

A Survey on the Educational Benefits of Compulsory Education in B Land of Tibet

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Abstract

The outcome of education includes students' academic achievement and social adaptability. In order to explore the current situation and factors of outcome of education in the compulsory education stage of Tibetan agricultural and pastoral areas, junior high school students from 5 counties of B agricultural and pastoral areas are selected as survey objects. A research method combining questionnaires and interviews was conducted to investigate. The study found that: the local curriculum resources are estranged from the students' life experience, the difficulty of understanding the teaching language and the rigid management mode are the reasons for the low outcome of education in the agricultural and pastoral areas.

Key words: Tibet farming and pastoral area; Compulsory education; Outcome of education

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1. THE PUTTING FORWARD OF THIS PROBLEM

Tibet is an area dominated by agriculture and animal husbandry. The development of farming and pastoral areas

is related to the development of Tibet as a whole, so the development of farming and pastoral areas is the focus and core of the development of Tibet. Education development is an important part of the development of agricultural and pastoral areas. It is not only the internal driving force for the social development of agricultural and pastoral areas, but also an important force for inheriting the spirit of national culture and improving the quality of workers in minority area. Due to the backwardness of economic development in Tibet, the per capita income of farmers and herdsmen is not high. In order to solve the difficulties of children of farmers and herdsmen going to school, the government implemented a "three exempting policy"(exempting eating, accommodation, and tuition fees) in Tibetan farming and pastoral areas in 1985. In addition to exempting tuition and accommodation fees for each school year, the government also grants scholarships for student each academic year, and raises the funding standard year by year. At present, Tibet's compulsory education has made great achievements, and the focus of education has shifted from the popularization stage to the education quality stage. What is the status of outcome of education in the compulsory education stage in Tibet? What are the influencing factors? This study analyzes the teaching quality of compulsory education in the B agricultural and pastoral areas, understands the current situation of compulsory education outcome, analyzes the causes of problems, and proposes corresponding countermeasures.

2. RESEARCH METHODS

This study uses a questionnaire survey method, combined with interview methods, field observation methods and other research methods. On the basis of consulting relevant literature, the questionnaires of students and teachers were compiled as survey tools. Taking the class as the unit, random sampling methods were used to choose students for investigation. A total of 550 questionnaires

were handed out and 550 were returned. The returning rate was 100%, of which 505 were valid questionnaires, and the effective rate of the questionnaire was 91.8%. A total of 532 questionnaires for teachers (randomly drawn) were handed out in the sample schools, and 532 were returned. The returning rate was 100%, of which 530 were valid questionnaires, and the effective rate of the questionnaire was 99.62%.

At the same time, an interview outline for students and teachers in the compulsory education stage of agricultural and pastoral areas was designed. The interviews were designed combining structured interviews and semi-structured interviews. Based on the proposed interview outline, the semi-open interviews was conducted in accordance with it.

Table 1
Comparison of Passing Rates of Senior High School Entrance Examination in the B Area in the 2015-2017 (Unit: %)

Year	Chemistry Passing rate	English Passing rate	Political Passing rate	Mandarin Passing rate	Mathematics Passing rate	Physical Passing rate	Tibetan Passing rate
2015	6.36%	3.52%	20.24%	13.88%	8.39%	4.09%	21.54%
2016	5.07%	3.51%	16.43%	7.78%	4.70%	1.91%	13.95%
2017	7.12%	3.84%	25.87%	25.04%	6.85%	10.29%	22.86%

Source: B agricultural and pastoral area middle schools.

It can be seen from Table 1 that the average scores and overall level of the subjects of Mandarin, Tibetan, mathematics, chemistry and physics in the three-year examinations were at a low level, and the pass rate of each subject was the less than 30%. It is indicated that the scores of single subjects and the pass rate of junior high school graduation results in the B agricultural and pastoral areas were quite low.

3.2 Weak Ability to Adapt to Modern Society

Under the background of globalization, the transformation of Tibetan farming and pastoral areas from traditional society to modern society is inevitable. People living in traditional societies in farming and pastoral areas must adapt to modern social life, which requires them to rely on school education. School is a specialized institution that has a planned, organized, and purposeful transfer of certain social norms and knowledge and skills, so as to cultivate the students' ability to adapt to the society. However, from the above statistics, the pass rate and the rate of enrollment of junior high school graduates in B agricultural and pastoral areas were quite low, and most of the students have failed to reach the level of knowledge prescribed by the school. If the test scores can detect and reflect whether the students can reach the level of the junior high school, then the literacy, comprehension and oral expression skills in daily life and the comprehensive ability to use modern knowledge can reflect the students' ability to adapt to modern society.

In the interviews, most of the parents reported that most of the students who graduated from junior high school did not know the instructions for pesticides and

3. THE STATUS QUO OF EDUCATION OUTCOME IN B AGRICULTURAL AND PASTORAL AREAS

3.1 Students Have Low Academic Performance

“Educational qualities indicators tend to focus on the measurement of teaching outcomes, and researchers often take measurements on student performance as the measurement of the quality of education”. The academic performance referred to in this study was the various test scores obtained by students in the school. Academic achievement is one of the criteria for school to assess students, and is also a topic of concern for parents, schools, and society as a whole.

electrical appliances, and were incapable of accounting when shopping in the county. In a family of farmers and herdsman, the parent of the family complained that he had a son who was in the first year of junior high school, