge to achieve my dreams.

A student from Grade 5 Class 4 of Karasu Village Central School:

I hope I can continue to go to school after middle school to learn more and pursue my dreams.

Code: Schooling Makes me Happy

A student from Grade 5 Class 3 of Karasu Village Central School:

I hope I can continue to go to school after middle school because it makes me happy.

A student from Grade 6 Class 2 of Karasu Village Central School:

I hope I can continue to go to school after middle school because I love it.

Code: To Make a Contribution to China

A student from Grade 5 Class 1 of Karasu Village Central School:

I hope I can continue to go to school after middle school because I want to be a pillar of the country.

A student from Grade 6 Class 2 of Karasu Village Central School:

I hope I can continue to go to school after junior high school because I want to learn more to make a contribution to my hometown and my country.

Code: Broaden Horizons of Outside World

A student from Grade 5 Class 3 of Karasu Village Central School:

I wish I could continue to go to school after middle school because I would love to see the outside world.

In general, for the primary school pupils at both Utoprague Village Central Primary School and Karasu Village Central School, almost all pupils want to continue their education after junior high school. The students at Utoprague Village Central School mainly want the opportunity to go to university, while the students at Karasu Village Central School mainly want to learn more knowledge. And students from both schools share the view that continuing their education after junior high school is important for them to be able to get a good job and have a good life in the future.

5.2.3. The Willingness of Students to Attend University.

In the village, students and parents simply believe that researching well at school is the only way to get a chance to go to university later. The word “university” has a powerful appeal to parents and students in rural areas. Therefore, understanding the attitudes of rural students towards university and the reasons behind them can help scholars to understand the views of rural students at this stage of school education.

5.2.3.1. Utoprague Village Central Primary School.

Table 33

The Willingness to Attend Universities of Pupils of Utoprague Village Central Primary School

Categories	Files (Number of People)	References
Hope	193	196
Not Hope	8	8

Table 34

Reasons for Willingness to Attend Universities of Pupils of Utoprague Village Central Primary School

Codes	Files (Number of People)	References
For a Better Job in the Future	52	52
University is the Dream	46	46
Repay Parents	25	25
To Be Able to Study More Knowledge	20	20
For a Better Job in the Future	13	13
University Can Change Destiny	7	7
University Makes Growing	6	6
Could Make Friends in University	3	3
To Make a Contribution to China	1	1

The questionnaire for Utoprague Village Central School shows that the majority of students want to go to university in the future. And the main reason is: if they go to

university, they will be able to get a good job.

Code: For a Better Job in the Future

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:

I want to go to university because then hopefully I could get a better job.

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:

I want to go to university because it would be easier to find a job with a bachelor's degree.

A student from Grade 6 Class 1 of Utoprague Village Central Primary School:

I want to go to university because I want to get a good job and I don't want to live a hard life like my parents.

The next reason is that university is a dream.

Code: University is the Dream

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:

I want to go to university because it is my dream.

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:

I want to go to university because if I take primary schooling seriously, I can go to a good junior high school and a good high school. And I will eventually have the opportunity to go to Fudan University, and Fudan University is my dream.

The remaining two main reasons are: to go to university to repay parents; and to be able to study more knowledge.

Code: Repay Parents

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:

I want to go to university because I cannot fail to fulfil the expectations of my parents.

A student from Grade 5 Class 3 of Utoprague Village Central Primary School:

I want to go to university so that I can make a happy life for my family.

Code: To Be Able to Study More Knowledge

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:

I want to go to university because there is so much knowledge.

A student from Grade 6 Class 1 of Utoprague Village Central Primary School:

I want to go to university because I will have more knowledge and be more open-minded then, and I don't want to be a frog in a well.

Other reasons include: for a better job in the future; university can change destiny; university makes growing; could make friends in university; to make a contribution to China.

Code: For a Better Job in the Future

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:

I want to go to university because then I can have a better job in the future.

A student from Grade 6 Class 3 of Utoprague Village Central Primary School:

I wanted to go to university, just like my brother and sister, because there will be a better way with university.

Code: University Can Change Destiny

A student from Grade 6 Class 2 of Utoprague Village Central Primary School:

I want to go to university because knowledge changes destiny.

A student from Grade 6 Class 2 of Utoprague Village Central Primary School:
I want to go to university because university means I have changed my destiny.

Code: University Makes Growing

A student from Grade 6 Class 1 of Utoprague Village Central Primary School:
I want to go to college because I am doing well in school now. I can go to university if
I work hard in middle school and high school.

A student from Grade 6 Class 1 of Utoprague Village Central Primary School:
I want to go to university, and although I'm not good at exams, I can definitely do it if
I try.

Code: Could Make Friends in University

A student from Grade 6 Class 2 of Utoprague Village Central Primary School:
I want to go to university because I can make more friends.

A student from Grade 6 Class 3 of Utoprague Village Central Primary School:
I want to go to university because I can increase my knowledge and meet new
people.

Code: To Make a Contribution to China

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:
I want to go to university so that I can contribute to my country in the future.

The students who did not want to go to university gave only one reason: their studies
were not good enough.

5.2.3.2. Karasu Village Central School.

Table 35*The Willingness to Attend Universities of Pupils of Karasu Village Central School*

Categories	Files (Number of People)	References
Hope	167	167
Not Hope	2	2

Table 36*Reasons for the Willingness to Attend Universities of Pupils of Karasu Village Central School*

Codes	Files (Number of People)	References
For a Better Job in the Future	49	49
University is the Dream	28	28
To Be Able to Study More Knowledge	19	19
Repay Parents	16	16
University Can Change Destiny	14	14
Looking Forward to the Life of University	11	11
Because I am Studying Hard	11	11
For a Better Job in the Future	10	10
Could Make Friends in University	4	4
To Make a Contribution to China	2	2
University Empowers me to Make an Improvement to my Village	1	1

The questionnaire for the primary school students at Karasu Village Central School showed that the majority of the students wanted to go to university in the future. And the main reason is: if they go to university, they will be able to get a better job.

Code: For a Better Job in the Future

A student from Grade 5 Class 1 of Karasu Village Central School:

I want to go to university because if I don't go to university I won't have a good job.

A student from Grade 5 Class 3 of Karasu Village Central School:

I want to go to university because it would be easy to find a job after I graduated.

The next reason is that university is a dream.

Code: University is the Dream

A student from Grade 5 Class 1 of Karasu Village Central School:

I want to go to university because it has always been my dream to go to university.

A student from Grade 6 Class 1 of Karasu Village Central School:

I want to go to university because university has been my dream since I was a child.

The remaining two main reasons are: to go to university so that you can repay your parents; and learn more knowledge.

Code: Repay Parents

A student from Grade 5 Class 1 of Karasu Village Central School:

I want to go to university because I couldn't let my parents down.

A student from Grade 6 Class 2 of Karasu Village Central School:

I want to go to university because in the future, only those who study well can work and earn more money. I have experienced that it is not easy for my mum and dad to earn money and it is very hard. I want to give my mum and dad a better life in the future and take them to a bigger city, I don't want my parents to suffer so hard all the time.

Code: To Be Able to Study More Knowledge

A student from Grade 5 Class 3 of Karasu Village Central School:

I want to go to university because I can learn more advanced knowledge by going to university.

A student from Grade 6 Class 2 of Karasu Village Central School:

I want to go to university because I can learn so many more interesting things.

And other reasons include: looking forward to the life of university; because I am studying hard; for a better job in the future; could make friends in university; to make a contribution to China; university empowers me to make an improvement to my village.

Code: Looking Forward to the Life of University

A student from Grade 5 Class 1 of Karasu Village Central School:

I want to go to university because I am looking forward to university life.

A student from Grade 6 Class 4 of Karasu Village Central School:

I want to go to university because going to university is like entering society. When you are a real university student, you can buy yourself the clothes you like to wear, you can interact with other university students, eat with your classmates, and have a good time together.

Code: Because I Am Studying Hard

A student from Grade 5 Class 1 of Karasu Village Central School:

I want to go to university because if I work hard I will get in.

A student from Grade 6 Class 3 of Karasu Village Central School:

I want to go to university because if I study hard and build up my knowledge, I can

get good grades and get into university.

Code: For a Better Job in the Future

A student from Grade 6 Class 4 of Karasu Village Central School:

I want to go to university because by going to university you will see the city as you have not seen it, you can make friends with educated students and do research together, you can have a good job, and when you go to university you will not grow up to be a farmer like your parents, you may become a company owner and work in the city later.

A student from Grade 6 Class 1 of Karasu Village Central School:

I want to go to university because when you go to university you might have a better future, you just have to not give up on your future life with a better job and it will appear.

Code: Could Make Friends in University

A student from Grade 6 Class 2 of Karasu Village Central School:

I want to go to university because I think I can learn more and make more friends.

A student from Grade 6 Class 2 of Karasu Village Central School:

I want to go to university because I can make a lot of friends and learn about a lot of things I don't know.

Code: To Make a Contribution to China

A student from Grade 5 Class 1 of Karasu Village Central School:

I want to go to university because I can be a useful person for China.

A student from Grade 5 Class 3 of Karasu Village Central School:

I want to go to university so I can study hard and give the power to China!

Code: University Empowers me to Make an Improvement to my Village

A student from Grade 5 Class 3 of Karasu Village Central School:

I want to go to university because I will have the knowledge to do so, and after university, I want to make my hometown better.

The only three reasons given by students who did not want to go to university were: they wanted to join the army after high school; they wanted to be a chef; and university fees were too expensive.

Code: Joining the Army after High School

A student from Grade 6 Class 1 of Karasu Village Central School:

I didn't want to go to university because I wanted to be in the the People's Liberation Army of China (PLA) when I finished high school.

Code: Wanting to be a Chef

A student from Grade 6 Class 1 of Karasu Village Central School:

I don't want to go to university because I want to be a chef.

Code: Fees of University are Expensive

A student from Grade 6 Class 5 of Karasu Village Central School:

Although university is really nice and I aspire to be there, it takes too much money, which will spend all my parents' money.

The vast majority of students at Utoprague Village Central School and Karasu Village Central School hope that they will have the opportunity to go to university in the future. The reasons given by the students in both schools are almost the same: firstly that they want to get a better job through the certificate from university; and secondly, students from both schools believe that it is their ambition, and they will gain more knowledge and can repay their parents.

5.2.4. The Expectation of the Future Career of Students.

Students and parents in rural areas see school as practical and schooling is the pathway to the future. The career aspiration is the final station of school education. If we knew the aspiration of students, we could understand their attitude toward school education.

5.2.4.1. Utoprague Village Central School.

Table 37

Expectations of Future Careers of Pupils of Utoprague Village Central School

Categories	Files (Number of People)	References
Teacher	57	57
Doctor	33	33
Military	26	26
Police	23	23
Military Doctor	13	13
Physician	7	7
Football Player	7	7
No idea	4	4
Astronaut	3	3
Basketball Player	3	3
Lawyer	2	3
Civil Service	2	2
Firefighter	2	2
Special Forces	2	2
Scientist	2	2
Fashion Designer	2	2

Entrepreneur	1	1
Presenter	1	1
Sniper	1	1
Flight Attendant	1	1
Businessmen	1	1
Physical Teacher	1	1
Farmer	1	1
Astronaut	1	1
Table Tennis Player	1	1
Ordinary People	1	1
Writer	1	1
Goalkeeper	1	1
Detective	1	1
Coach	1	1
Explorer	1	1
Volunteer	1	1
Entrepreneur	1	1
Nurse	1	1
White Collar	1	1
Game Anchor	1	1
Driver	1	1
Novelist	1	1
Jockey	1	1

Table 38

Reasons that Students of Utoprague Village Central Primary School Want to Become Teachers

Codes	Files (Number of People)	References
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Teaching Knowledge to the Next Generation	36	36
Making Children Like Study	7	7
Nurturing Experts for China	6	6
Make Money	4	4

The main reason why students of Utoprague Village Central Primary School want to become teachers is: to teach knowledge to the next generation.

Code: Teaching Knowledge to the Next Generation

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:

I hope I will become a teacher in the future because I hope I can teach the next generation what I have learned and educate people for China, just like my teachers are doing now.

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:

I hope to become a teacher in the future because being a teacher will allow me to give what I have learned to my students.

Other reasons include: making children like study, nurturing experts for China, make money.

Code: Making Children Like Study

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:

I hope I can become a teacher in the future because I want to teach more students and make them love learning.

A student from Grade 6 Class 3 of Utoprague Village Central Primary School:

I hope I become a teacher in the future because my interest is to be a teacher.

Code: Nurturing Experts for China

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:

I hope to become a teacher in the future because this will enable me to teach and educate students for China.

A student from Grade 6 Class 2 of Utoprague Village Central Primary School:

I hope to become a teacher in the future so that I can teach my children to be worthy people and nurture students for China.

Code: Make Money

A student from Grade 5 Class 3 of Utoprague Village Central Primary School:

I hope I could become a teacher in the future because I can earn a lot of money.

A student from Grade 6 Class 1 of Utoprague Village Central Primary School:

I hope I will become a teacher in the future because being a teacher has a very high salary.

Table 39

Reasons that Students of Utoprague Village Central Primary School Want to Become Doctors

Codes	Files (Number of People)	References
Helping Others	27	27
Make Money	1	1
Serving China	1	1

The top reason why students at Utoprague Village Central Primary School want to become doctors is: helping others.

Code: Helping Others

A student from Grade 6 Class 1 of Utoprague Village Central Primary School:

I hope I will become a doctor in the future because being a doctor can help more people and save more lives.

A student from Grade 5 Class 3 of Utoprague Village Central Primary School:

I hope to become a doctor in the future. I want to enlighten more young people who are not so mentally healthy.

Other reasons include: to make money; and serving China.

Code: Make Money

A student from Grade 5 Class 3 of Utoprague Village Central Primary School:

I hope I become a doctor in the future because doctors can make a lot of money.

Code: Serving China

A student from Grade 6 Class 3 of Utoprague Village Central Primary School:

I hope I will become a doctor in the future because I want to give a contribution to China.

Table 40

Reasons that Students of Utoprague Village Central Primary School Want to Become Soldiers

Codes	Files (Number of People)	References
Defending China and Home	21	21
Military is the Dream	3	3

The number one reason why students at Utoprague Village Central Primary School want to become soldiers is: defending China and home.

Code: Defending China and Home

A student from Grade 6 Class 2 of Utoprague Village Central Primary School:

I hope I become a soldier in the future because soldiers will fight for my country.

A student from Grade 6 Class 1 of Utoprague Village Central Primary School:

I hope I will become a soldier in the future because the ancestral frontier is not to be given away, and I want to protect the country's borders and people and contribute to my country.

Other reasons include the fact that the military is the dream.

Code: Military is the Dream

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:

I hope I will become a soldier in the future because it is my dream to become a soldier.

Table 41

Reasons that Students of Utoprague Village Central Primary School Want to Become Police

Officers

Codes	Files (Number of People)	References
Protecting People	12	12
Serving China	7	7
Opportunity to Study out of Village	1	1

The top reason why pupils at Utoprague Village Central Primary School want to become police officers is: protecting people.

Code: Protecting People

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:

I hope I will become a police officer in the future because they can protect people.

A student from Grade 6 Class 1 of Utoprague Village Central Primary School:

I hope to become a policeman in the future because I want to get rid of violence.

Other reasons include: service to the country; and the opportunity to research away.

Code: Serving China

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:

I hope I will become a police officer in the future because I can protect my family and my great country.

A student from Grade 6 Class 1 of Utoprague Village Central Primary School:

I hope I will become a police officer in the future because they can make a contribution to the country.

Code: Opportunity to Study out of Village

A student from Grade 5 Class 3 of Utoprague Village Central Primary School:

I hope I become a police officer in the future because I can go outside to study and get more opportunities.

The most important professions for the pupils of Utoprague Primary School are teachers, doctors, soldiers, and police officers. In terms of teachers, the main reason is that they can teach their knowledge to the next generation. They want to be doctors, soldiers, and police officers because they can achieve their dreams on the

one hand and contribute to China and the society on the other.

5.2.4.2. Karasu Village Central School.

Table 42

Expectations for Future Careers of Pupils of Karasu Village Central School

Categories	Files (Number of People)	References
Teacher	58	58
Doctor	44	44
Military	13	13
Police	9	9
Military Doctor	6	6
No idea	5	5
Astronaut	3	3
Special Forces	3	3
Scientist	3	3
Entrepreneur	3	3
Athlete	2	2
Star	2	2
Lawyer	2	2
Singer	2	2
Musician	1	1
Flight Attendant	1	1
Inventor	1	1
Professor of Physics	1	1
Interior Decorator	1	1
Open a Shop	1	1

Chef	1	1
Journalist	1	1
Actor	1	1
Presenter	1	1
Programmer	1	1
Football Player	1	1
Village Chief	1	1

Table 43

Reasons that Students of Karasu Village Central School Want to Become Teachers

Codes	Files (Number of People)	References
Teaching Knowledge to the Next Generation	43	43
Teaching and Nurturing Students	7	7
Helping Students Achieve Their Dreams	4	4
Like to be a Teacher	2	2
Nurturing Experts for China	1	1
Deliver Happiness	1	1

The main reason why primary school students in Karasu want to become teachers is: teaching knowledge to the next generation.

Code: Teaching Knowledge to the Next Generation

A student from Grade 5 Class 3 of Karasu Village Central School:

I hope I will become a teacher in the future because I experience the school education and want to use my knowledge to educate the next generation.

A student from Grade 5 Class 4 of Karasu Village Central School:

I hope I become a teacher in the future because I want to help more children and enrich their knowledge so that they can pursue their dreams.

A student from Grade 6 Class 4 of Karasu Village Central School:

I hope I will become a teacher in the future because being a teacher will allow children to learn more and grow up with them, just like teachers were with us when we were children. I will pass on all my knowledge to them.

Other reasons include: teaching and nurturing students; helping students achieve their dreams; like to be a teacher; nurturing experts for China; and deliver happiness.

Code: Teaching and Nurturing students

A student from Grade 5 Class 1 of Karasu Village Central School:

I hope I will become a teacher in the future because teachers can educate and nurture students.

A student from Grade 5 Class 3 of Karasu Village Central School:

I hope I will become a teacher in the future. Although teaching is a very hard profession, I want to teach some good students and equip them with more knowledge.

A student from Grade 6 Class 2 of Karasu Village Central School:

I hope I will become a teacher in the future because teachers can tutor students and make them confident through learning knowledge.

Code: Helping Students Achieve Their Dreams

A student from Grade 5 Class 4 of Karasu Village Central School:

I hope to become a teacher in the future because I want to help more children to achieve their dreams and I think this job is fun and I feel happy helping others.

Code: Like to Be a Teacher

A student from Grade 6 Class 2 of Karasu Village Central School:

I hope I become a teacher in the future because I really like to teach others.

A student from Grade 6 Class 5 of Karasu Village Central School:

I hope I become a teacher in the future because I want to be a teacher.

Code: Nurturing Experts for China

A student from Grade 6 Class 1 of Karasu Village Central School:

I hope I will become a teacher in the future because I want to train the next generation for my country.

Code: Deliver Happiness

A student from Grade 6 Class 2 of Karasu Village Central School:

I hope I will become a teacher in the future. I have suffered in life so I want to pass on my happiness to more students.

Table 44

Reasons that Students of Karasu Village Central School Want to Become Doctors

Codes	Files (Number of People)	References
Saving and Helping Lives	26	26
Defeat Viruses	1	1
Serving China	1	1
Holiness and Honour	1	1

The main reason why primary school students in Karasu want to be doctors is: saving and helping Lives.

Code: Saving and Helping Lives

A student from Grade 6 Class 1 of Karasu Village Central School:

I hope to become a doctor in the future because doctors can save lives and stop people suffering from illnesses.

A student from Grade 6 Class 1 of Karasu Village Central School:

I hope to become a doctor in the future because I want to make more patients live well.

A student from Grade 5 Class 1 of Karasu Village Central School:

I hope to become a doctor in the future because I want to help more people who need help.

Other reasons include: defeat viruses; serving China; and holiness and honour.

Code: Defeat Viruses

A student from Grade 5 Class 1 of Karasu Village Central School:

I hope to become a doctor in the future, because doctors can help humans to defeat viruses.

Code: Serving China

A student from Grade 5 Class 3 of Karasu Village Central School:

I hope I will become a doctor in the future because doctors can serve China.

Code: Holiness and Honour

A student from Grade 6 Class 2 of Karasu Village Central School:

I hope I will become a doctor in the future, because a physician is an honourable and sacred profession.

Table 45

Reasons that Students of Karasu Village Central School Want to Become Soldiers

Codes	Files (Number of People)	References
Defending China and Home	10	10
Strengthen the Body	2	2
Experiencing Difficulties	1	1

The main reason why primary school children in Karasu want to be soldiers is: defending China and home.

Code: Defending China and Home

A student from Grade 5 Class 1 of Karasu Village Central School:

I hope I become a soldier in the future because soldiers can protect their family and China.

A student from Grade 6 Class 2 of Karasu Village Central School:

I hope I will become a soldier in the future to protect the lives and property of my country and people.

A student from Grade 6 Class 2 of Karasu Village Central School:

I hope I will become a soldier in the future to protect the country and fight against the evil people who do bad things to China.

Other reasons include: strengthen the body, and experiencing difficulties.

Code: Strengthen the Body

A student from Grade 5 Class 3 of Karasu Village Central School:

I hope I become a soldier in the future because I will be strong and can protect myself.

A student from Grade 6 Class 5 of Karasu Village Central School:

I hope I will become a soldier in the future because soldiers can learn a lot and will be physically fit.

Code: Experiencing Difficulties

A student from Grade 6 Class 5 of Karasu Village Central School:

I hope I become a soldier in the future because I can experience the difficulties of military life.

Table 46

Reasons that Students of Karasu Village Central School Want to Become Police Officers

Codes	Files (Number of People)	References
Serving People	8	8
Serving China	1	1

The main reason why primary school children in Karasu want to be police officers is: to serve the people.

Code: Serving People

A student from Grade 5 Class 1 of Karasu Village Central School:

I hope I become a police officer in the future because they can serve the people.

A student from Grade 6 Class 2 of Karasu Village Central School:

I hope I will become a police officer in the future because they are great and can

protect others.

A student from Grade 6 Class 3 of Karasu Village Central School:

I hope I become a police officer in the future because they have a lot of responsibility and we cannot live without them, and being a police officer is something to be proud of.

Other reasons include: to serve the country.

Code: Serving China

A student from Grade 5 Class 1 of Karasu Village Central School:

I hope I will become a police officer in the future because they can serve the country.

For the pupils of Karasu Village Central School, the most desired professions are teacher, doctor, soldier, and police officer. The reason why the pupils at Karasu Village Central School want to become teachers is that they can pass on their knowledge to the next generation. The reasons for becoming a doctor, a soldier, or a policeman are, in the analysis of the students, that these professions are the dream of the pupils and that they can make a greater contribution to society.

Utoprague village is a typical farming town, where the kind of production and lifestyle has changed from cultivation with human labour to farming with machines, while the town of Karasu was a typical nomadic town in the past, where people now give their cattle and sheep to specialized people for grazing and have settled in the town. For the pupils of Utoprague village, the results of the research show that none of them dream of becoming a farmer, while for the pupils of Karasu village, the nomadic life is very familiar, but none of the pupils would like to become herders and do the work of their fathers.

Thus, the school education for students becomes very significant. If a student really

wants to become a teacher or a doctor, there is no other option than to fight for the opportunity through school education.

5.2.5. Summary of the Student Section.

A survey of whether students like school education, whether they feel it is important, whether they want to continue their education after junior high school, whether they want to go to university, and what they expect from their future careers shows that school education is highly valued and accepted by village students in both Utoprague and Karasu villages. Despite the distance between Utoprague and Karasu villages, the huge differences in the production and lifestyle in the villages, and the different ethnic minorities in the villages, the students in both villages have very similar, indeed almost identical views on school education.

It is also clear from the students' expectations of their future careers that although they are in farming or nomadic villages, they do not want to pursue a career in this field. Instead, most of them want to become teachers, doctors, police officers, or soldiers. For these professions, school education at junior high school level and above is required.

Students in rural areas are thinking about, and imagining, their future in the village. For rural students, the majority of their parents work in farming or herding, while several parents are self-employed and have small businesses. Most rural children's families are not wealthy, which makes rural students want to leave the village and find a better job and live in the future through their school education. In addition, rural children also hope that they can repay their parents and make a contribution to society and China. Almost the only way to do this is to go to school, to study at primary school, middle school, high school, and university, and eventually to get a better job.

The use of coding and analysis shows that, both in Utoprague village and in Karasu village, the students consider school education important because knowledge can only be learned at school, which means this kind of knowledge cannot be learned at home. Moreover, the knowledge is useful for changing their destiny in the future.

5.3. The Attitudes towards School Education of Parents

Parents' attitudes towards school education can also have a significant impact on students' attitudes to, and perceptions of, school education, beyond their own attitudes towards school education, as primary school students are at a very young age and require parental care. Parents' attitudes to school education include both their attitudes to the current stage of education, from primary to lower secondary, which is compulsory for nine years, and their attitudes to the post-compulsory stage of education.

5.3.1. Utoprague Village Central Primary School

Table 47

Whether Parents Support the School Education as Perceived by Students of Utoprague Village Central Primary School

Categories	Files (Number of People)	References
Support	204	204
Not Support	2	2

Table 48

Reasons that Parents Support the School Education as Perceived by Students of Utoprague Village Central Primary School

Codes	Files (Number of People)	References
To Be Able to Study More Knowledge	41	41
For a Better Job in the Future	38	38
To Achieve the Dream of Children	32	32
For an Opportunity to Attend University	23	23
Knowledge Changes Destiny	17	17
For a Better Job in the Future for Children	12	12
For the Growth of Children	8	8
Broaden Horizons of Outside World	3	3
To Make a Contribution to China	1	1

In general, the questionnaires from the pupils of Utoprague Village Central Primary School show that the majority of parents hope their children are educated at school. And the most important reason is: students can study more knowledge.

Code: To Be Able to Study More Knowledge

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:

My parents support me in school because they hope I am going to learn more knowledge.

A student from Grade 6 Class 1 of Utoprague Village Central Primary School:

My parents support me to go to school because they want me to learn more knowledge and get into a better school in the future, which means I would have a better job.

In addition, parents believe that school education will make their children have a better life in the future.

Code: For a Better Job in the Future

A student from Grade 5 Class 3 of Utoprague Village Central Primary School:

My parents support me in school because they want me to have a bright life and develop in the future.

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:

My parents support me in school because they want me to have a bright life in the future.

A student from Grade 5 Class 3 of Utoprague Village Central Primary School:

My parents support me to go to school because they want us to grow up without suffering.

A student from Grade 6 Class 1 of Utoprague Village Central Primary School:

My parents support me in school because they told me, "If you don't study when you are young, you will still be able to farm when you grow up. Now it is not easy to farm, so you have to study hard".

The third and fourth reasons are that school education allows children to achieve their dream and have the opportunity to go to university.

Code: To Achieve the Dream of Children

A student from Grade 6 Class 1 of Utoprague Village Central Primary School:

My parents support me to go to school because they want me to have no regrets just like them and to achieve my dream.

A student from Grade 6 Class 3 of Utoprague Village Central Primary School:

My parents support me to go to school because my parents did not attend university. So they hope that I can go to a good high school and chase my dreams.

Code: For an Opportunity to Attend University

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:

My parents support me in school because my parents are farmers and want me to have access to university.

A student from Grade 5 Class 3 of Utoprague Village Central Primary School:

My parents support me in school because they want me to study more knowledge in university.

Other reasons include: knowledge changes destiny; for a better job in the future for children; for the growth of children; broaden horizons of outside world; to make a contribution to China.

Code: Knowledge Changes Destiny

A Student from Grade 5 Class 1 of Utoprague Village Central Primary School:

My parents support me to go to school because they want me to change my destiny with knowledge.

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:

My parents support me to go to school because they believe that the knowledge from university would change my fate.

Code: For a Better Job in the Future for Children

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:

My parents support me in school because my mum said that knowledge would change my life and work in the future.

A student from Grade 6 Class 1 of Utoprague Village Central Primary School:

My parents support me in school because they do not want me to be a farmer again.

A student from Grade 6 Class 3 of Utoprague Village Central Primary School:
My parents support me to go to school and university because they know that studying well would give them the knowledge to get a job in the future.

Code: For the Growth of Children

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:
My parents support me in school because they want me to become better.

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:
My parents support me in school because they want me to be successful.

Code: Broaden Horizons of Outside World

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:
My parents support me to go to school because I could go and live in a big city in the future.

A student from Grade 6 Class 1 of Utoprague Village Central Primary School:
My parents support me to go to school because they want us to see the outside.

Code: To Make a Contribution to China

A student from Grade 6 Class 2 of Utoprague Village Central Primary School:
My parents support me in school and they want me to win glory for China in the future.

China currently has nine years of compulsory education, and at the end of those nine years, the attitude of parents plays an irreplaceable role in whether students will go to school.

Table 49

Whether Parents Support the School Education after Compulsory Education as Perceived by

Students of Utopraque Village Central Primary School

Categories	Files (Number of People)	References
Support	198	201
Not Support	1	1
No idea	1	1

Table 50

Reasons that Parents Support the School Education after Compulsory Education as Perceived by Students of Utopraque Village Central Primary School

Codes	Files (Number of People)	References
To Be Able to Study More Knowledge	43	43
For a Better Life in the Future	34	34
For an Opportunity to Attend University for Children	27	27
For a Better Job in the Future for Children	22	22
Knowledge Changes Destiny	16	16
Repay Parents	9	9
For the Success of Child in the Future	8	8
Broaden Horizons of Outside World	4	4
To Achieve the Dream of Children	3	3

In general, the questionnaires from the pupils of the Utopraque Village Central Primary School show that the majority of parents support their children continuing their school education after junior high school. And the most important reason is that students could learn more knowledge.

Code: To Be Able to Study More Knowledge

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:

My parents support me to continue my education after junior high school because they do not want me to be as uneducated as they were.

A student from Grade 5 Class 3 of Utoprague Village Central Primary School:

My parents support me to continue my education after junior high school because they want me to have a better education and learn more. In addition to this, parents believe that by receiving a school education, their child will have a better life in the future.

Code: For a Better Life in the Future

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:

My parents supported me to continue my education after I graduated from junior high school because they wanted me to become a success and not have to live a hard life in the future.

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:

My parents support me to continue my education after junior high school because I could learn more in order to have a good life in the future.

A student from Grade 5 Class 3 of Utoprague Village Central Primary School:

My parents support me to continue my education after junior high school because they do not want our generation to go into part-time jobs, which involve suffering, and they do not want us to suffer.

And the third and fourth reasons are that children would have the opportunity to go to university and get a better job.

Code: For an Opportunity to Attend University for Children

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:

My parents support me to continue my education after junior high school because my parents said knowledge will enable me to go to university.

A student from Grade 6 Class 1 of Utoprague Village Central Primary School:

My parents supported me to continue my education after junior high school because my parents knew the difference between a person who had knowledge and a person who did not. They both pushed me to study and wanted me to go to university.

Code: For a Better Job in the Future for Children

A student from Grade 5 Class 3 of Utoprague Village Central Primary School:

My parents support me to continue my education after junior high school because they want me to have a good school education and they think I could get a good job.

A student from Grade 6 Class 3 of Utoprague Village Central Primary School:

My parents support me to continue my education after junior high school because it would be good to find a job and not suffer when I grow up.

Other reasons include: knowledge changes destiny; repay parents; for the success of child in the future; broaden horizons of outside world; to achieve the dream of children.

Code: Knowledge Changes Destiny

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:

My parents support me to continue my education after junior high school because they think that it would change my destiny.

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:

My parents support me to continue my education after junior high school because

the knowledge I learn from school will be my future and destiny.

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:

My parents support me to continue my education after junior high school because hard work and study could change my fate.

Code: Repay Parents

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:

My parents support me to continue my education after junior high school because they think I could be an honour to my family.

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:

My parents support me to continue my education after middle school because it would be an honour for my mum and dad.

Code: For the Success of Child in the Future

A student from Grade 6 Class 3 of Utoprague Village Central Primary School:

My parents support me to continue my education after junior high school because my parents want me to grow up to be a useful person.

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:

My parents support me to continue my education after junior high school because they want us to become successful.

Code: Broaden Horizons of Outside World

A student from Grade 6 Class 1 of Utoprague Village Central Primary School:

My parents support me to continue my education after junior high school because I could leave the village in the future.

A student from Grade 6 Class 1 of Utoprague Village Central Primary School:
 My parents support me to continue my education after junior high school because they don't want us to have any choice for one generation like they did and they want us to be able to go to the place where we want.

Code: To Achieve the Dream of Children

A student from Grade 5 Class 3 of Utoprague Village Central Primary School:
 My parents support me to continue my education after junior high school because they support me to achieve my dream.

Table 51

The Importance of School Education as Perceived by Parents of Utoprague Village Central Primary School

Categories	Files (Number of People)	References
Important	12	41

Parent A of Utoprague Village Central Primary School:
 I certainly believe that school education is very important for my children. I only went to school until the third year of junior high school, and I didn't get into high school that year. I have been farming in the village since then. Although I couldn't help my child with his studies, I would definitely stay with him to supervise and then let him learn the knowledge. For the sake of my child's school education, our suffering and tiredness are worth it.

Parent I of Utoprague Village Central Primary School:
 School education is certainly important, there is no doubt about that.

Parent J of Utoprague Village Central Primary School:

For our children at home, school education is definitely the first priority. We parents will cooperate with the school, so that our children can learn well and acquire knowledge.

Parent L of Utoprague Village Central Primary School:

For children today, of course it is important to go to school. If students don't go to school, they don't have knowledge and cannot do anything.

Parent C of Utoprague Village Central Primary School:

I am the fourth child in my family and all the money my family had previously spent on my elder sisters and brothers. When I needed to go to school, my family had no money, so school education did not continue. Now, I have two children and the schools are now exceptionally good, and going to school is very important to my children. The students can have lunch at school, unlike before when we went to school and had to travel several kilometres to get there. I think children are so young, I do not want them to earn money. They just need to study in school, earning money is a matter for adults. We should try to give as much as we can to our children, the teachers will take care of our kids, and hopefully, they will love learning.

Parent D of Utoprague Village Central Primary School:

School education is very important. After I graduated from junior high school, I didn't continue schooling, nor did I go to university. Because my family didn't have money at that time. So, now it is important to send my own two children to school so that they can receive a school education and not let the future of them just like us.

Parent F of Utoprague Village Central Primary School:

Nowadays, we as parents believe that the school is particularly good for our children. The children have lunch at school, they can participate in clubs and the teachers are very responsible.

Parent G of Utoprague Village Central Primary School:

I think the school is quite good for our children. We can work harder to earn more money for my children's school education. In this day and age, it is very important to go to school and learn. Nowadays, if children don't go to school, there is no way they can keep up with the times.

Parent H of Utoprague Village Central Primary School:

If there are parents who feel that school education is not important, then this is certainly not true. Schooling for children is absolutely a good thing.

Table 52

Reasons for the Importance of School Education as Perceived by Parents of Utoprague Village Central Primary School

Codes	Files (Number of People)	References
For a Better Job in the Future for Children	5	12
To Be Able to Study More Knowledge	3	17
Adaption to a Modern Society	3	6
To Make a Contribution to China	1	2

According to interviews with parents in Utoprague, parents believe that school education is the most important route to knowledge. And school education provides knowledge that cannot be learned from home.

Firstly, parents believe that their children will get a good job after receiving a school education.

Code: For a Better Job in the Future for Children

Parent K of Utoprague Village Central Primary School:

I hope they can do well in their studies and find better jobs in the future and don't become farmers again.

Parent B of Utoprague Village Central Primary School:

If he does study well at school, he will be able to find a good job in the future, which is very important for him.

Parent D of Utoprague Village Central Primary School:

I know the importance of school education. After I graduated from junior high school that year, my family struggled and I didn't go to high school or university. Now, I know very little, have limited skills, and have few options for life and work. If they don't go to school now and study well, they will be just like me when they grow up. So I have to afford to send both my children to school so they can get a good education and never have a life just like me.

Parent F of Utoprague Village Central Primary School:

I teach my children every day: "If you study well, you will have a good job in the future."

Parent G of Utoprague Village Central Primary School:

We have been farmers for a lifetime, I just want my child to study well and not to be a farmer in the future. I hope that my child, who goes to school, has a good life, a good job, and can wear clean clothes every day.

And the third and fourth reasons are that students must go through school education to adapt to the modern village and society.

In addition, parents think that school education could make their children gain more

knowledge.

Code: To Be Able to Study More Knowledge

Parent J of Utoprague Village Central Primary School:

What is taught in school is of paramount importance. Firstly, school education is all about uniformity of country and school education is very standardized. Secondly, knowledge is important. Students with knowledge will not fall into the trap: if students nowadays don't have knowledge, they won't be able to do anything in the future. Although we live in the village, parents attach great importance to their children's school education. If you miss school at this age, it is very difficult to make up for the future. If a person wants to go to school at the age of 40 or 50, what else can he learn? Even if something could be learned, the person would be wasted for the rest of his life. That's why it's important to go to school in this grade and learn knowledge properly.

Parent K of Utoprague Village Central Primary School:

Our school education used to comprise: Chinese, maths, nature, morals, physical education, and art lessons, which happened occasionally during the week. We used not to have many books inside our bags. Now, my child is in Grade 2 and he has more books in his bag than our books in Grade 3 or 4. Now, the school system is all very good, there is nothing to say about lacking. Nowadays, a child has to go to school because we cannot teach him anything. We cannot even do second-grade topics, as we cannot read him. We know that we cannot teach him what he needs to know now. Our children's education, 99% is done at school.

Parent C of Utoprague Village Central Primary School:

Education at school is particularly important for children's learning, especially mastery of knowledge. At the beginning of this term, the school has evening courses, and once the child attends, he or she will be able to finish the homework and understand the teacher's teaching. We, the parents read fewer books and attended very little school education in the past, which means we are not able to guide our

children with their homework in Year 6. School education in the past and now is not even comparable; school education now is so much better and students can learn so much knowledge.

Code: Adaption to a Modern Society

Parent K of Utoprague Village Central Primary School:

Speaking from the heart, we also have a limited level of education. You see, I cannot write myself, and now it's just hard in this information society. Everyone has a smartphone now. A lot of things have to be done on it, and I don't know how to do that. But my children are educated at school and they know everything. I think that school education is essential, otherwise our children will not be able to adapt to the village.

Parent K of Utoprague Village Central Primary School:

Nowadays the village is not like in the past, it's similar to the city. Now the village has modernized. I have never been to school, I cannot read or write, I cannot read numbers, it's very inconvenient for me to do anything – for example, I cannot even save or withdraw money from an ATM.

Code: To Make a Contribution to China

Parent A of Utoprague Village Central Primary School:

School education is very important. I want my children to do well in school, to be able to apply their learning to their lives, and to contribute more to the country in the future – that is my greatest ambition.

Table 53

The Importance of School Education as Perceived by Teachers of Utoprague Village Central Primary School

Categories	Files (Number of People)	References
Important	11	14

Teacher E of Utoprague Village Central Primary School:

The majority of parents, for sure, are accepting of school education.

Parent F of Utoprague village:

Most parents, for sure, are supportive of the school.

Table 54

Reasons for the Importance of School Education as Perceived by Teachers of Utoprague Village Central Primary School

Codes	Files (Number of People)	References
Suffered Hardship from Life	4	5
For a Better Job in the Future for Children	2	2
Broaden Horizons of Outside World	2	2
Adaption to a Modern Society	1	2
For an Opportunity to Attend University	1	1
Respect the Knowledge from the School	1	2

And through interviews with teachers at Utoprague Village Central Primary School, it was apparent the teachers believe that the majority of parents value school education.

Code: Suffered Hardship from Life

Teacher H of Utoprague Village Central Primary School:

In general, the parent is accepting of school education and then they also feel that school education is important. And the reason is parents have suffered through life and they value school education for their children to have a good life in the future.

Teacher D of Utoprague Village Central Primary School:

They accept it all because they suffered from little education. They could not read and write. My last round of students' parents were born in the 1970s. They really care about school education, because they know the pain of not having a regular financial source in the family.

Teacher E of Utoprague Village Central Primary School:

Because their parents are not old. Most parents were born around 1985. The youngest was born in 1996, and his children are already nine years old. They did not experience enough education. Even if the parents do not understand school education and are under economic pressure, they still feel that the child must go to school. Parents think that with the knowledge taught in school, their children could have good jobs in the future and can get out of the small village and live outside.

Code: Broaden Horizons of Outside World

Parent F of Utoprague village:

It may be an atmosphere in the family, parents may transmit to a kind an idea, such as only by getting a good education, learning, and knowledge might you be able to get out of this village and broaden your horizons.

Teacher H of Utoprague Village Central Primary School:

I guess so, it should be because he has the experience of real life. They did not have a chance for school education. Now, they have to stay in the village and do the hard

work. They really hope that their kid could leave the village and see more things.

Code: For a Better Job in the Future for Children

Teacher C of Utoprague Village Central Primary School:

For the parents, they will think that I didn't study and this is my life; it's not easy to farm now, the income is not high. I hope my next generation can study well and become successful with a better job. Their hopes are simple but true.

Teacher E of Utoprague Village Central Primary School:

The reason why parents accept school education is that they think that at least my child will be better off than me with a better job, right?

The primary school families of the Village of Utoprague also value school education for the following reasons: they want their children to adapt to modern society; they want their children to have the opportunity to go to university; and they respect the knowledge of the school.

Code: Adaption to a Modern Society

Teacher D of Utoprague Village Central Primary School:

The majority of parents still think that school education is important because they have suffered from being uneducated. For example, if we have to fill in a table on the mobile phone, they don't understand how to fill in this table. They have to give it to their child, the student picks up the mobile phone with a simple and quick operation, and they have to learn it with their child. Moreover, he has to ask a lot of specific things, such as the double reduction policy: what are we reducing and why does the child need to go to evening courses? It is sometimes difficult for parents to understand, but once we explain it to the students, they can understand immediately. You see we have now reformed education; the double reduction policy is to reduce homework, and the aim is to prevent myopia so that students then have enough sleep for good health. Parents will realize that this is the power of school education

and knowledge.

Code: For an Opportunity to Attend University

Principal of Utoprague Village Central Primary School:

Different parents will have different views. The visionary parents, who think that learning knowledge is very important, they say: "Even if I sell a few sheep and two cows, I have to let the children go to school." They believe that university could change the fate of the kids certainly.

Code: Respect the Knowledge from the School

Teacher J of Utoprague Village Central Primary School:

The majority are overwhelmingly accepting of schooling, and many parents will feel that the teachers impart and represent knowledge. Parents will respect the school education because of the teacher's opinion.

For the parents of Utoprague village, the questionnaires from the students, and the interviews with parents and teachers show that the majority of parents are very accepting and approve of school education and that parents not only want their children to receive education in primary and junior high school but also want their children to continue the schooling to high school and university.

Parents believe that education from school is important. Firstly, because they learn more at school and school is the most important way to gain knowledge. Secondly, parents in the village are generally less educated, and there are no good jobs for them, which means their life is difficult. Therefore, parents hope that their children will have enough knowledge to be able to find a good job in the future, leave the Village, and have a better life.

5.3.2. Karasu Village Central School.

Table 55

Whether Parents Support the School Education as Perceived by Students of Karasu Village Central School

Categories	Files (Number of People)	References
Support	170	171
Not Support	0	0

Table 56

Reasons that Parents Support the School Education as Perceived by Students of Karasu Village Central School

Codes	Files (Number of People)	References
Knowledge Changes Destiny	48	48
For a Better Job in the Future	21	21
For an Opportunity to Attend University	20	20
Repay Parents	18	18
To Make a Contribution to Society	14	14
To Be Able to Study More Knowledge	13	13
For a Better Life in the Future	10	10
Schooling Makes Children Happy	7	7
For the Success of Child in the Future	5	5
Broaden Horizons of Outside World	4	4
Living in the City in the Future	4	4

According to the questionnaire of the students of Karasu Village Central School, all parents are in favour of school education. The main reason is that school is the place to get knowledge and the knowledge will change the child's destiny.

Code: Knowledge Changes Destiny

A student from Grade 6 Class 2 of Karasu Village Central School:

My parents support me in school because they know that only knowledge can change destiny.

A student from Grade 5 Class 4 of Karasu Village Central School:

My parents support me to go to school, they want us to achieve our dreams, to live in a better environment in the future and to change our destiny.

A student from Grade 6 Class 1 of Karasu Village Central School:

My parents support me in school because they don't want me to continue their fate. They had no knowledge, no education, they could only become farmers and housewives, they could not chase the dreams they had when they were young.

A student from Grade 6 Class 1 of Karasu Village Central School:

My parents support me to go to school. They said, "If you study hard, you will have the knowledge to change your fate later. Don't herd sheep and cattle as we did."

Secondly, by going to school, you will be able to get a good job.

Code: For a Better Job in the Future

A student from Grade 5 Class 3 of Karasu Village Central School:

My parents support me to go to school because they don't want us to suffer when we grow up and they tell us to study hard and get a good job when we grow up.

A student from Grade 5 Class 3 of Karasu Village Central School:

My parents support me to go to school and tell me to study hard now, because they didn't study hard as a child and now they don't have a job.

School education is also the way to go if you want to go to university.

Code: For an Opportunity to Attend University

A student from Grade 6 Class 1 of Karasu Village Central School:

My parents support me in school because they want us to get into a good university.

A student from Grade 6 Class 3 of Karasu Village Central School:

My parents support me to go to school because my parents were poor and didn't go to school as children. But we now have money for everyone and a chance for a good university.

Other reasons include: repay parents; to make a contribution to society; to be able to study more knowledge; for a better life in the future; schooling makes children happy; for the success of child in the future, broaden horizons of outside world, living in the city in the future.

Code: Repay Parents

A student from Grade 5 Class 4 of Karasu Village Central School:

My parents support me to go to school because I could take them to see the outside world after I finished school and graduated.

A student from Grade 5 Class 4 of Karasu Village Central School:

My parents support me to go to school because I could show them the outside city and live in the outside world.

Code: To Make a Contribution to Society

A student from Grade 6 Class 2 of Karasu Village Central School:

My parents support me to go to school because my parents want me to learn more and be a useful person to the society.

Code: To Be Able to Study More Knowledge

A student from Grade 5 Class 4 of Karasu Village Central School:

My parents support me to go to school, because they feel that if they send us to school, we will have more knowledge.

A student from Grade 6 Class 5 of Karasu Village Central School:

My parents support me in school because they don't want me to drop out and want me to learn more in the process of studying.

Code: For a Better Life in the Future

A student from Grade 5 Class 1 of Karasu Village Central School:

My parents support me in school because they want me to have the life that I wish for.

A student from Grade 5 Class 1 of Karasu Village Central School:

My parents support me in school because they want me to have a good life in the future.

Code: Schooling Makes Children Happy

A student from Grade 6 Class 1 of Karasu Village Central School:

My parents support me in school because my parents let me find joy in learning.

Code: For the Success of Child in the Future

A student from Grade 5 Class 3 of Karasu Village Central School:

My parents support me in school because they want me to become a rich and useful person.

A student from Grade 5 Class 1 of Karasu Village Central School:

My parents support me in school because they want me to be successful.

Code: Broaden Horizons of Outside World

A student from Grade 6 Class 4 of Karasu Village Central School:

My parents support me in school because they want me to go to other fields and see things they haven't seen before.

A student from Grade 5 Class 3 of Karasu Village Central School:

My parents support me to go to school because they want me to have the opportunity to go outside and see the outside world in the future.

Code: Living in the City in the Future

A student from Grade 5 Class 1 of Karasu Village Central School:

My parents support me to go to school because they want me to get away and work in the city and don't want me to stay here like them.

A student from Grade 5 Class 3 of Karasu Village Central School:

My parents support me in school because they don't want me to be a farmer like them and want me to go to the big city to start my world.

Table 57

Whether Parents Support the School Education after Compulsory Education as Perceived by Students of Karasu Village Central School

Categories	Files (Number of People)	References
Support	168	168

Not Support	0	0
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Table 58

Reasons that Parents Support the School Education after Compulsory Education as Perceived by Students of Karasu Village Central School

Codes	Files (Number of People)	References
To Be Able to Study More Knowledge	39	39
For an Opportunity to Attend University	24	24
Knowledge Changes Destiny	23	23
For a Better Life in the Future	22	22
For a Better Job in the Future	20	20
Repay Parents	10	10
Broaden Horizons of Outside World	9	9
For the success of Child in the Future	9	9
To Achieve My Dream in the Future	7	7
To Make a Contribution to Society	4	4
Making Improvement to my Village	1	1

In the past, parents usually believed that after primary and junior high school, their child's education was sufficient and there was no need to continue school education. But now, according to a questionnaire from the students in Karasu, all parents support their children in continuing their education after junior high school. And the main reason for this is that school education is still the only way to study knowledge after junior high school.

Code: To Be Able to Study More Knowledge

A student from Grade 5 Class 4 of Karasu Village Central School:

My parents support me to continue my education after junior high school because I could learn more knowledge.

A student from Grade 6 Class 4 of Karasu Village Central School:

My parents support me to continue my education after junior high school because they want me to accumulate more knowledge.

The opportunity to go to university; knowledge changing destiny; for a better job in the future; and a better life in the future are also reasons why parents want their children to continue their education.

Code: For an Opportunity to Attend University

A student from Grade 5 Class 1 of Karasu Village Central School:

My parents support me to continue my education after junior high school because they want me to go to a better university.

A student from Grade 6 Class 2 of Karasu Village Central School:

My parents support me to continue my education after junior high school because my parents want me to become a university student.

Code: Knowledge Changes Destiny

A student from Grade 5 Class 3 of Karasu Village Central School:

My parents support me to continue my education after junior high school. Because the certificate of junior high school is not accepted by others, people around you will bully you and look down on you, and going to school and knowledge is the only way to change your fate.

A student from Grade 6 Class 1 of Karasu Village Central School:

My parents support me to continue my education after junior high school because it could change my future.

A student from Grade 6 Class 1 of Karasu Village Central School:

My parents support me to continue my education after graduating from junior high school because they hoped that I would not become a farmer like them. And only with the knowledge from school would I be able to find a good job with great income by sitting in a chair and tapping on a keyboard.

A student from Grade 6 Class 3 of Karasu Village Central School:

My parents support me to continue my education after middle school because they had already experienced life without schooling. So they tell us to study hard.

Code: For a Better Job in the Future

A student from Grade 5 Class 3 of Karasu Village Central School:

My parents support me to continue my education after junior high school because they want us to do well in school. They want us to get a good job, become a boss, and start a company.

A student from Grade 6 Class 3 of Karasu Village Central School:

My parents support me to continue my education after junior high school because it is hard to find a job after junior high school.

A student from Grade 6 Class 1 of Karasu Village Central School:

My parents support me to continue my education after junior high school because they want me to get a good job after I have graduated from university.

Code: For a Better Life in the Future

A student from Grade 5 Class 1 of Karasu Village Central School:

My parents support me to continue my education after junior high school because they want me to have a better life in the future.

A student from Grade 5 Class 1 of Karasu Village Central School:

My parents support me to continue my education after junior high school because they want me to have a better future.

In addition to this are the following reasons: parents want their children; repay parents; broaden horizons of outside world; for the success of child in the future; to achieve my dream in the future; to make a contribution to society; and making improvement to my village.

Code: Repay Parents

A student from Grade 5 Class 4 of Karasu Village Central School:

My parents support me to continue my education after junior high school and to continue my education in order to graduate from university and take my parents away from the mountains.

A student from Grade 6 Class 3 of Karasu Village Central School:

My parents support me to continue my education after junior high school because I could earn so much money to repay to my mum and dad.

Code: Broaden Horizons of Outside World

A student from Grade 5 Class 4 of Karasu Village Central School:

My parents support me to continue my education after junior high school because they want to let us see the outside world.

A student from Grade 6 Class 5 of Karasu Village Central School:

My parents support me to continue my education after junior high school. My mum didn't go back to school after junior high school and they know the benefits of studying and they want me to be able to open my eyes.

Code: For the Success of Child in the Future

A student from Grade 5 Class 1 of Karasu Village Central School:

My parents support me to continue my education after junior high school because they want me to become a successful person.

Code: To Achieve my Dream in the Future

A student from Grade 5 Class 3 of Karasu Village Central School:

My parents support me to continue my education after junior high school because my parents want me to be able to achieve my dreams.

A student from Grade 5 Class 4 of Karasu Village Central School:

My parents support me to continue my education after junior high school. Every child has dreams and our parents are eager for us to go to a better environment to achieve our dreams.

Code: To Make a Contribution to Society

A student from Grade 5 Class 1 of Karasu Village Central School:

My parents support me to continue my education after junior high school because they want me to become a useful person to society.

A student from Grade 5 Class 1 of Karasu Village Central School:

My parents support me to continue my education after junior high school because it would make me a more valuable person to society.

Code: Making Improvement to my Village

A student from Grade 5 Class 3 of Karasu Village Central School:

My parents support me to continue my education after junior high school because after graduating from university and I would make my hometown as good as the city.

Table 59

The Importance of School Education as Perceived by Parents of Karasu Village Central School

Categories	Files (Number of People)	References
Important	17	22

Parent D of Karasu village:

I think that school education is particularly important for children nowadays. We, as parents, fully support our child's school education. We will try everything to support him as long as he has the willingness to study.

Parent E of Karasu village:

We wanted to go to school and life didn't allow us to do so. Now that the school is in such good condition, students should take their studies seriously.

Parent F of Karasu Village Central School:

I didn't study well when I was at school, so we take our children's school education very seriously.

Parent I of Karasu Village Central School:

I always tell our children: "You have to study hard at school. You are still young, don't think about making money and working."

Table 60

Reasons for Importance of School Education as Perceived by Parents of Karasu Village Central School

Codes	Files (Number of People)	References
The Importance of Knowledge from School	6	9

Children Should Find a Better Job instead of the Job of Parents	5	6
Children Would Have a Hard Life without School Education	4	5
Adaption to a Modern Society	1	1
The Education from School is Better than from Home	1	1

In the interviews with the parents in Karasu, the majority of parents say they think school education is important. And the main reason for this is that parents believe that the knowledge they learn from school is important.

Code: The Importance of Knowledge from School

Parent C of Karasu Village Central School:

The knowledge that he learns at school is of course important, and having it will potentially benefit him when he enters society and has a job.

Parent B of Karasu Village Central School:

We certainly understand that school education is important. If there are parents who think that school education is not important, that learning knowledge is not important, then it can only be said that they are a bit wrong-minded and backward.

Secondly, parents in Karasu believe that their children should no longer be engaged in their parents' profession.

Code: Children Should Find a Better Job instead of the Job of Parents

Parent C of Karasu Village Central School:

I want my child to study well in school, because I definitely don't want him to do what I did, I don't want him to go down the old path. I run a small milk tea shop and have to work very hard. I want my kids to do school and have enough knowledge, get

out of this small place and get a better job, and have a better life than me.

Parent D of Karasu Village Central School:

I want my children to study well and not do my job in the future. They need to study hard and go to university. Herding is now backward and they won't be needed to do it in the future. The policy is also very good now, so they can go to school if they want to. Our eldest is a bit lazy and not very motivated in his studies, so I often say to him, "You have to study hard now. If you suffer from your studies now, you will not suffer from life in the future. If you don't study now, you won't be able to bear the hardships of life in the future."

And the third main reason is that parents want their children not to have a hard time in the future.

Code: Children Would Have a Hard Life without School Education

Parent P of Karasu Village Central School:

Actually, we, as parents, really want every child to leave the village, because in the village there is no way to develop at all. You see, we know very little and can do only small work. We don't earn much money in a month with hardship, and it's just enough to support the family without anything else. So I really hope from the bottom of my heart that this child will study hard and leave the village in the future to have a better future.

Parent H of Karasu Village Central School:

If one day my child says he doesn't want to go to school, I will teach him not to do that. You see, look at the work we do now, it's hard and earns only a little money. So students must go to school and study hard.

Adaption to a modern society and having a better education at school than at home are also reasons why parents in Karasu village consider school education important.

Code: Adaption to a Modern Society

Parent P of Karasu Village Central School:

Personally, I find that if children don't learn, there is no way to adapt to modern life. You see, nowadays everything is done on mobile phones; I don't know how to operate them and I have to ask my grandson to get these for me. So, we haven't been to school for a few days and now we cannot even keep up with the times and changes.

Parent H of Karasu Village Central School:

From my point of view, children must go to school because times have changed. Society has become more developed, which means children don't go to school, and there is no way to adapt to the changes in society.

Code: The Education from School is Better than from Home

Parent D of Karasu Village Central School:

For the school education, learning is much harder than what we were learning. I graduated from high school and my second kid is now in primary school. However, their courses for us are particularly complex and difficult, and we cannot help him.

Parent K of Karasu village:

We, as parents, just believe that our children have to go to school because they can get a better education by schooling.

According to interviews with the teachers, parents in Karasu village still place great importance on school education.

Table 61

Whether Parents Support School Education as Perceived by Teachers of Karasu Village Central School

Categories	Files (Number of People)	References
Parents Value School Education	15	25

Teacher A of Karasu Village Central School:

In general, parents nowadays definitely think that school education is very important and want their children to go to school. On the whole, parents recognize and support the work of the school and the teachers' teaching. I have been working with several rounds of students since I joined the school and I think that students have a real thirst for knowledge. The parents of these students, who are also young, are also very concerned about their children's education. So far we haven't met any parents who don't send their children to school for any reason. Many parents would rather work harder themselves than send their children to school and learn more, and this concept is now very common. Parents will give immediate feedback if they have any problems with their students and will work with the teacher to solve the problem.

Teacher E of Karasu Village Central School:

There are very few people whose parents feel that school education is not important. When they send children to school, they value school education. Some parents have simpler needs, others have higher aspirations. But in any case, they think that their child cannot be kept out of school at home and must be sent to school.

Teacher H of Karasu Village Central School:

Nowadays, these parents are not too old, they are educated, and they have different ideas from the older generation. They think that even if their children do not do well, it is necessary for them to receive a school education and they are very cooperative with the teachers and the school. Although some families are a little bit special – for example, the student comes from a single-parent family or the student is a

left-behind child – the parents all attach great importance to school education.

Teacher K of Karasu Village Central School:

The perception of parents has really changed when you compare the past and the present. Now, in the morning, in our village, whether it is spring, summer, autumn, or winter, parents take their students to school on time and on schedule, whether the students are in primary school or kindergarten. This shows that the parents still value school education in their subconscious. In the past, many parents simply sent their own children to kindergarten and stayed at home when the weather was cold. But now, I can see it every time I go to school: no matter how cold it is and how difficult the roads are, no matter how windy, rainy, or snowy it is, parents are personally transporting their students to and from school, whether it is primary school or kindergarten.

Table 62

Reasons that Parents Support School Education as Perceived by Teachers of Karasu Village Central School

Codes	Files (Number of People)	References
Increased Education Level of Parents	5	9
Suffered Hardship from Life	4	7
Adaption to a Modern Society	4	6
Fewer Children	1	1
Popularization of Chinese	1	1

From interviews with teachers at the central school in Karasu, it is clear that parents have valued and accepted school education in the last 10 years or so. And the primary reason for this, according to the teachers, is that parents have become

better educated and are then very attached to their own children's school education.

Code: Increased Education level of Parents

Teacher N of Karasu Village Central School:

In our experience, generally speaking, the more educated a parent is, the more importance he/she will attach to education. In our village, there are fewer parents who have graduated from primary school; basically they have graduated from middle school. Some of the younger parents have graduated from high school. Because their education level has increased compared to the past, they have higher expectations for their children's education.

Teacher V of Karasu Village Central School:

The majority of parents want their children, at school, to learn more and so are very supportive. But it is also true that there are a few parents, who are less educated or have never been to school, who sometimes just don't understand the arrangements made by the school.

Teacher A of Karasu Village Central School:

The level of education of the parents is a very major factor. For parents in our village, the average is a junior high school graduate. In my class, basically, all the parents are junior high school graduates, with a few parents graduating from high school. When parents are better educated and know more, they realize the importance of school education.

Code: Suffered Hardship from Life

Teacher A of Karasu Village Central School:

I think that parents value school education. First of all, the fact that they have very strong feelings about life, and some families actually have a difficult life and do not have a high income. Many parents are in the village, just running a small business or working outside, and it is particularly difficult to make money. They understand that

only schooling makes their kids master knowledge. They hope that their kids will be successful, but without knowledge or skills, the kids still have to face up to difficulties in the future.

Teacher D of Karasu Village Central School:

They value education because they realize that if their children don't go to school, they may still have a hard life in the future like them. So parents still attach great importance to their children's education. For example, if we go and talk to the parents and say that their child's grades have slipped recently, or their mind is not on track, the parents will actively cooperate with me. In general, parents want their children, in the future, to have a good life and do not want their children to have a life like theirs and work as hard as they do.

Teacher K of Karasu Village Central School:

Actually, going to school is a very real thing for parents in the village. Let's talk about life. They can see that educated people, even if they are tired and work hard, don't have to go out in the wind, rain, or sun. If you look at people who have never been to school, they have to go out to work, the wind blows and the sun shines, and if they don't go, they don't have any income, and life is very hard. In the past two years, during the epidemic, some people could work at home, and their salaries were paid on time. For example, we are teachers, and even if we are at home, we can still access the Internet for classes and my salary will be paid on time. However, farmers don't have an income if they don't go out to work, while some families wait for their dad to go out to work to earn money. If the dad doesn't have an income, the family will have no income. Parents want their children to study well and have a stable life without working too hard in the future.

Code: Adaption to a Modern Society

Teacher C of Karasu Village Central School:

It's still the village that was there first is different from the village of the past. The

villages are modern now. In the villages, the roads, the water, and electricity networks are the same as in the cities. Parents can easily go outside and the information is available to them. So parents are well aware that if their children cannot even complete nine years of compulsory education, it will be difficult for them to adapt to the modern village later on, even if they are in the villages.

Teacher E of Karasu Village Central School:

Now parents' thinking has changed, mainly because society has developed. If children do not go to school, when they enter society, the survival space must be smaller. Parents now know very well that without knowledge, even in the future in the village, life will not be easy. In our village, the main focus is on grazing. Because the government is managing the pasture ecologically, the pasture has to be returned to the forest, not like in the past, which means you could not graze anywhere. If children want to go out, then they need the knowledge to do so, otherwise they will just suffer from poverty.

Teacher L of Karasu Village Central School:

From his own life experience, nowadays, it is not so easy to be a farmer or a herdsman. If you want to be a farmer, then now you need skills and to be able to operate these mechanizes. Grazing, too, is now about scientific grazing, and pastures are now being managed ecologically. This is very real. The parents are aware of this, that the village is now a modern village and it is absolutely impossible to live without literacy and knowledge. To give you an example: a lot of things nowadays are done by smartphones. If you don't know how to read and write, you cannot even operate a smartphone.

Code: Fewer Children

Teacher N of Karasu Village Central School:

In the past, ethnic minority families had a lot of children and parents were unable to take care of them. Their income was limited. Nowadays, with a few children in a

family, parents naturally value education.

Code: Popularization of Chinese

Teacher Q of Karasu Village Central School:

Because basically all their children's parents now know Chinese, their perception of education has changed and they know how important it is.

Parents in Karasu village, in the past, for financial reasons and because of their low level of education, did not attach much importance to the education of their students at school. The situation has now completely changed and parents not only value their students' education at this stage but also have the expectation that their children will continue their studies after junior high school and even have the opportunity to attend university.

Parents in Karasu village have realized that if their children, in the future, want to have a good job and a good life, they need more knowledge and skills, which can only be acquired in school. In addition, many families have a hard life because they have very little education and no knowledge or skills. They do not want their children to have the same hard life as they do in the future and therefore place more emphasis on school education.

5.3.3. Summary of the Parents' Section.

The analysis of the primary school students' questionnaires, the parents' interviews, and the teachers' interviews shows that the parents' attitudes towards school education and the reasons for this are very similar. The parents of both Utoprague and Karasu villages attach great importance to school education, not only at this stage but also in the hope that their children will continue their studies after junior high school and even have the opportunity to go to university.

Parents in both villages believe that the most important reason for school education is that it teaches their children, knowing that they cannot learn at home. And it is only with this knowledge that their children can move forward. With enough knowledge, they can have the opportunity to go to university, get a good job, and have a good life. Secondly, because the village is not the village of the past, only if they know basic knowledge and skills and they can live in the already modernized village.

Parents in the villages, in general, are educated to around the junior high school level. Parents basically think about the importance of school education through their own lives and the realities they face. Because rural parents' education is limited, they have limited knowledge and skills and are not able to find good jobs, and thus have financial constraints. Therefore, parents hope that their children, in the future, will not have to live such a hard life. And parents in Karasu also hope that their children in the future will not take up their profession. The only thing that can change this is school education.

6. Conclusions

6.1. Knowledge Changes Destiny

During the interviews with teachers and parents, one sentence kept recurring: "Knowledge changes destiny." Teachers use this sentence in the classroom to encourage students to maintain their passion for studying, and parents use it to encourage their children to take the knowledge from school and like schooling. This sentence could also be found at times in the answers given by the students. And this idea, i.e. "knowledge changes destiny", summarizes the reasons why, in the countryside, parents, students, and teachers value school education.

6.1.1. Utoprague Village Central Primary School.

Table 63

"Knowledge Changes Destiny" as Understood by Parents of Utoprague Village Central Primary School

Codes	Files (Number of People)	References
Adaption to a Modern Society	3	5
Find a Different Job to the Job of Parents	2	2
For a Better Job in the Future	2	2
For an Opportunity to Attend University	1	1
Continuing School Education in Advancing Areas	1	1
To Leave the Village for the City	1	5

At the central school in Utoprague village, parents repeatedly said that "knowledge changes destiny". As for what changes destiny, parents believe that the first thing is

that students are able to adapt to a modernized society.

Code: Adaption to a Modern Society

Parent K of Utoprague village:

Although I have never been to school, I still believe that knowledge can change a person's destiny. The parents would be wrong if they did not attach importance to school education. Nowadays, our society is very advanced and everyone needs to improve their knowledge and skills in all aspects. Now, if you don't have knowledge and skills, it will be difficult for you to adapt to a new society. For example, the new village is a world of the Internet, and if you cannot even read, then there is nothing you can do.

Parent H of Utoprague village:

Knowledge can certainly change a person's destiny. Even in the village, children should go to school to learn knowledge; they have to. Now we are using smart mobile phones, you would not even know how to operate the mobile phone if you cannot read or write. And the computer is even more complicated. Children must go to school, and schooling is definitely a good choice.

Parent J of Utoprague village:

Going to school and learning knowledge is something that can really change a person's fate. For the new generation, it's all about going to school and studying well. Our children, as long as they learn well and are willing to continue to study, I will support them. Because school education is the way to move up on the social ladder. My struggle now is that our children do not like learning and are too playful. My view is that studying at school is the way to grow in knowledge. It is definitely not a bad thing when children have more knowledge. People who graduate from school have enough knowledge and ability to do whatever they want to do in the future without being limited. A person will not succeed without knowledge. Although we are in the village here for farming, the land grown by uneducated farmers is just very different

from the land grown by educated and knowledgeable farmers. Nowadays, large-scale mechanization is being used for farming; people will not be able to farm without knowledge and skills in the future.

Secondly, students should not take up the jobs of their fathers, but find better jobs.

Code: Find a Job Different to the Job of Parents

Parent A of Utoprague village:

Knowledge changes destiny, to put it simply: they have the knowledge to use in the future to get a good job instead of farming. This is the change of destiny.

Parent K of Utoprague village:

My personal thoughts are that when my child has received a school education, they should not do the same job as me and repeat my life. I had no choice because I had no knowledge and had little school education. If my children have the knowledge and have been educated at school, they should find better jobs.

Code: For a Better Job in the Future

Parent C of Utoprague village:

We, as parents, make our children receive a school education in order to change their destiny. Learning is not only a matter of the school, we also try to make our children learn at home. We hope that our child will be able to get access to a good university and find a stable job in the future. That means his fate will be changed compared to us. We believe that getting a better job in the future will be a turning point in his destiny.

Parent H of Utoprague village:

Knowledge can certainly change destiny. First of all, if he does not go to school now, the knowledge and skill that he has learned is very limited. And when he enters the society, there will be huge pressure waiting for him. In the future, when my children

are looking for a job, the employers nowadays require at least a high school education, right? In the future, university students will be everywhere. If my child has no knowledge and a low level of school education, he won't be able to find any job. If he can find a better job in the future, he will be able to change his destiny, which means that the school education is useful.

And leaving the village for the city, continuing school education in advancing areas, and going to university are equally emblematic of what parents see as a change in destiny.

Code: For an Opportunity to Attend University

Parent B of Utoprague village:

After my child got into university, I think it changed his destiny.

Code: Continuing School Education in Advancing Areas

Parent C of Utoprague village:

We, as parents, also pay special attention to our children and we believe that we can change their destiny through school education. Our children are particularly good at studying. A few months before, the school had chosen two children, who were good students, to exchange to Hubei province, and our child was one of them. When our child came back from the trip, he felt that he must continue his school education in advancing areas.

Code: To Leave the Village for the City

Parent B of Utoprague village:

We want our children to be educated at school, to learn knowledge and leave the village for the city. I hope that when they go to university they will leave the village and go to a big city. If they could get a better job, they will live in a big city and their fate will be different from ours.

Table 64

"Knowledge Changes Destiny" as Understood by teachers of Utoprague Village Central Primary School

Codes	Files (Number of People)	References
For a Better Job in the Future	5	10
Improving the Family Situation through School Education	3	3
Thinking Independently	3	3
To Leave the Village for the City	2	2
For an Opportunity to Attend University	1	4

The teachers at the central primary school in Utoprague village, on the other hand, believe that if students want to change their destiny, they first need to find good jobs. Since they have knowledge, they should not be engaged in jobs that are predominantly physical, like the generation of their parents.

Code: For a Better Job in the Future

Teacher M of Utoprague Village Central Primary School:

My idea of knowledge changing destiny is that a student can get a good job in the future. A good job, as we say in common parlance, is a job with a stable income, for example, officer, teacher, or police officer. When I ask students about their aspirations, most of them want to be a policeman, a teacher, or a doctor.

Teacher E of Utoprague Village Central Primary School:

In many families, no members have experienced school education, and these students could be role models if they were well educated at school. A person who

has experienced school education with knowledge would be different from a person who has not. The educated and knowledgeable person will think and act differently. When a student has received even a basic school education, his thinking and behaviour will be changed. The meaning of “knowledge changes destiny” is that students will make money through brain power instead of physical power with the knowledge and skill obtained from schools.

Teacher I of Utoprague Village Central Primary School:

I think, for students, it is better that they work with brain power, unlike their parents. That should be considered as the change of their fate through knowledge. Their fathers and mothers used to do labour work, and they had to go to the fields and farm no matter whether it was raining or windy outside, which was very hard. If children could find a job that doesn't require physical labour because of school education, at least they don't have to stay outside in the rain or wind.

Teacher C of Utoprague Village Central Primary School:

I think that for a student now, knowledge can still change their destiny. First of all, they should have a good job, which means they have a good income. It would be better if they found a job with a good income and in line with their interests. Of course, school is the most important channel for them to gain knowledge. The best way for students to change their fate is still through the path of schooling, from primary school to junior high school, and university.

Code: Thinking Independently

Teacher A of Utoprague Village Central Primary School:

I have a different understanding of knowledge changing destiny. I believe that students should be able to think independently and make practice. Why? If they get a bachelor, master, or doctoral degree, when they go to the village and farm, they should be different to others. This is because they have the ability to think independently and practise their knowledge. Will these students with a high diploma

have a very good job later on? Not really.

And I often give my students examples: you can see we have a lot of rubbish at home, right? If you have knowledge, you will know that that rubbish can be turned into treasure. But if you don't know anything, you see rubbish as just rubbish, it serves no other purpose, and that's where it's different.

I always say this to my students, many products now have manuals, right? You will think and practise differently when you read an instruction manual with your knowledge from primary school, junior high school, and university. It's also an instruction manual, the level of knowledge determines the level of understanding. When your knowledge has improved, even if it's the same thing, the way of using it would be different. That should be regarded as knowledge changing fate.

Code: Improving the Family Situation through School Education

Teacher K of Utoprague Village Central Primary School:

I think that knowledge changing destiny, for these children, means improving their family's situation through learning. I often educate them through reality. I would say, "Look, your mother and father didn't study well years ago, they didn't have the knowledge, and now they are working hard with low incomes. Some of those jobs are part-time jobs with labour for little money. So your life is hard. Don't you think so? You have to use the knowledge learned in school to change your destiny, and don't let your children suffer the indignities of life." The moment they hear these words, they are surely uplifted. But it doesn't last long. The words will be forgotten after a while. I have to say that repeatedly and I can feel these students surely want to use knowledge to change their destinies.

Teacher C of Utoprague Village Central Primary School:

During class, we could talk to them about knowledge changing destiny. The students are willing to change the current situation at home, as the financial situation of most

families is very limited. So the students want to change the situation of their families by studying.

And leaving the village, as well as getting into a good university, is equally the embodiment of a change of fortune.

Code: To Leave the Village for the City

Teacher L of Utoprague Village Central Primary School:

I think, for them, that means being able to leave the village and go out to see the world. For many of the students, it is true that without knowledge they would never be able to leave this village or town. For the students in this village, their families have been farmers and herders for generations. If they don't have knowledge, if they don't go to school, they will most likely be stuck in the village and won't have much chance to go to the city or more developed areas to live. In fact, I am the best example of the saying "knowledge changes fate". Through my own efforts, I got into a university in Hubei province, and during my studies in Hubei, I had enough time to go to Jiangsu province, Hangzhou, and many other cities to see the different world outside and broaden my horizons. If these students, now, can learn more at school, they will be able to go to places outside in the future and be able to get to know more different people, and even live in a big city.

Code: For an Opportunity to Attend University

Teacher C of Utoprague Village Central Primary School:

If a student learns well and goes to a good junior high school, good high school, and finally a good university, the future for him will be very good, and this is what everyone aspires to. If you could have a chance to study for a master's and continue your school education, you can definitely change your destiny.

By comparing the views of teachers and parents, it is clear that finding a better job, getting into a good university, and leaving the village are the common points of

"knowledge changes destiny".

6.1.2. Karasu Village Central School.

Table 65

"Knowledge Changes Destiny" as Understood by Parents of Karasu Village Central School

Codes	Files (Number of People)	References
For an Opportunity to Attend University	3	4
To Leave the Village	2	2
To Make a Contribution to China and Society	1	2
For a Better Job in the Future	1	1

In Karasu village, parents believe that the first sign of a "change of destiny" is attending university.

Code: For an Opportunity to Attend University

Parent C of Karasu village:

I think, for our boy, as long as he studies well and gets access to a good university, his destiny will be changed.

Parent D of Karasu Village:

"Knowledge changes destiny", I think to be more specific: get into university. I especially hope that my own children can continue their education after high school and go to university. I hope the university is not a normal one, but a university at the top level in China, such as a university with 985 or 211 programmes.

Parent E of Karasu village:

I was telling our children yesterday that "knowledge changes destiny". If you study hard and get into a good junior high school, you will be in a good high school and finally a good university. And your fate will definitely be changed. If you go to a university, you will have the opportunity for a master's or a doctorate degree, and you will be respected even when you enter society. Going to university is important.

Code: To Leave the Village

Parent B of Karasu village:

For our child, in the future, when he is able to leave this village, his destiny will be changed.

Parent P of Karasu village:

We all want our children to get out of the mountains and out of this small village. When our children can get out, they will have better jobs, a stable income, and a better future. Every parent has similar thinking.

Apart from the university and leaving the village, making a contribution to China and society and finding a better job are also regarded as a change in destiny.

Code: To Make a Contribution to China and Society

Parent B of Karasu village:

China's policies give us a good life and allow our children to go to school, and when our children can go to school and gain knowledge, their destiny will be changed. And it is difficult for us to repay our country's kindness, so our children must make a contribution to the country and society in the future. This is my understanding of knowledge changing destiny.

Code: For a Better Job in the Future

Parent C of Karasu village:

For me, as long as my child studies hard, completes the school education, and is able

to have a proper job. That is knowledge changing destiny to my thinking.

Table 66

"Knowledge Changes Destiny" as Understood by Teachers of Karasu Village Central School

Codes	Files (Number of People)	References
Find a Different Job to the Job of Parents	4	5
To Leave the Village	3	4
For an Opportunity to Attend University	3	3
Adaption to a Modern Society	2	3
Full Development	3	3
Thinking Independently	1	2
To Make a Contribution to Society	1	1

For the teachers at Karasu Village Central School, the teachers believe first and foremost that the students should pursue a different career from that of their fathers.

Code: Find a Different Job to the Job of Parents

Teacher B of Karasu Village Central School:

For these children, what does it mean that knowledge changes destiny? I think it means that they can take a different path in the future and do a different job compared to their parents.

Teacher I of Karasu Village Central School:

As we are always saying: knowledge changes destiny. And I think, at least, students should be able to find a stable job, which would be considered as a change of their destiny. A stable job, at least, means that the student will not have to go back to

farming or herding cattle and sheep, and will have a job that relies on brain power and provides a stable income.

Teacher T of Karasu Village Central School:

Knowledge changing destiny means that students can have good jobs in the future and then earn a lot of money and can no longer be farmers like their parents.

Teacher U of Karasu Village Central School:

I do believe that knowledge changes destiny. And the most important thing for children is that they can have a good job after graduation from school. I asked my students questions in the morning: "Do any of you want to go sheep herding in the future? Raise your hand if you want to." No one raised their hand. I continued: "Do you want to do heavy work to earn money after school? If so, raise your hand." Again, there was no one. So I taught the children, "You have to study hard so that you can have a job that depends on your brain power."

Code: To Leave the Village

Teacher F of Karasu Village Central School:

For the students here, knowledge changing destiny can first be understood as having the ability to go out of the village and see the outside world. Many students of villages, frankly speaking, would probably stay in Karasu village for the rest of their life. Many students have been in the village since they were in primary school. When they graduate from middle school or high school and get a job, they will still be in the village. They have no opportunity to get out of Karasu village, which leads to many students not even knowing what it looks like outside. Maybe these students will learn a little bit through the television, but they don't actually have the opportunity to go, and some of them have never even been to Urumqi, the capital of Xinjiang. To change their destiny, I think the first thing is to go out of this village, try to get out of Xinjiang and go to other provinces or abroad, but at least to get out of Nilek county and see the outside world.

Teacher U of Karasu Village Central School:

I think it is very important for primary school students in the village to have the opportunity to get out of the village and see the outside world in the future, which could be considered as knowledge changing destiny. Many students will tell me, "Teacher, when I grow up I want to drive a car in the military, I want to be a soldier". Or, a student will say, "Teacher, I want to go to the space station, I want to be an astronaut". Some students will also say, "Teacher, I've been to my sister's house in the county, I want to live in the county in the future, and the building in the county is better than my mum and dad's house". At this point, I taught the students, "If you want to go to the army or become astronauts in the future, you have to study hard now and have enough knowledge, which is your path to the world outside the village in the future. Even if you want to find a good job and have a good life in the county later, you still need to study well now. Do you think you can go if you don't study well?" These students really yearned for the world outside the village.

The next criteria are: going to university; adapting to a modern society; and developing oneself fully.

Code: For an Opportunity to Attend University

Teacher B of Karasu Village Central School:

I think the criterion is simple: whether or not a student can attend university.

Teacher H of Karasu Village Central School:

It is a consensus for both teachers and students that knowledge changes destiny. I think that if a child can go to university in the future, it can change his destiny to a certain extent. Nowadays, if junior high school students take the entrance exam, only 40 students out of 100 will be able to go to high school and the remaining 60 have to go to technical schools. If a student does not want to go to a technical school in the future, but the university and find a good job in society, have a decent life, and bring

happiness to his family, he has to study hard and get good results in the high school entrance examination and college entrance examination and get into a good university. If he gets into a good university, his life and destiny will be changed.

Teacher U of Karasu Village Central School:

As a teacher, I often use the sentence "knowledge changes destiny" to teach my students. I think the university is a sign of changing their destiny. I often ask my students, "What do you want to do when you grow up? You don't want to herd cattle, you don't want to herd sheep, you don't want to sweep the floor. But all of you want to go to a good place and have a good job, right? If you want to study medicine, there is a medical school. If you want to fly a plane, there is a special civil aviation school. If you want to be a soldier and in the military, there are military academies and naval academies. There are many universities in China." Then I read out the names of many universities to them. I educate them: "Although you cannot go to university yet, when you grow up slowly, you will be able to. You are in primary school now, but studying is like climbing stairs, one step a year, and every step has a test waiting for you. If you do well and pass your exams, you will go up with one step, and finally to university. By the time you get to university, your life will have been changed. But if you don't study hard enough and you don't pass the exams, then you will just stay on this step and never go up again, and that's where your life will stay. Think for yourselves, are you studying now?"

Code: Adaption to a Modern Society

Teacher A of Karasu Village Central School:

Knowledge is, of course, important in changing destinies, but I think that our villages are also developing particularly well. Many university students are now serving on our committees. When my son came out of university, I told him that he could come back to our village and make a contribution to his own hometown, which is actually the same as making a contribution to the city. I think that as long as students can integrate into this modern society, whether in the village or in the city, their destiny

will be changed.

Teacher J of Karasu Village Central School:

I think knowledge changing destiny is a very complicated thing, but I think it doesn't matter whether my students can go to university in the future or whether they can have a lucrative career, as long as they can have the skill to find a job to support themselves. This shows that they are able to adapt and integrate into a modernized society.

Code: Full Development

Teacher A of Karasu Village Central School:

Knowledge changes destiny and it is really important for students and parents in the villages. There are many parents in our villages who think that their children should be able to get out of the village. Because if their kids get out of the village, the parents and family will be honoured psychologically. But I don't think so. I think that children nowadays, unlike children in the past, need to develop their interests and try to develop them in all aspects. There are students in our class who are particularly good at studying, but the only thing they can do is study and nothing else, and they have no special skills or hobbies. I think that knowledge changes destiny and should include the all-round development of the student so that the child will be mentally and physically healthy so that they can do their best to learn knowledge and then change their fate.

Teacher K of Karasu Village Central School:

For students in the villages, knowledge is very important to change their destiny. I think for rural students, they also need to develop themselves holistically. Students in the village should work harder and be more diligent than students in the city. Originally, our environment was inferior to others. Nowadays, many parents just feel that there is too much homework in compulsory education and that extracurricular tutoring is too expensive. This makes it difficult for students to get a good

understanding of what they should know. It is also harder for them to develop some hobbies compared to urban students, so that the gap between rural and urban students will be further widened, and they will have limited access to knowledge and less ability to make changes.

And the ability of students to think independently and contribute to society is equally transformative.

Code: Thinking Independently

Teacher E of Karasu Village Central School:

Knowledge does change destiny, and the criterion that I agree with is whether the student has the ability to think independently. Once a student learns how to think independently, his life will certainly be different from someone blind. And it is not easy for a student to have the ability to think independently, which will change his mind and thus his lifestyle later on.

Code: To Make a Contribution to Society

Teacher A of Karasu Village Central School:

It is true that knowledge can change destiny, but there is a limit to children in the village. I think that every student, whatever his character, ability, or otherwise is, has something to shine in. Every student, as long as they do their best in their studies and try their best to contribute to society instead of being cared for by society, I think that counts as a certain extent of change in destiny.

The views of parents and teachers in Karasu, going to university, getting out of the village, and getting a better job are common expectations for the future of the students.

Combining the views of teachers and parents in Utoprague and Karasu villages, knowledge changing destiny is reflected in the fact that students have attended

university, and students have left the village and found better jobs. A better job means that they are, at least, not doing work through labour, for example, farming or herding. In addition, the teachers in Utoprague and Karasu villages agreed that the students should be able to adapt to modern society and think independently. The results of the pupils' questionnaires show that pupils of Utoprague Village Central and Karasu Village Central Schools wrote down "knowledge changes fate" as the reason why they valued and liked school. "Knowledge changes destiny" is also the reason for the pupils to continue their education after middle school and attend university.

According to the coding, the future "destiny" of the students consists of two directions: one is the direction of leaving the village and the other is the life in the village. If a student remains in the village, then he must have basic knowledge and the skills to adapt to a modernized society, which must be achieved through school education. If students study hard, they could get access to university, leave the village, and get a better job, which means they need more school education instead of just compulsory education. Thus, in either case, school education is crucial to the student's future and destiny. In other words, if a student drops out of school, or fails to complete the nine years of compulsory education, they will not only lose the opportunity to go to university or get a better job, but also find it difficult to adapt to, and live in, a modern village.

The coding shows that although the two villages have different ethnic minorities and different kinds of production and lifestyle with geographical differences, the attitude and thinking of the students, parents, and teachers on school education are very similar. In general, the students and parents value school education based on the reality, which is the new production and lifestyle, in the villages. The importance of school education is that the change makes students and parents understand that they cannot learn at home. The knowledge from school is useful, because on the one hand, students need this knowledge to adapt to the modernized society in the future,

and on the other hand, this knowledge can change their destiny and future.

“Knowledge changing destiny” has two keywords: one is "knowledge" and the other is "destiny". For students and parents in rural areas, school is the place where they can learn “knowledge” and rely on that knowledge to change their destiny in the future. This is the fundamental reason why students and parents in villages value school education.

6.2. The Changes of Production and Lifestyles Directly Affecting the Attitudes towards School Education of Parents and Students

In Utoprague and Karasu villages, the education level of parents is junior middle school, with the occasional high school education and above. In the past, the level of education of the villagers was even lower, and a significant number of villagers did not even have a school education. In the past, parents regarded school education as not important for various reasons – for example, having many children in a family and financial difficulties. Students and parents do not value school education with consistency. The acceptance and understanding of the importance of school education is a process, meaning there is a change from exclusion to acceptance of schooling.

In the past, the production and lifestyle in Utoprague village mainly consisted of farming and growing cotton, while in Karasu it was mainly nomadic. This meant that in the past, villagers in Utoprague had to go farming, while villagers in Karasu had to look after their own family livestock, moving constantly from winter to summer grasslands with the seasons. And these circumstances put school education in a very complex situation.

This means that, first of all, in the past, the way in which students acquired the

knowledge they needed was mainly at home rather than at school. In the past, in the village of Utoprague, students needed to know how to farm the land, and in Karasu, students needed to manage cattle and sheep. The families had been farming and herding for generations and had accumulated a great deal of knowledge and skills, which meant that in the past, students would study at home with their parents instead of going to school. And the knowledge and skills students needed, although relatively simple, could not be obtained from school and the schools did not teach students how to farm and herd. And in the past, as villages were small and closed, people did not need much knowledge, especially the knowledge from schools, to live. As a result, in the past, parents and students did not value school education seriously, and the level of education of villagers was relatively lower.

Parent J of Utoprague village: "In our past, it was all about people going down to the fields and farming. It was people with oxen and oxen pulling ploughs to plough the fields. We just followed our parents down to the fields and learned how to farm."

Parent K of Utoprague village: "When we were kids, we did not have all those big machines, farming was all about people. When we were young, we all had to help our parents with the farm work. Because we worked in the fields every day with our parents, they worked in the front and I studied behind them, so we learned all the knowledge and skills of farming." Parent G from Utoprague village: "When we were young, we learned to farm by following our parents into the fields. Our parents couldn't do the work and couldn't finish farming alone, so they took the children with them." Parent A from Karasu village: "In the past, we followed our parents and drove the sheep up the mountain together. We followed our parents to learn how to herd and how to live in the mountains." In interviews with parents in the villages of Utoprague and Karasu, parents said that their skills in farming and herding were taught by their parents at home.

Secondly, in the past, the production and lifestyles of farming and herding would have caused great distress to students attending school. For farming in the past, the

more people worked in the fields, the more efficient the cultivation would be, and the students were naturally regarded as the workforce at home. In the past, in Utoprague village, it was often the case that students had to go home to assist with the work during the farming season; teachers could not stop students from going home to work on the farm, but it did interfere with the teaching from school. Parent A in Utoprague said, "In the past, all family members had to farm and work. When we were little, we had to come home from school, finish our homework quickly, and then go to the fields to help pick up cotton and do farm work." Parent C in Utoprague village said, "When we were young, we all had to go down to the fields to do farm work, and when the farm was busy, we had to go home and help our parents with farm work." In the past, in Karasu village, families had to take care of their livestock, such as cattle or sheep, in the pasture, and when the seasons changed, they needed to be home to migrate from one pasture to another. However, the school could not be built in the pasture and it was difficult for teachers to go and follow the migrating students. And if students wanted to go to school in the village from the pasture, they needed to ride their horses from the pasture to the school, which was very difficult.

The change in production and lifestyles has, first of all, made parents and students in villages aware of the importance of school education and the knowledge taught in school. And the attitude of parents and students towards school education has also changed from exclusion to acceptance. Now that cotton has been grown mechanically on a large scale in Utoprague village and the herders in Karasu village have settled down, herding has become a specialized occupation and will be left to specialized people. Therefore, students will not be able to do the work of their fathers in the future, and even if they inherit the knowledge and skills from their fathers, they will not be able to cope with the changes of the present. That means school education is the only option for students to adapt to the change in production and lifestyle.

Secondly, the changes in production and lifestyles have also made school education

for pupils feasible. In Utoprague village, mechanized farming has replaced human labour, freeing up the workforce and allowing students to spend all their time at school, while in Karasu village, nomadic herding has become a specialized occupation and the vast majority of herders could settle in the village, meaning students can attend the village school easily.

In addition, the popularization of Chinese and modernization have had a positive influence on parents and students toward school education, since all subjects have to be taught in Chinese in school. Chinese is taught from kindergarten, making it possible for students to adapt to school education, even if they are ethnic minorities. Modernization includes improved infrastructure and roads and the Internet in villages. Infrastructure and roads have been built to connect the villages to the towns, and students and parents in the villages can easily go out of their villages and see the outside world. In the villages, students and parents can also surf and go shopping on the Internet, which means the outside world is no stranger to the villagers. Because of the popularization of Chinese and modernization, the villages and the villagers are no longer closed and isolated but are now connected to China and society as a whole, which has led to new ideas for the future for students and parents.

This research argues that the change in the production and lifestyle of the village has been decisive in changing the attitudes of parents and students. The change in production and lifestyle has fundamentally changed the knowledge that students need for their future lives, thus shifting the acquisition of knowledge from the home to the school and making school education feasible in villages. The popularization of Chinese and modernization have had a positive influence on attitude.

6.3. Modernization

The discussion of modernization is very complex and involves different topics and subjects. This chapter in this research study will focus on the modernization of rural

schools. Because the modernization of rural education is closely related to the modernization of villages, this chapter will also discuss the modernization of villages.

The fundamental driving force for the modernization of villages in China comes from the promotion and support of the government. The fundamental impetus for the modernization of rural education in China also comes from the government. The difference in the modernization of education between China and other countries is that major education reforms in China are unified and planned, decided, and issued by the central government, and implemented by local governments and educational administrative departments (Yang, 2021). In brief, the government will introduce a series of policies to promote the modernization of villages and rural schools.

6.3.1. Rural Modernization.

The driving force of rural modernization: the driving force of rural modernization does not come from economic development or industrialization. The driving force and reason for rural modernization is simply the government's "Rural Revitalization" project.

The embodiment of rural modernization is more the construction of infrastructure, and digitization and the main part is the change of production and lifestyle. Specifically, agricultural modernization, and nomadism in the settlement. And the economic changes are the result of modernization rather than the cause. The change in production and lifestyle is not equivalent to industrialization, because, in most villages, there are no factories at all, and naturally there will be no industrialization. The population of the countryside is small, and there will be population flows outside the village. Therefore, urbanization can not accurately describe the current situation of rural modernization.

China as a nation is undergoing modernization. In the past, the villages were closed

and independent social units in the past. The real meaning of rural modernization is integration, meaning the villages from an independent and closed social unit have established a connection to the whole society.

6.3.1.1. Modernization of Infrastructure.

The first characteristic of rural modernization in China is the modernization of infrastructure. In the past, many villages were located in remote places and in mountains. There was no road outside the village and also no road inside the village. Moreover, the houses were also simple, without water, electricity, and the Internet. Due to the "Rural Revitalization" project promoted by the government, the changes in infrastructure in modern villages are significant. In China, even remote villages will have good roads. The government will build qualified houses for villagers, which will be connected with electricity and water. Even the most remote villages will have signal and Internet coverage. With the improvement of infrastructure, the countryside is no longer closed and connected with the whole society. The coverage of the Internet also allows villagers to have a smooth channel of communication with the outside world.

6.3.1.2. Modernization of Production and Lifestyle.

Usually, modernization involves industrialization and urbanization. However, in China, industrialization is not universal in villages. Not all villages will have factories and workers. Taking this research as an example, the modernization of agriculture is the main phenomenon in Utoprague village, while that in Karasu village is mainly from nomadism to settlement, and the production and lifestyle of villagers have shifted from grazing to other occupations. Apart from that, there is also the transformation of e-commerce. Zheng Zhong studied Dayuan village in Guangzhou city, which belongs to the south-east of Baiyun district, Guangdong province, and is about 10 kilometres away from the urban area of Guangzhou. Because of the good

geographical location, proximity to the urban labour market, and low rent, Dayuan village attracts foreign investment to develop e-commerce. The main economic income of the village comes from e-commerce and house rental (Zheng, 2022).

In China, rural modernization will involve more subtle changes, and these changes in production and lifestyle are not simply industrialization and urbanization. Xu Jinhai believes that urbanization is the process of social development from a traditional rural society dominated by agriculture to a modern urban society dominated by non-agricultural industries such as industry and service industry. This transformation is based on the development of the country or regional social productivity, the progress of science and information technology, and the adjustment of industrial structure (Xu, 2021). According to the investigation, for villages close to the city, such as Utoprague village, it can be clearly observed that when people do not need to farm and stay in the village, most people choose to find a job and live directly in the city. And for remote villages, the degree of rural urbanization is still limited. Take Karasu village as an example. When people don't need the whole family to herd and settle in the village, some young people will choose to work outside. Therefore, when the rural production and lifestyle change, generally speaking, the degree of urbanization of the countryside is very limited, which means there is a high probability that a considerable number of villagers, especially young people, will leave the countryside to work outside, rather than people from other places being willing to work and live in the village.

6.3.1.3. Modernization of Minds of Villagers.

More importantly, because of the modernization of production and lifestyle, people's minds and thoughts are gradually modernized, which is different from the past.

With the modernization of infrastructure, villages are not as remote and isolated as they used to be. People can easily travel between the village and the city and know

what is happening outside through the Internet. The modernization of production and lifestyle, such as modernized agriculture and nomadic settlement, liberated people from the heavy physical labour, and also made people no longer need to stick to the villages. Moreover, the modernization of the village means connecting a remote and isolated village to the main and modern society, making the village and society integrated. As the village is integrated with the modern society, the minds and thoughts of villagers on their future life will also change.

According to the research, one of the expectations of parents and students for the future is having the opportunity to work and live in a city. Students' expectations for their future careers are also diverse, which is almost irrelevant to farming and grazing. In the past, the vast majority of students and parents did not want to leave the countryside, because their land was in the village and their sheep needed to be taken care of and rural students would take over the work of their parents, farming or grazing. The considerations and choices of villagers are based on the reality of their lives and their expectations for the future. Therefore, if the village is not modernized, the villagers' minds and thoughts will not be modernized. Interestingly, after the modernization of the village, although people live in the village, their lives are similar to the people in the city. Although the villagers' thinking is very rough, it is not fundamentally different from the people in the city. It can be clearly seen that when the countryside is modernized, the villagers will also take the minds and thoughts of modernization and live with it.

6.3.2. Modernization of Rural Schools.

From the perspective of school education, scholars believe first and foremost that the modernization of education involves the concept of people. Huangfu Kejie thinks that China's educational modernization is influenced by Marxism, which means the principle is the all-around development of people (Huangfu, 2020). Huangfu Kejie is from Guangxi Normal University and is mainly engaged in research on basic

education theory and teacher education. Li Xishun believes that the core of educational modernization is to realize the modernization of the mental part of humans (Li, 2020). Li Xishun is a professor at the Institution of Education of Soochow University. Liu Xianghai believes that the key to the modernization of school education involves the development of students. The proposal of educational modernization including the direct and the ultimate goal all points to the comprehensive development of students, which is also the core of the modernization of schooling (Liu, 2020). Liu Xianghai is an associate professor at Xuzhou Early Childhood Teacher's College, mainly engaged in research on teacher education, moral education and educational management.

Secondly, the modernization of education is related to the modernization of society. Liu Yankun thinks that the development of educational modernization means that school education should be adaptive to the transformation of the modernized society (Liu & Xu, 2020). Liu Yankun is an associate professor at the Institution of History and Social Sciences of Chongqing Normal University, mainly engaged in the research of ideological and political education. Yang Xiaowei believes that educational modernization is a gradual process, in which the education of a country, nation, or region, adapting to the development of modern society, constantly adjusts the educational ideas, system norms, content, methods, and behaviour, and gradually forms a new educational form with characteristics of modernity (Yang, 2019). Yang Xiaowei is a researcher at the Institute of Basic Education Reform and Development of East China Normal University and the chief expert of the Research Center for Education Modernization. In brief, the modernization of school education is related to the modernization of society, which usually involves the modernized society and the modernized minds of people.

China is a very large country with many villages. Different villages have different natural environments, ethnic minorities, cultures, production, and lifestyles. Therefore, the environment and situation of rural schools are very different from

those of urban schools, which means the modernization of rural schools will be unique.

6.3.2.1. Modernization of Facilities of Rural Schools.

Generally speaking, the modernization of rural education first involves the modernization of school equipment. In the past, the facilities of rural schools were very simple and poor. Many rural schools didn't even have desks and chairs and basic teaching facilities. Teachers and students had to find a way to conduct the teaching. Now, the equipment and facilities of rural schools are complete, and the primary schools even have activity rooms and laboratories. In terms of equipment and facilities, many rural schools are even better than urban schools. The improvement of hardware also enables progress in teaching. Therefore, the improvement of school equipment and facilities is the first feature of the modernization of rural school education.

6.3.2.2. Digitalization of Teaching.

Nowadays, rural schools are different from in the past. In the past, rural schools were closed, and it was difficult to contact the outside world. However, the current rural schools have realized the digitalization of courses with the help of the Internet. Take the Utoprague Village Central Primary School as an example. The classes in the school are equipped with electronic whiteboards, which can directly access online teaching resources. In addition, in many rural primary schools, the urban classroom can be presented in the rural primary school class by video. Moreover, the rural school classroom can be integrated with the urban school classroom through the Internet, so that rural students can also enjoy the urban curriculum and resources. Generally speaking, the digitalization level of rural schools is very high, which can partly solve the problem of a shortage of rural teachers and relatively low teaching quality. The digitalization of rural schools is obviously different from the

modernization of school facilities, so it can be regarded as the second characteristic of modernization.

6.3.2.3. Modernization of Minds of Students and Parents.

The modernization of the villagers has led to many changes in the villagers' perceptions. And the perceptions of villagers, who live in a modernized countryside, are largely convergent, even in many ways identical, to the people living in cities. And those perceptions are also reflected in the attitudes of parents toward school education, and the attitudes of students toward school education.

The third remarkable feature of the modernization of rural schools is the modernization of the minds and thoughts of students and parents. There is a huge difference in the attitude toward school education between the past and now. In the past, the attitudes towards school education were more negative, meaning parents and students thought that school education was not important or of limited importance, and the knowledge and skills taught by the school had little relevance to their present and future lives. However, now, most parents and students of villages attach great importance to school education and believe that the knowledge and skills taught by schools are irreplaceable for the present and future. Not only that, parents and students also regard school education as an opportunity and a way to change their destiny.

The modernization of minds and thoughts of parents and students in the village is closely related to the modernization of rural production and lifestyle. The attitudes of parents and students towards schools are essentially based on their real lives and expectations. Therefore, when the village is gradually modernized, the villagers' minds will also be modernized, which also includes the attitude towards school education. In other words, the change in the attitude of schools is to adapt to a modern rural society, which has become a part of the whole modern society.

The modernization of school education will be consistent with the modernization of minds and thoughts, which means parents and students with a modernized opinion will be willing to accept modernized school education. If the school has been modernized, and the minds and thoughts of parents and students have not been modernized, parents and students will think that the modernized school has nothing to do with their life and future. And if the school has not been modernized, and the parents and students have modernized minds and thoughts, parents and students will not accept the school and find a better one.

6.3.2.4. The Intergration of Modernization for Rural Education.

Integration is also the meaning of education modernization for rural schooling. Due to the modernization of the villages, the gap between the villages and the cities is gradually narrowing, and the living condition of villages have much improved. And because of the modernization of villages, the minds, and thinking of villagers become similar to that of people living in cities. Villagers do not think that they or their children should live in the village forever, and if there is an opportunity, they also can go to the city to find a better life.

For the education design, especially the 9-year compulsory education, there is no urban-rural distinction. The urban-rural education district is actually responding to the difference between urban and rural development, not education itself. In the past, the distinction between urban and rural schooling was caused by the different levels of urban and rural development, not by the design of education itself. As the villages undergo modernization, villages have been integrating into the whole society, and the perceptions of parents and students in the village have changed.

This has also posed a significant impact on rural schools. Specifically, rural parents

and students will make a choice between schools in a city or a village. If the rural school does not meet their needs, they will and can find a way to go to a better school in a city. The rural schools have been integrating into the overall education system in the process of modernization and will compete with the urban schools.

6.4. Rural Modernization Theory

The characteristics of rural modernization are the transformation of production and lifestyle and the construction of infrastructure.

Unlike cities, the modernization of rural areas is not simply to develop the economy and pursue industrialization and urbanization. Many villages are located in remote areas, with limited populations and abundant natural resources, which makes it impossible to carry out industrialization and urbanization. In most of China's villages, the level of economic development is still very limited without manufacturing, which cannot be compared to cities, and it is difficult for villages to develop high technology. This is inconsistent with economic development, in which manufacturing accounts for a higher proportion, advanced science and technology, industrialization, and urbanization.

The first characteristic of the modernization of the villages is the construction of infrastructures, such as roads and the Internet. This makes the village connect to the outside world and integrated with society. And the significance of the integration is that the rural society can share the achievements of China's modernization. For example, even in remote villages, such as Utoprague Village or the Karasu Village, the villages are covered by very good signals from the phone and the Internet. No matter how far away the village is, there will be good road facilities so that villagers can shop online without any obstacles and wait for their goods to be delivered. In the Utoprague Village, cotton can be grown with advanced agricultural machinery and pesticides can be sprayed by drones. Scientific pasture management is possible in the

Karasu Village. For school education, primary school students in rural primary schools also have direct access to the same internet resources as their urban counterparts, thanks to the support of the internet and equipment.

Certain mobility of people can also be created between the villages and the cities due to the change in production and lifestyle, which is another characteristic of the modernization of the villages. This is very different from the past when the countryside was closed off and isolated from society.

The uniqueness of the theory of rural modernization is that the modernization of the villages is not to make the villages become a city, as many villagers can not become cities, but to make the village no longer closed and integrated with the society. In this way, the economy of the villages can be developed, and the villagers in the countryside can escape from poverty and have a life of good quality. And the change in production lifestyle in the villages gives the choice of villagers whether or not to stay in the countryside. Therefore, the theory of rural modernization emphasizes integration.

From the theory of Chinese modernization, why should we modernize a remote and poor village in China? The reasons are very simple. China's modernization is socialist modernization, which requires the modernization of society and the country as a whole. The villages are a part of China, which means. the modernization of China must consider the villages. China's modernization also emphasizes the value of people, which means People living in poverty in the villages must be escaped from poverty through the modernization of the villages.

6.5. New Institutionalism of The China' Model and Rural Schools

China's process of developing of large-scale state-funded primary schools, including

rural schools is different from that of Europe. The process of the European model emphasizes the values and school of education changes from religion to secular, and the government gradually take full control of primary schools to educate students by secular values of the country in schools, so that students can socialize with secular values of county in large-scale state-funded schools and serve the country's politics and economy.

China is a secular country and a socialist country, which emphasizes the secular value and common development of the whole society, including the development of rural areas. For education, As China is a secular country and a socialist country, which means the China' school education should cover all primary students, especially the rural students, with the secular value of socialist country.

The fundamental reason for the development of rural education is not the economic development, because the economy of villages is difficult to compare with the city. On the contrary, to modernize the villages and develop rural education need a large amount of funds to invest. The fundamental reason for the development of rural schools in China is the China's socialist value that require the common development of the whole society. School education is a part of the development of society, which means the rural school education must be included. The slogan of China's compulsory education is that no student can be absent.

6.5.1 Establishment of State-funded Rural Schools.

The new worldwide institutionalism lists six characteristics.

- 1.The creation of educational ministries and compulsory education laws.
- 2.The country are devoting an increasing proportion of funds to education and are taking a greater role in financing mass education and in regulating school admission

policies, curricula, and examination structures.

3.The expansion of public schools is faster than private schools.

4.The Country and individual development have emerged as the most legitimate objectives of mass schooling and The emphasis on the development of the country is clearly reflected in educational policy statements.

5.The quantity and quality of school-based socialization of the individual has increased, which is indicated by a great increase of length of compulsory schooling.

6. The educational reform is an important solution to promote the development of a country and developing countries embrace education as a key for the countries building movements.

For China. There is a development of public compulsory school education, which matches those characteristics.

1.China already has the Ministry of Education, and each province and autonomous region has its own Ministry of Education. Secondly, China also has the Law of Compulsory Education to make sure the children will receive compulsory education.

2.The majority of rural schools in China are Public schools instead of private schools. And the policies, such as *The Outline of the National Education of Reform and Development in Medium and Long Term (2010-2020)* , *the Implementation plan of accelerating education modernization (2018–2022)*, and *China's education modernization 2035*, clearly indicate that the government will provide sufficient funds for the development of compulsory education in rural areas to improve the equipment of school and attract more and teachers. Secondly, because rural schools are public schools, they must adopt the curriculum and examination with national

standards.

3. According to the latest data, the national primary school net enrolment rate increased from 99.85% to more than 99.9% in the ten years from 2012 to 2021, and the gross enrolment rate in junior high schools remained at 100% (Ministry of Education of the People's Republic of China a, 2022). Students from families with financial difficulties will no longer drop out because of economic problems, including tuition fees and living expenses. It has become history that students drop out of school because of poverty (Ministry of Education of the People's Republic of China b, 2022). And the majority of rural schools are public schools.

4. As the school is a public school, the educational objectives include personal development and the service for the development of China.

5. For compulsory education, China currently implements 9-year compulsory education, but in some regions, it has implemented 12-year compulsory education. It is possible that in the future, China will gradually implement 12 years of compulsory education.

6. Now, China is the second largest economy in the world. Education has provided a large number of people for China's development. Rural education and rural schools are also part of China's education, which means rural education also contributes people and strength to the development of the country.

6.5.2. The Acceptance of Parents and students for Rural School Education.

For school education in rural areas, it is not enough to have only schools established by the country. It is also important that students and parents in rural areas value and accept school education, otherwise there will be problems such as dropout.

For the parents and students in Utoprague village and Karasu village, the changes in production and lifestyle and the construction of infrastructure make students and parents realize the importance of school education and accept it. The production and lifestyle of Utoprague village has changed from manual farming to the framing of big machinery, while the production and lifestyle of Karasu village has changed from the nomadic lifestyle to settlement and nomadism become professional. These changes make students, even if they will live in the countryside in the future, must accept school education to adapt to the new modern village. Apart from that, The infrastructure of the village has been greatly improved, including road repair, house reconstruction, and network establishment. The construction of infrastructure makes the village and society integrated, and also makes the students and parents in the village yearn for life outside the village, making them hope to go out of the village in the future through school education.

According to this study, rural modernization is more reflected in infrastructure construction, rural production, and lifestyle changes. And The modernization of rural schools is more about the improvement of school facilities and the digitalization of teaching. The significance of the modernization of the villages is to make the connection and integration of the villages with the whole society, which means the villages will not be isolated and closed. When the rural production and lifestyle change and the village integrates with society, students and parents will realize the importance of school education, and desire to go to school.

7. Controversies

7.1. Knowledge and Destiny

In the past, parents and students, in general, did not value school education for the following reasons. First, the knowledge obtained from school was useless, which means the knowledge taught by a school could not be applied to real life in villages. Because the village was closed without modernization and the kind of production and lifestyle was not changed, the life and destiny of most villagers would not be changed. The schooling and its knowledge were only relevant to a few villagers who could get out of the village, which means just a small percentage of villagers would care about school education. Apart from that, since in the past every family had several children and the financial situation was limited, they could not afford all their children to go to school.

The reason why parents and pupils value school education is that "knowledge can change destiny". The knowledge that parents and pupils need comes from school and can change their destiny, which means they need such knowledge to adapt to the modern village and fulfil their future aspirations.

However, if the lifestyle in a village has not changed, parents and students would still have a negative attitude towards school education as the school knowledge is still useless. Fang and He surveyed the areas along with the border counties and cities of Xishuangbanna Dai Autonomous Prefecture, Pu'er city, and Lincang city in Yunnan province, China. The research is a qualitative study to explain the phenomenon of "dropouts because of wealthy" the villages. The production and lifestyles of the villages are dominated by rubber, Pu'er tea, and tourism. Families in these areas have become very wealthy due to the continued rise in international rubber prices and domestic tea prices, as well as the development of tourism, but at the same time, the dropout rate for the nine years of compulsory education has continued to rise, as

students want to leave school to earn money. In their research, the researchers found that because students can earn three to four times more than working in the city through simple manual labour, such as cutting rubber or picking tea leaves, without schooling, the "knowledge changes destiny" rationale is incompatible with the region and the "uselessness of education" theory prevails. Specifically, students in these villages are more likely to follow their parents to learn the knowledge and skills they need rather than go to school to learn things that are not relevant to their future lives. And another particular phenomenon is that the vocational and technical schools in the region, especially those with specialities related to rubber, tea, and tourism management, have a very good intake of students, many of whom have dropped out of the nine-year compulsory education (2017).

For students in rural areas, there are two options for their "destiny": 1) to stay in the village; 2) to go outside the village. If the kind of production and lifestyle in a village has changed and the village has been modernizing and is no longer isolated, then the student must receive a minimum school education to acquire the knowledge and skills to adapt to the new kind of production and lifestyle if he wants to stay in the village. If the student wants to go outside the village, he must receive more school education to get access to cities. If the production and lifestyle have not changed, and the student wants to stay in the village, he does not need school knowledge but rather needs to follow his parents to learn the knowledge and skills required. For example, tea picking, gum cutting, traditional ways of farming, or herding, which means only a few students, who wish to leave the village, need and value school education for knowledge. This leads to the phenomenon that because the production and lifestyles of the villages, which are rich, have not changed, students and parents will regard school education as useless and a waste of time. Instead of going to school, students should take that time to earn more money or get married sooner.

7.2. Negative Attitudes of Students towards School Education

Not every student in the school accepts school education and not every parent values it. There are still a very small number of students and parents who do not value school education in the villages of Utoprague and Karasu.

7.2.1 Utoprague Village Central Primary School.

Table 67

Reasons for Negative Attitudes of Students towards School Education as Perceived by Teachers of Utoprague Village Central Primary School

Codes	Files (Number of People)	References
Bad Chinese	7	18
Divorce	3	3
Poor Relationship with Teachers	2	2
Limited Learning ability	1	4
Parenting without Parents	1	1

The main reason for the students having a negative attitude toward school according to the interviews with the Utoprague school teachers is their poor Chinese.

Code: Bad Chinese

Teacher K of Utoprague Village Central Primary School:

From my own working experience with students, they all want to learn, but some students have poor Chinese, which causes them to struggle with their studies. I teach Chinese, and it is very important as regards listening, reading, and writing. The time students spend at school is limited after all, and the Chinese environment in their home is usually weaker than that at school, which means their test scores will be

worse.

Teacher E of Utoprague Village Central Primary School:

Chinese for the students is important. When I first took this class, some of the pupils' oral expression in Chinese was very poor. If a primary school pupil starts learning Chinese with poor oral pronunciation, it can affect the overall use of Chinese. A pupil's poor speaking will also affect his understanding of the text and therefore his ability in Chinese. Chinese is very important for primary school students, and poor Chinese can lead to poor learning in all subjects – for example, primary school students may not understand some of the concepts in mathematics. If primary school students cannot improve their Chinese, they will not be able to learn the rest of the curriculum.

Teacher H of Utoprague Village Central Primary School:

Learning is indeed a very complicated thing, or certainly not an easy thing to do. For some students, learning at school is very simple, for others, it is a very difficult task. For many ethnic minority students, learning Chinese is not an easy task. I think the main problem lies with their parents because our students are in the village and many parents have to work outside and do not have time to take care of their children and do not pay much attention to their children's education. Secondly, many children come to school and because of the problem of Chinese, they cannot communicate very well with their teachers, and then they have difficulties with their schoolwork.

Secondly, divorce can also have a negative impact on students' attitudes towards learning.

Code: Divorce

Teacher J of Utoprague Village Central Primary School:

Families definitely have an impact on students' learning. Some students are not good

at studying basically because of divorce or single-parent families. For example, students will say today I live with my dad, but tomorrow I will have to go to my mum and live with her. Many single parents feel that their children just need to be healthy and they don't care about anything else.

Teacher N of Utoprague Village Central Primary School:

Divorce can be very damaging psychologically to students, and students' performance can be significantly affected.

Teacher C of Utoprague Village Central Primary School:

I think the atmosphere of the family is very important; if the child's family is intact, then the student is more motivated to study and will be much less interfered with. In some children, the divorce more or less casts a shadow on the child's psyche.

Poor relationships with teachers, limited learning ability, and parents' inability to look after their children can make children unreceptive to school education.

Code: Poor Relationship with Teachers

Teacher N of Utoprague Village Central Primary School:

Generally speaking, if the student has a better relationship with the teacher, then the student will enjoy learning more.

Teacher H of Utoprague Village Central Primary School:

I think that the student's attitude to learning is also directly related to the teacher. Why do I say this? In school, students' learning is certainly important, but students are human beings and teachers also have the responsibility of nurturing them. The role of the class teacher, in particular, I think is irreplaceable. The main reason why some children are so rebellious and why they don't like to study is that they don't have a good relationship with their teachers. So I think that teachers and class teachers should pay attention to all aspects of the child's changes and should address

the problems when they find them.

Code: Limited Learning ability

Teacher A of Utoprague Village Central Primary School:

For some students, their learning ability is weaker. If the students struggle to learn, they will naturally refuse to learn. For example, the multiplication formula table is hard to memorize for some students. They memorize part of it one day and forget it all the next day with helplessness.

Code: Parenting without Parents

Teacher C of Utoprague Village Central Primary School:

The attitude of students towards learning is, of course, also affected by family conditions. Some parents, because of divorce or working outside the home, leave their children directly to the elderly, who can only take care of the children's food without any tutorials in studies, which will also affect the students' attitude.

7.2.2. Karasu Village Central School.

Table 68

Reasons for Negative Attitudes of Students towards School Education as Perceived by Teachers of Karasu Village Central School

Codes	Files (Number of People)	References
Divorce	4	5
Missing Objectives	4	5
Limited Learning Ability	3	5
Family Do not Value	3	3
No Pressure to Survive	2	4
Affected by the Internet	1	1

In contrast, the main reasons for the negative attitudes of the students according to the interviews with the teachers at Karasu Village Central School were divorce and the lack of learning goals.

Code: Divorce

Teacher M of Karasu Village Central School:

Divorce and a single family actually affect the child's learning. Nowadays, it's not a problem for everyone in the village to have enough food. No one will say they have no food or clothes. However, there are some single-parent families nowadays, and I don't know what causes that. There are always some students in the class who come from single-parent families, living with their fathers or mothers or grandparents. Those students have some problems with learning, in terms of attitude or ability, probably due to being traumatized.

Teacher R of Karasu Village Central School:

In our experience, if children come from single-parent families, there are more problems with learning. We have a student from a single-parent family in our class, and they always have small movements in class. They also do not write assigned homework for a few days and do not hand it in to school. We always call the parents to say, for this child, the parents have to help him, supervise him to complete his homework, so that he can study well. The parents would say that the student was living with his grandmother and that there was no way to supervise the child as his parents were not around.

How can a teacher get a student to study properly in this situation? The student had gone home and his grandmother was not educated and had no way to supervise or help him with his homework. I had to tell the student, "You cannot be like this, you have to study hard. You are in second grade and you don't even write your homework. If you get into this habit, by fifth or sixth grade you will skip school."

This is the kind of student whose parents divorced and left the child in the hands of his grandparents. We, as teachers, can just give him more care and visit his home more often, but what will happen in the future, who knows? We can only say that we can see just a few steps at a time. A child's education is not just about school, it's also about education at home. If parents don't care about their children, they will put the responsibility on the school and the teachers. However, we cannot handle it.

Code: Missing Objectives

Teacher M of Karasu Village Central School:

The main reason why a student is not motivated to learn nowadays, I think, is that he has no goals, so naturally he also does not know why he needs to learn this knowledge at school. He also doesn't know what kind of knowledge he should learn, so he is particularly playful. For many students, they could obviously learn better and get into a better school, but in the end, they just end up going to a very average school because they have no goals and no motivation to study. I think it is very important to set a goal for them.

Teacher O of Karasu Village Central School:

Some students are not motivated to study, mainly because they do not have a good ideal or dream, ambitious goal, and any plans for the future. Therefore, they also have no motivation to study. Many students just want to be free and don't want to be bound by school and studies. In school, it is just the orders from teachers that force them to study. I think they are too lacking in insight and know nothing about the outside world.

Teacher S of Karasu Village Central School:

To learn, a student must first have a desire to learn, and this desire is definitely from a goal needed. Many students do not care about learning at all, mainly because they do not have a goal to fight for. These students do not know what they want to do in

the future, and some of them will simply make excuses, such as being sick, to avoid studying.

In addition, students' limited learning ability and the lack of attention from their families also contribute to their lack of attention to learning.

Code: Limited Learning Ability

Teacher D of Karasu Village Central School:

The main reason why some students do not pay attention to their studies is that their knowledge base is too weak. In fact, when they want to give up learning, it must be because they cannot learn and understand anymore. In rural schools, almost all students are from the village with different abilities, and some students are particularly weak in their understanding and learning abilities. Some students in the upper grades do not even have a good grasp of the basics of the lower grades, and if they continue to learn further, they are unable to keep up with others, which means they will easily give up on themselves.

Teacher G of Karasu Village Central School:

I think that many students do not take their studies seriously and do not do well in their studies, mainly because they have their own problems, meaning they cannot manage themselves well enough.

Teacher J of Karasu Village Central School:

It is true that some students, when they reach the upper grades, cannot learn anymore. Some of these students may not be able to understand what they have learned before and will lose their passion for learning. Or some students are influenced by others around them who do not study as well and they slowly stop studying.

Code: Family Does not Value

Teacher I of Karasu Village Central School:

The student's attitude can be influenced by the family. Indeed, some students' parents do not pay much attention to their children. There is a student in our class who is not very active and motivated, so we approached his parents and told them: "What content your child does not finish at school needs to be finished at home. Let's see what we can do to gradually improve your child's performance." They just simply responded and did nothing. You can tell him that your child is not doing his homework and needs your supervision. However, the truth is that they do not care.

And the fact that students' lives have become better and that they are not pressured to survive can also make them lose their motivation to learn.

Code: No Pressure to Survive

Teacher M of Karasu Village Central School:

It is true that there are students now who do not have a positive attitude towards their studies. Some students are particularly inert, probably because they don't have the same kind of pressure from life now. In the past, students' families were poor, their parents would teach and tell them that the only way to leave a hard life was to go to school and study, and that's what we say: knowledge changes destiny. Nowadays, with the development and modernization of the village, life in the village is not as hard as it used to be. And some students do not believe in these old ideas. They think that life is good enough now, that there are no difficulties in any way. They think the pursuit should be happiness, which means these students just play all day and just want life to be a pleasure. Learning is not important in their eyes.

Teacher O of Karasu Village Central School:

Sometimes I think that the government policy is so good that it leads to students not having a sense of crisis and not studying properly. Since everything is free, it's okay if I don't study and there is nothing you can do as a teacher anyway. Even if a student makes a big mistake, the teacher can just criticize it. And nowadays, students have

seen a lot of things, although there are many things that he doesn't really understand. Many students do not have their own goals, they think that their life is good now, that they are well clothed and have good food. Even if they do not study hard, their life will not be bad in the future.

And many students are influenced by values on the Internet.

Code: Affected by the Internet

Teacher O of Karasu Village Central School:

Nowadays, many students do not pay attention to their studies, as they are influenced, especially their values, by the celebrities on the Internet. Some students feel that they should pursue fame and become famous as soon as possible. Moreover, some students also think about getting everything without any effort. I think this erosion is so terrible. Once a student accepts this value, he will think that school education is meaningless.

From the student's perspective, the ability to speak Chinese, the student's learning ability, and the student's family situation will have a direct impact on the student's attitude towards school education.

7.3. Negative Attitudes of Parents towards School Education

According to the interviews with village teachers, not only do the students have negative attitudes, but also a few parents who do not care about the school education.

7.3.1. Utoprague Village Central Primary School.

Table 69

Reasons for Parents not Supporting School Education as Perceived by Teachers of Utoprague Village Central Primary School

Codes	Files (Number of People)	References
Low Education level of Parents	4	6
Parents Do not Value School Education	3	4
Bad Chinese	2	3
Not Cooperating with the School	2	3
Spoiling	2	3
Parents Have No Time for Children	1	2

In interviews with teachers at Utoprague Village Central Primary School, it emerged that the main reason why parents do not care about the school education is the low education level. Because their education level is low, parents do not have a pursuit in life and do not have the ability to educate their children in their studies.

Code: Low Education level of Parents

Teacher J of Utoprague Village Central Primary School:

The main reason parents do not value school education is that parents experienced limited education. This leads to the fact that parents do not have the ability to teach their children and have no idea how to discipline their children. For example, teachers may suggest that children should read more books at home. But some parents will not supervise their children. Teachers teach knowledge at school and naturally require students to complete their homework. Many students perform well in school due to parental supervision and many parents will come and ask the teacher: "How is our child doing in school? Did they finish their homework on time?" The parents of students who perform terribly, on the other hand, do not care about these things, even if the teacher is standing in front of the parents. On the one hand, parents have limited ability to supervise and educate their children; on the other hand, they think that when they send their children to school, then the teachers

should be in charge of everything.

Teacher N of Utoprague Village Central Primary School:

I think that the main reason why parents do not attach importance to school education is that they are too poorly educated. There are parents of students who have just graduated from primary school and cannot even read well enough. The knowledge we teach in Grade 5 is already difficult, and these parents really cannot understand it, and naturally cannot teach it to their children.

Teacher C of Utoprague Village Central Primary School:

Many parents have a very low level of education, so parents assume that school is the place where their children can learn, and they will hand their kids to teachers. Parents will simply think that education is all about sending their children to school and pushing them to the teachers. In my years of work, I have noticed that some children from poor families are very good learners, because those children are particularly self-motivated, while a few students are particularly poor. At first, I was puzzled, but later I realized that these phenomena are closely related to the education of parents, who are the first teachers of those children. Parents who do not take school education seriously can have a profound effect on their children.

Teacher D of Utoprague Village Central Primary School:

Parents do not attach importance to school education, mainly because many of them have a low level of education, which makes communication with teachers difficult. Although many parents are very young, their level of education is still relatively low. They then think that education should be all about the teacher's work and it is not necessary for their children to read extracurricular books or, as we do, let them do some chores and take them to a movie to open their eyes. They generally just let the children go and play when the children finish their homework. Parents also don't develop hobbies and aesthetics, like calligraphy. They just know nothing about those areas. Some parents don't want to teach their children because they just don't know

how. Moreover, they feel that it is wasting time for them to take care of their children and that it will affect their work to earn more money. Sometimes, parents even feel that the teacher requires too much and it is the teacher's fault.

And sometimes the fact is that parents do not care about their children's learning and do not value school education.

Code: Parents Do not Value School Education

Teacher M of Utoprague Village Central Primary School:

There are some parents who think that school education is useless. They think that, anyway, it is just about finding a job in the future for their children, just making their children happy. These parents think school education is meaningless when their children are not very good at studies and cannot get into university.

Teacher B of Utoprague Village Central Primary School:

Many parents do not have first-hand experience of what it means to be educated and not educated, and how education affects their child's future. In fact, the more education a person receives, the better his or her life is likely to be, and many parents have a shallow understanding of this, so they don't have the concept of the importance of their children receiving an education. The point is still whether education will benefit them or not. If the parent has received some education, but not much benefit, then he will feel that the school education is useless. But if he has received a lot of benefits, he will urge his children to study hard, to get a better education, and then to go into the wider world.

Teacher D of Utoprague Village Central Primary School:

The reason some parents don't care about education is that they think it's useless to study and it doesn't matter if their children study well or not. Nowadays, many parents who are younger than me have a low level of education. Many parents are very young but can earn money, so they don't care about education, and naturally for

them knowledge means nothing. Many young parents have to face the stress of life with a symbol job working from morning to night because they don't have much knowledge or many skills. They have to work all day and have no time to communicate with their children. Some parents, who were my students. When she was in school, she was just waiting for leaving school and did not do homework every day. She just graduated from junior high school and went out into society. When she reached the legal age, she got married and then had the next generation. Her child, who is also in my class, performs like his mother.

I am a teacher; I will teach my children and take the time and effort to communicate with them. For example: "What did you learn today? I bought five apples, can you calculate the price using the multiplication formula table? How do you say these things in Chinese and English?" These simple communications will make your child think. Your child will find learning useful and will slowly be able to learn by example and also apply what he or she has learned in life.

Other reasons include bad Chinese and not cooperating with the school.

Code: Bad Chinese

Teacher N of Utoprague Village Central Primary School:

In our village, the majority of students are from ethnic minorities, so few parents' Chinese are less able to understand. Younger parents, who have more school education, have better Chinese and can communicate with the teachers. Older parents, who are not so good at Chinese, have difficulty communicating and cooperating with teachers. We sometimes find it particularly tiring when we are trying to communicate with those parents.

Teacher I of Utoprague Village Central Primary School:

Many parents have limited Chinese abilities and find it hard to communicate. He cannot understand me and I cannot understand him. It is especially difficult to

communicate with the parents of one or two students who are not doing well in school.

Code: Not Cooperating with the School

Teacher D of Utoprague Village Central Primary School:

Many times, parents do not cooperate with the school and teachers and think that all they have to do is to send their children to school. For example, sometimes when the school holds a game and needs students to do a handwritten report for a competition, some parents think that it is a hassle and that their children just need to sit in the classroom. Some students are good at learning, some are good at drawing, and some are good at expressing themselves, all of which are the result of cooperation between parents and teachers. Some parents do not cooperate with the school and their children's learning and abilities will be weaker.

Teacher H of Utoprague Village Central Primary School:

Some do not understand the teachers and do not understand the school, they just have a one-sided understanding of many things, which means they are reluctant to cooperate with the school on many things. For example, when teachers assign homework to students, many parents are unhappy to cooperate with teachers in supervising, because they think too much homework has been assigned. However, teachers also want students to master the knowledge and assign homework. Sometimes, when a student is not disciplined in class or does not do the homework, the teacher needs to educate the student and the student will complain to his parents. Sometimes, parents don't understand either, so they will come to school and make trouble at school, which is very bad.

And some parents will spoil their children, there are also individuals who are too busy to look after their children.

Code: Spoiling

Teacher A of Utoprague Village Central Primary School:

There are some parents who will overindulge their children, which makes such students difficult to teach. And many parents, on their own, will ignore this problem. The parent only sees the present, only cares that their children cannot suffer, cannot be aggrieved. This leads to children being reckless at school. Generally speaking, in our teachers' opinion, when a child's behaviour is problematic, there must be a reason for it. If this child evolves in this way over a long period of time, what will be the final outcome? Teachers think about what will happen to the child when they grow up and enter society. At this time, students need to be disciplined by the school and teachers, but this discipline is often not understood and accepted by parents. They may feel that their children are being aggrieved by teachers. This has also led to conflicts between some parents and teachers and those parents will have a negative view of the school.

Teacher E of Utoprague Village Central Primary School:

Many parents, in fact, dote on their children, but the parents don't realize it. As ethnic minorities, boys are usually very spoiled and this leads to children being very naughty. They prefer boys first of all related to its old production lifestyle. In the past, for farming and nomadic, boys were the main labor force, which means the boys would be focused on by their parents. As for girls, in the past, after they married a man from another family, they were regarded as a member of another family. Primary school children are very young and can be taught well. However, it requires the teacher and the school to steer them in the right direction, otherwise these pupils will easily feel that their behaviours don't matter. There is a small group of parents, however, who think that their children should just be happy. When the students are disciplined by the school and teachers, the parents will be less accepting of school education.

Code: Parents Have No Time for Children

Parent F of Utoprague village:

Many parents, in order to live, have to work and are very busy. Parents often don't have time to look after their children, not to mention cooperate with the school and teachers. I often contact some parents and the parent just says that he is in another village or in the mountains and is often away from home anyway. Naturally, he doesn't care much about his child's studies or school education.

7.3.2. Karasu Village Central School.

Table 70

Reasons for Parents not Supporting School Education as Perceived by Teachers of Karasu Village Central School

Categories	Files (Number of People)	References
Low Education Level of Parents	10	14
Parents Do not Value School Education	8	10
Poor Family conditions	1	1

In interviews with teachers at Karasu Village Central School, it emerged that the main reason why parents do not attach importance to school education is that they are poorly educated. Because of their low education level, parents do not have goals in life and do not have the ability to help their children in their studies.

Code: Low Education level of Parents

Teacher C of Karasu Village Central School:

There are some parents who do indeed think that school education is not important. The reason is also very simple: their educational level is very low. Their understanding of life is just about having enough food and a place to live. I think these parents do not have any aspirations, nor do they think about working hard or

finding a way to be rich. Then they just hope their children will have enough food, a place to live, and nothing else matters.

Teacher S of Karasu Village Central School:

Many parents have a low level of education and it is difficult for these parents to realize the importance of school education. The low level of education also leads to parents not knowing what to do, which can impact their children.

Teacher T of Karasu Village Central School:

In this village, most of the parents are Kazaks and have an education level of junior high school. They simply do not understand that school education is an important matter for their children in many aspects, and naturally, they do not focus on their children's learning. They only focus on: "How can you criticize my child? Is my child being bullied?"

Teacher V of Karasu Village Central School:

Some parents in the villages are illiterate and so are not able to provide help for their children. Generally speaking, the younger parents are basically aware of the importance of education and they are still very positive about school education. But the older parents say to me, "Why does my child have to study so hard to go to school? It's not like he's going to fly a plane in the future." They think the goal of school education is to fly a plane. It's hard for them to understand what school education means to their children.

Teacher P of Karasu Village Central School:

Our rural children are not like urban children, many of whom grow up in families with knowledgeable parents, just like teachers. We are mainly a pastoralist area, where the children's parents are herders, so the family environment is limited and the parents have not been able to receive a better education in the past, which leads to their thinking being more limited, especially regarding school education. When they

have a child, they will use their bias to educate their child.

The other reasons are that parents do not care about school education and poor family conditions.

Code: Parents Do not Value School Education

Teacher B of Karasu Village Central School:

Many parents don't pay attention to school education, and they don't realize the importance of school education. They think that it is enough for their child to live a healthy life.

Teacher I of Karasu Village Central School:

Many parents do not value school education and do not believe that learning is important. Their basic idea is: it is enough that my children are healthy. Even if they don't study, they are still very healthy and have a good life.

Teacher J of Karasu Village Central School:

There are some parents who still think that school education doesn't matter, and some individuals still believe that it doesn't matter how good or bad the kids' performance is. It is just about a healthy and happy life.

Teacher M of Karasu Village Central School:

I think that there are a small number of parents who just care if their children eat well and have fun at school. Some parents do not care about learning. As long as your teacher can look after my child and there are no accidents, that is enough.

Other reasons include: poor family conditions; and they think the conditions at home are too poor to support their children's learning.

Code: Poor Family Conditions

Teacher T of Karasu Village Central School:

Here is a rural area and it is true that there are a few families who have a difficult life. Our teachers also often visit those families and some parents just have little knowledge and are unskilled. But there are also very few parents who are lazy, alcoholic, and have bad habits. There are some students who have a disability or a sick family member. There are a small number of students whose families are really in a very poor condition and financial situation, basically receiving the government's low-income guarantee. These families cannot afford kids to do more to help their children.

For parents, the main reason for not paying attention to school education is because the parents themselves have a limited level of education. Because parents have a limited level of education, they will think that their children just need to be healthy and alive. The school can keep their children healthy, so they send their children to school. However, they do not care about the learning of their children. Other reasons also include poor Chinese, not being able to cooperate with the school, and difficulty supervising the children at home.

For parents in the village, when they want to change the destiny of their children and the knowledge needed is available from the school, the parents will naturally value school education. However, if students have limited ability to keep up with the school and cannot acquire enough knowledge, this means that their own destiny is difficult to change and the attitude of parents and students towards learning will be greatly reduced. If the students and parents do not want to change their destiny and do not have a goal to study and work hard, then naturally they will not have the motivation to go to school and follow the teaching.

Unfortunately, in rural areas, a small number of parents are generally poorly educated and a significant number of them have no idea about the future of their children, nor do they think the fate of their kids needs to be changed. It is enough

that they have food and water in their lives now and the children are healthy. In such a case, the parents do not care about their child's studies. Moreover, if the family is broken by divorce, it can greatly affect the child's attitude towards learning. And parental spoiling can also lead to a child being playful and not studying.

7.4. The Perspective of Ethnic Minorities

There are 55 ethnic minorities and one majority Han officially recognized in China, and many of them live in mountainous remote villages. Different ethnic minorities have different lifestyles and cultural backgrounds, and many have their own language. As a significant number of ethnic minorities live in remote villages and mountainous areas, when conducting surveys of rural education and schools, the perspective of ethnic minority will be equally involved. In this research, the Han and four other ethnic minorities, namely the Uygur, Kazak, Hui, and Mongolian, are involved. The Han, as the majority in China, used to produce mainly through farming. In terms of traditional production and lifestyles, the Han and Uygurs were mainly engaged in farming in the past, while the Kazaks and Mongolians were typically nomadic people. The Uygurs, Kazaks, Mongols have their own language. The Hui, on the other hand, were more involved in small business and farming and did not have their own language.

As the villages have a large number of people from ethnic minorities, the results can also be analysed from the perspective of ethnic minorities. And the question proposed is: does the culture of ethnic minorities have an impact on their attitudes towards school education?

From the analysis of the data, there is just small difference in attitude between students, teachers, or parents based on ethnicity. In both Utoprague and Karasu villages, most students and parents have a positive attitude towards school education and consider it to be very important. What's more, the reasons given by

students and parents were also almost identical in that they all agreed that school education provides knowledge that is vital for a student's future.

The pupils at the central primary school in Utoprague village include students from Uygurs, Kazaks, Mongolians, and Hui ethnic minorities. And the pupils at the central primary school in Karasu village are predominantly Kazaks, with Hui and Han. The results of the research show that students in both Utoprague and Karasu villages value and like school education; not only do they consider school education is an important stage, but they also hope that they could have the opportunity to continue to attend school and receive more education after the nine years of compulsory education, even having the opportunity to attend university. There were no differences between different ethnic minorities in attitudes towards school education. The majority of pupils in both villages also had career aspirations and wanted to become teachers, doctors, soldiers, or police officers. There were also no ethnic differences in the pupils' expectations of their future careers.

And according to the codes of the research, there are reasons why primary school students value and like school education, which include: school can provide knowledge; knowledge changes destiny; studying for a better future; making effect for university. And the specific explanation for ethnic minorities changing destiny and a better future for primary school students is that: they want to have a better job in the future, meaning they do not still do the old job of their parents and instead go to and live in the city. Pupils also want to get access to the university. There are also no ethnic differences in the reasons, which means those reasons could be regarded as consensus in both villages.

In addition, the parents' attitudes towards school education and the reasons for them are surprisingly the same. Although the parents in Utoprague and Karasu villages are from different ethnic minorities, have different cultures, and speak different languages, their attitudes towards school education are the same. The

majority of parents think that school education is extremely important, because school education is the best and almost the only way to learn knowledge, to give their children a better life in the future, to enable their children to get access to university, get a good job, and finally change their destiny. There are no ethnic differences in the attitude and reasons of parents in the two villages.

The production and lifestyles of ethnic minorities are mostly primitive farming and herding in the traditional way. If the culture of the ethnic minorities influences the attitudes, the students should not be too interested in school education because the knowledge taught in school is far from what is actually needed in life. And if the culture has a deep impact on the students, it will inevitably influence their choice of future career and their view of their future life. In short, Uygur students should want to continue farming in the future, Kazak and Mongolian students should mostly want to continue herding, and Hui students should want to inherit their parents' ramen shop or farm in the future; they should not be interested in university and should not aspire to a life outside the village. However, the attitude of the students towards school education now is the exact opposite of the theoretical assumption. And this assumption does not fit the findings of the research.

As well as the students being influenced by the culture of their ethnic minorities, the parents are influenced even more deeply by the culture of their ethnic minorities. If the culture influences the parents' attitude to school education and their view of the future for their children, the parents should not value school education either. After all, school education just teach a few culture of their ethnic minorities and the knowledge taught is very different from that needed for life. And parents should want their children, too, to inherit their work and continue farming or herding. But parents in both villages, of whatever ethnicity, say that they just have a limited school education, know very little, and have very limited skills, and therefore they are not able to do much work, live a hard life, and earn very little money. They truly hope that their children could have a better life in the future instead of still doing the old

jobs.

Therefore, the explanation of cultural diversity and ethnic minorities does not correspond to reality. The practical considerations are the reason that parents and students make their choices, and similar realities will lead people to make similar or even the same choices. A more plausible explanation is that the parents and students in the villages are faced with similar realities and therefore will have similar opinions. In Utoprague, students and parents, regardless of culture and ethnic minorities, are basically in a similar situation and face similar or even the same questions: do they want to stay in the village, or do they want to move outside the village? Do students want to stay in their fathers' jobs, or do they want to study hard and to get a new job? In Karasu village, villagers have settled and also face up to similar questions regardless of culture and ethnic minorities: do they want to stay in the village or do they want to move outside the village? Do students want to continue with the work of their fathers, or do they want to study hard to get a new job? As we are all in a very similar situation, nine years of education, including junior and primary school, is a definite option for any student from ethnic minorities. No matter what ethnic minorities the villagers are from, more school education and more knowledge are necessary if one wants to have more opportunities in the future. People make the choices based on reality, instead of the culture or identity of an ethnic minority.

7.5. Values of Rural Education

Due to the modernization and the construction of infrastructure, the village has been opened. Villagers can easily know what is happening outside through smartphones and the Internet. It is not difficult for villagers to go to the city if they do not want to live in the village. For scholars, what kind of value rural schools should hold with the modernized and urbanized village is always the focus of the debate.

As regards rural schools and rural education, many scholars continue to believe that

rural education should reflect the culture and values of the village. Specifically, rural education should serve the village, and rural schools should enable rural students to love the village and to stay and construct the village. Xue argues that urbanization or modernization is something that rural education cannot refuse; rural education must hold the responsibility of the culture of the village (2022). According to Zhou and Xu, a large number of rural schools are very detached from the culture of the village and are only in the village in a geographical sense. This is reflected in the urbanized orientation in the curriculum and textbooks, which is all about urban life. Rural schools lack the heritage of cultural knowledge and rural values. As a result, rural students are educated and want to leave farming and the villages (2021). Xu argues that the rural school curriculum must develop and regenerate its content, including rural culture. For example, the curriculum of rural schools should include a curriculum system that reflects the culture of villages based on the curriculum of the country (2021). According to Chen and Liu, rural school curricula do not inherit rural culture and support rural development. Therefore, it is important to promote the inheritance of local culture in rural areas, guide rural students to love their hometowns, and abandon the concept that farming is inferior (2011).

The training of rural teachers should also be based on the culture and values and knowledge from the village. According to Chen Wensheng and Li Jun, the training for the rural teachers is city oriented according to the values of industrialization and urbanization instead of the value and content of the village (Chen & Li, 2021). Therefore, in the training of rural teachers, it is important to promote teachers' understanding of rural society and their identification with the village and rural schools, so that they can like the status of rural teachers and adapt to the rural environment to root in rural education (Zhang & Cheng, 2011). Peng and Huang argue that the training of rural teachers must be localized, specifically in terms of the content of training and the way they are trained (2021). Cao and Zhang similarly argue that the special qualities of rural teachers in rural areas require "localized" training. And that includes building goals of the local curriculum system, integrating

local culture into the curriculum, enriching resources of the local curriculum, expanding local practice, and carrying out local practice and activities (2022).

In short, modernization has had an impact on the rural culture, which has led to an urban orientation in the curriculum in rural schools and the training of rural teachers. When rural students have been educated, they will aspire to the city and despise the village. Therefore, rural schools must train people according to the realities of the village. Rural students should learn about rural curricula. The teacher training should be designed and conducted according to the realities and culture of the village (Zhu & Du, 2022).

Therefore, we would like to know what the students think about the village. Do they want to leave the village to work and live in the outside world in the future? Why do they want to leave, or not leave, the village in the future? We also designed the questions in the questionnaire for primary school students in the village and got interesting answers.

7.5.1. Utoprague Village Central Primary School.

The results of the survey for the pupils of the central primary school in Utoprague village and the central primary school in Karasu village were interesting.

Table 71

The Willingness for Leaving the Village of Pupils of Utoprague Village Central Primary School

Categories	Files (Number of People)	References
Hope	167	167
Not Hope	31	31
Uncertainty	4	4

Most of the pupils at the central primary school in Utoprague village hope they can leave the village and live outside in the future.

Table 72

Reasons for the Willingness for Leaving the Village of Pupils of Utoprague Village Central Primary School

Codes	Files (Number of People)	References
Broaden Horizons of Outside World	63	63
For a Better Life in the Future	39	39
For a Better Job in the Future	23	23
To Be Able to Study More Knowledge	15	15
Make More Money	5	5
More Opportunities from the Outside	3	3
Parental Expectations	3	3
For Better Education of Next Generation	2	2
Yearning for City Life	2	2
Achieving the Dream	1	1

As for the reasons for leaving the village, the students first felt that leaving the village would open their eyes.

Code: Broaden Horizons of Outside World

A student from Year 5 Class 2 of Utoprague Village Central School:

I want to leave the village because I would love to see the city outside.

A student from Year 5 Class 2 of Utoprague Village Central School:

I want to leave the village because I cannot stay in the village all the time, I want to see the world.

Secondly, the students believe that there would be a better life away from the village.

Code: For a Better Life in the Future

A student from Grade 5 Class 3 of Utoprague Village Central Primary School:

I want to leave the village because there would be more opportunities outside and things would be better in the city.

A student from Grade 6 Class 2 of Utoprague Village Central Primary School:

I want to leave the village and live outside because the city would be freer.

The ability to find a better job and earn more money is also a reason for students to want to leave the village.

Code: For a Better Job in the Future

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:

I want to leave the village because the wages in the city are higher and life outside would be better.

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:

I want to leave the village because I could have a better job and life when I go to the city.

The primary school students' reasons for wanting to leave the village also include: to be able to study more knowledge; earn more money; more development prospects; the parents' expectations; for their own children's education; the aspiration for city life; and to fulfil their ambitions.

Code: To Be Able to Study More Knowledge

A student from Grade 5 Class 3 of Utoprague Village Central Primary School:

I want to leave the village because there is so much knowledge to learn outside.

A student from Grade 5 Class 3 of Utoprague Village Central Primary School:

I want to leave the village because there are more opportunities to learn.

Code: Make More Money

A student from Year 5 Class 1 of Utoprague Village Central School:

I want to leave the village because I can earn a lot of money.

Code: More Opportunities from the Outside

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:

I want to leave the village because I would develop outside.

Code: Parental Expectations

A student from Grade 6 Class 3 of Utoprague Village Central Primary School:

I want to leave the village because that is my parents' expectation.

Code: For Better Education of Next Generation

A student from Grade 6 Class 1 of Utoprague Village Central Primary School:

I want to leave the village because I want my future sons and daughters to go to a better school.

Code: Yearning for City Life

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:

I want to leave the village because I will have the opportunity to live in the city if I work hard.

Code: Achieving the Dream

A student from Grade 5 Class 2 of Utoprague Village Central Primary School:

I want to leave the village because going to the city would enable me to fulfil my dream.

Table 73

Reasons for the Willingness of Pupils of Utoprague Village Central Primary School not to Leave the Village

Codes	Files (Number of People)	References
Care about Family	14	14
A Sense of the Village	13	13

Apart from the majority of students who wish to leave the village, there is a small number of students who do not want to leave the village. The main reasons for this are the desire to spend time with their families and having a sense of the village.

Code: Care about Family

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:

I don't want to leave the village because I don't want to leave my family.

A student from Grade 5 Class 1 of Utoprague Village Central Primary School:

I don't want to leave the village because I want to stay close to my mum and dad.

Code: A Sense of the Village

A student from Grade 6 Class 1 of Utoprague Village Central Primary School:

I don't want to leave the village because it is the home where I grew up.

A student from Grade 6 Class 2 of Utoprague Village Central Primary School:
I don't want to leave the village because my home is in the village.

7.5.2. Karasu Village Central School.

Table 74

The Willingness of Pupils of Karasu Village Central School to Leave the Village

Categories	Files (Number of People)	References
Hope	158	158
Not Hope	10	10

A survey of students at the central school in Karasu village also showed that the vast majority of students would like to leave their village in the future.

Table 75

Reasons for the Willingness of Pupils of Karasu Village Central School to Leave the Village

Codes	Files (Number of People)	References
Broaden Horizons of Outside World	64	64
Yearning for City Life	38	38
Improving the Lives of Parents	29	29
A Better Personal Future	13	13
To Be Able to Study More Knowledge	8	8
Making Improvement for the Village	6	6

As for the reasons for leaving the village, the students first think that leaving the village would open their eyes.

Code: Broaden Horizons of Outside World

A student from Grade 6 Class 3 of Karasu Village Central School:

I want to leave the village because I want to live in the city, to open my eyes and see the outside world.

A student from Grade 6 Class 1 of Karasu Village Central School:

I want to leave the village because the world is so big, why can't we go and live in a better place? I want to see the world outside instead of being a frog in a well.

A student from Grade 6 Class 1 of Karasu Village Central School:

I want to leave the village because there are so many things that I don't have. Even though the air here is better than in the city, the city has many things we haven't seen. If I spent all my life in the village, how meaningless it would be. And there are still many good things I don't know about the outside world.

Secondly, students aspire to city life.

Code: Yearning for City Life

A student from Grade 6 Class 1 of Karasu Village Central School:

I want to leave the village, go out into the world, and live in the city. The city is very big and I would like to go to the city to work.

A student from Grade 6 Class 4 of Karasu Village Central School:

I want to leave the village because I could live in the big city, meet new things, see new sights, eat food from around the world, travel, go on picnics, buy clothes, and get a house.

The third main reason is that the outside world can improve the lives of parents.

Code: Improving the Lives of Parents

A student from Grade 5 Class 1 of Karasu Village Central School:

I want to leave the village because I wanted to buy a house in the city and live with my mum and dad.

A student from Grade 6 Class 2 of Karasu Village Central School:

I want to leave the village and go outside, live in the city because I want to take my family with me and go to many places, open my eyes.

A student from Grade 6 Class 5 of Karasu Village Central School:

I want to leave the village and bring my parents with me to live in the city, because they have worked hard for the first half of their lives and I want them to have a good life in the city for the rest of their lives.

Other reasons include a better personal future, the possibility of learning more, and a change of hometown.

Code: A Better Personal Future

A student from Grade 6 Class 3 of Karasu Village Central School:

I wanted to leave the village because there were more opportunities in the village and I wanted to go out to experience more and have a better personal future.

A student from Grade 6 Class 4 of Karasu Village Central School:

I want to leave the village when I grow up and go to the city, because I want to be a doctor in the best hospital, attacking hard diseases, and treating and helping patients.

A student from Grade 6 Class 1 of Karasu Village Central School:

I want to leave the village because going outside would allow me to experience more, see more new things, and have a better future.

Code: To Be Able to Study More Knowledge

A student in Grade 5 Class 1 at Karasu Village Central School:.

I want to leave the village because I don't want to stay here. I want to go to the city to learn more knowledge.

A student from Grade 6 Class 1 of Karasu Village Central School:

I want to leave the village because it would give me more insight and knowledge.

Code: Making Improvement for the Village

A student from Grade 6 Class 1 of Karasu Village Central School:

I want to leave the village and go to the big city on my own to learn skills and then return to improve my hometown.

A student from Grade 5 Class 3 of Karasu Village Central School:

I want to leave the village because I could go to the city and earn a lot of money. After that, I will come back and make the village look like a city.

Table 76

Reasons for the Willingness of Pupils of Karasu Village Central School not to Leave the Village

Codes	Files (Number of People)	References
A Sense of the Village	7	7
Care about Family	3	3

Apart from the majority of students, there is a small group of students who do not want to leave the village. And the main reason is the love of their hometown.

Code: A Sense of the Village

A student from Grade 6 Class 1 of Karasu Village Central School:

I don't want to leave the village because my family lives here.

A student from Grade 6 Class 1 of Karasu Village Central School:

I don't want to leave the village because we have lived on this land for generations.

A student from Grade 6 Class 2 of Karasu Village Central School:

I don't want to leave the village because if many people lived in the city, there would be no one left in the village and no one would come back, so I don't want to.

Secondly, the children want to stay with their parents in the future.

Code: Care about Family

A student from Grade 6 Class 1 of Karasu Village Central School:

I don't want to leave the village. If I stayed in the village I would be able to take care of my parents better.

A student from Grade 6 Class 4 of Karasu Village Central School:

I don't want to leave the village, as I want to live in the village with my parents.

The desire to leave the village is very strong among the primary school pupils of Utoprague and Karasu villages, most of whom want to live outside in the future. Comparing the reasons given by the pupils of Utoprague and Karasu, the first thing they all want is to be able to go outside and expand their horizons in the future. Other reasons include a better life, a good job, learning more knowledge, aspiring to city life, improving their parents' lives, and a better personal future. In brief, the village is a small and simple place, and the students believe that when they get out of the village and go to the city, they will have a better life and a better job, learn more knowledge, and have the ability to improve their parents' lives in the future. Of

course, there is a small percentage of primary school students who still want to stay and live in the village, and the reasons for this are, on the one hand, the desire to take care of their parents and, on the other hand, the sense of their hometown.

Although our respondents were only primary school students, they had very clear ideas about this issue. Many scholars think the attitude of leaving villages was taught by rural schools. However, this is unsubstantiated. In the village, parents would also tell their children that the city is better than a village and you should study hard and go to the city in the future. Students could also see the world outside of villages via the Internet. Moreover, parents and students could go to the cities or have a trip to touch the world and broaden their horizons. Therefore, the influence of the school on the students is partial rather than full. It would be counterproductive in reality to emphasize that changes in schools alone will change students' views.

Many scholars have a deep obsession with rural culture, values, and knowledge. However, I am always confused about that. Firstly, no clear definition of the concepts is given. This makes all three concepts difficult to understand. What is rural culture? What are rural values? And what is rural knowledge? Without clear definitions and criteria, there is no way to understand either rural culture, values, or knowledge. Secondly, the rural culture, values, and knowledge are mostly derived from the past, when the kind of production and lifestyle had not changed. Nowadays, the kind of production and lifestyle in many villages has changed radically. As we saw in this investigation, farming is now done by machines and does not require many people to work in the fields. Even grazing is only done by specialized people instead of herders. Now, what are the rural culture, values, and knowledge in such a situation?

Take the example of rural knowledge: when a primary school teacher in the village is teaching a mathematics lesson, is the knowledge of mathematics rural knowledge or urban knowledge? If the knowledge of mathematics is rural knowledge, does it mean that the knowledge of mathematics is not urban knowledge and that people who live

in the city do not use mathematics? And since machines are already being used to grow cotton in Utoprague village, does that mean that knowledge of manipulating large machines and pesticides with drones could already be counted as rural knowledge?

In terms of the value of the village, many scholars argue that education in the village should be for the village. Specifically, rural education should have different goals in terms of the value of the village, and many scholars argue that education in the village should be for the village. Specifically, rural education should have different goals with the corresponding curriculum, and make the children love villages. Logically, if rural education is valid, then there should be a counterpart to urban education, with the urban objectives and accompanying urban curriculum making sure the urban students will love cities. If the argument for rural education is valid, then the argument for urban education is also valid. If rural education should be based on rural realities, urban education should be based on urban realities. If school education is designed based on rural realities, then the educational system will be very complicated. There are 55 ethnic minorities in China, and most of them live in villages and have different cultures and production and lifestyle. So how should school education be designed? And the reality of the village is not static, nor is the rural culture. In a village, when the kind of production and lifestyle has changed radically, are the values of the village still the same as in the past?

Many scholars believe that the failure of school education lies in making students despise the villages, which is the main reason that students leave the villages. Moreover, many scholars would make the criticism and argue that city-oriented schooling causes the leaving attitude. According to the questionnaire, students hope to leave the village, briefly speaking, for a good life and development in the future, which means they will leave the village no matter whether they love it or not.

In reality, the village has experienced modernization and a change in production and

lifestyle. As the barriers between the city and the village have been broken down, a considerable number of people from the village will inevitably go to work and live in the city. If the village develops well, there will also be people from the city who go to the village. If students from the village go to live in the city afterward, they will naturally become city people. Therefore, the place should not be deliberately concerned. Something more important is whether the students have received the same quality of school education as in the city. To be accurate, a better expression is the education and schools in the villages rather than the education and schools of the villages.

And indeed, in the document "Outline of Basic Education Curriculum Reform (for Trial Implementation)" issued by the Ministry of Education of China, it is clearly stated what needs to be offered in the primary and junior high schools of the nine-year compulsory education. The school level is dominated by an integrated curriculum. The lower primary school level sets character and life, Chinese, mathematics, physical education, and art (or music and art); the middle and upper primary school level sets character and society, Chinese, mathematics, science, foreign language, integrated practical activities, physical education, and art (or music and art). The junior middle school stage sets up the curriculum with a combination of subject division and integration, mainly including morality, Chinese, mathematics, foreign language, science (or physics, chemistry, biology), history and society (or history, geography), physical education and health, art (or music, art), and integrated practical activities (Ministry of Education of the People's Republic of China, 2001).

There are very clear regulations for the provision of educational courses in primary education. These regulations are designed for the primary level and there is no objective or curriculum design for rural education. The term "rural education" is therefore inaccurate, as there are no school education objectives for rural education and the curriculum is designed for the primary level and not for the village. It would be more accurate to say that education and schools are in the village as the

objectives and values are the same. Because education takes place in the village, there would be many specific issues to be dealt with.

Since the villages are developing and, in reality, the village and the city have not been in a state of separation from each other, it is not necessary to stress that rural education has to serve the economic and social development of the village with special educational content and goals. This is because children from the village are likely to work and live in the city in the future, and the urban students can also get a job in the village. The objectives and content of education in the village should be more concerned with human development in general instead of the development of rural people (Liu, 2021). When the village becomes a place where people can have a good life and develop themselves, an increasing number of people will naturally live there. The value of people should be higher than the value of the village, and the life and development of people should not be limited by the village.

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9. Appendix: Interview Outline, and Questionnaire

9.1. Interview Outline For Principals

For Principals

Demographic Information

Age	
Gender	
Ethnic Group	
Education level	

Information of Rural School

Village	
Total Number of Teachers	
Total Number of Students	
Number of Grades	
Number of Teachers Per Grade	
Average Number of Students Per Class	
Subjects and Course	

Interview Questions:

Modernization of Villages

1. What is the modernization of the Village embodied? For example: changes in production and lifestyles, and improvement of infrastructure.
2. What was the way of production and lifestyle in the village?
3. What was the education in the village like? The hardware condition of rural schools, the general education level and the content of education.
4. Had villagers accepted school education in the past? Why?

5. What were the villagers' needs for school education in the past? If the villagers can not learn the knowledge and skill in school, where will they study?

6. Is the education level of villagers improved now?

Rural School

1. What measures have been taken to ensure that the rural students can receive a school education? For example, the Chinese has been taught in kindergartens; the improvement of school's hardware and software.

2. What measures are effective and what problems should be solved now?

3. What measures are not effective and why?

4. What are the problems of rural schools now?

5. From your point of view, what are the problems of teachers in rural areas? For example the quantity and quality of teachers. Why is this problem? How to solve those problems?

About Students

1. what is the attitude of rural students toward school? And why?

2. From your perspective, if students hold a negative attitude towards rural school education and do not accept school education, what do you think is the reason?

About Parents

1. Do parents in the village accept school education and support their children to go to rural schools? Why?

2. If the parents in the village have a negative attitude towards the education of rural schools, what are the reasons?

3. What is the parents' understanding of school education?

4. What are the demands of parents for school education?

Verification

1. Do you think the changes in production and lifestyles of the village affect the attitude of students and parents towards rural schools?

9.2. Interview Outline For Teachers

For Teachers

Demographic Information

Age	
Ethnic Group	
Gender	
Subjects Taught	
Grade Taught	
Education Level	
The Number of Classes with Responsibility	

Interview Questions:

Modernization of Villages

1. What is the specific embodiment of rural modernization?
2. Has the modernization of rural areas affected the attitude and understanding of rural students and parents towards school education?
3. What was the production and lifestyle in the past village?
4. What was the school education in the village like in the past?
5. Did villagers accept school education in the past? Why?
6. What were the villagers' demands and needs for school education in the past? If villagers cannot learn what they need in school, where will they go to learn?
7. Has the education level of the villagers improved now?

Work of Teachers

1. What are your difficulties in working with students?
2. From your point of view, why do rural children have those problems?

Rural School

1. What is the main goal of rural school education?
2. What methods have been taken to ensure that the students can receive a good

school education?

3. What measures are effective and what problems should be solved?
4. What measures are not effective and why?
5. From your point of view, what are teachers' difficulties in rural areas? Why?
6. From your point of view, what is the direction for the development of rural school education in the future? Why?

For Students

1. From your point of view, what is the attitude of rural students to schooling ? Why ?
2. If students have a negative attitude towards rural school education, what are the reasons?
3. From your point of view, what are the needs of rural students for school education? Specifically, what kind of knowledge and skills do rural students want to learn? Why?

For Parents

1. Do rural parents accept school education and support their children to go to rural schools? Why?
2. If the parents have a negative attitude towards the rural school education, what are the reasons?
3. What is parents' understanding of school education?
4. What are parents' needs, such as the knowledge and skills, for school education?

Verification

1. Do you think that the modernization and changes in production and lifestyles of villages affect the attitude of students and parents towards schooling? Why?

9.3. Interview Outline For Parents

For Parents

Demographic Information

Age	
Ethnic Group	
Gender	
Education Level	
Occupation	

Questions of the Interview:

Modernization of Villages

1. For you, what is the specific embodiment of rural modernization?
2. Has the modernization of rural areas affected the attitude and understanding of rural students and parents towards school education?
3. What were the production and lifestyles in the past village?
4. When you went to school, what was the schooling in the village like in the past?
5. In the past, did villagers accept school education? Why?
6. what were the villagers' demands and needs for school education in the past? If villagers cannot learn what they need in school, where will they go to learn?

About the Parents

1. Do you accept school education and support your children to go to rural schools? Why?
2. Why do some parents have a negative attitude towards school education?
3. What is parents' understanding of school education?
3. What are parents' needs for school education?
4. What kind of knowledge and skills you want your children to acquire in school?

Verification

Do you think that the modernization and the changes in production and lifestyles of villages affect the attitude of students and parents?

9.4. Student Questionnaire

Student Questionnaire

Hello!

This questionnaire is anonymous. The results of the survey are only for academic purposes and will not have any impact on you. Please rest assured to answer. There are 8 open-ended questions in the questionnaire. You only need to answer them according to your real ideas and thinking. There is no correct answer to the questions. We solemnly promise that all the Information you fill in will be kept confidential and will not be transmitted.

1. Basic Information

Your age is _____ years old;

Your gender is _____;

You are now a _____ grade student;

Your ethnic group is _____;

1. Questions:

1. Do you like school? Why?
2. Do you think schooling and study are important to you? Why?
3. Do you want to continue your schooling after graduating from junior high school? Why?
4. Do you want to attend university in the future? Why?
5. What do you want to do in the future? For example, being a teacher, a doctor, a farmer, etc. why?
6. Do you want to leave the village and live in the city when you grow up? Why?
7. Do your parents support you to go to school now? Why?
8. Do your parents support you to continue your schooling after graduating from junior high school? Why?

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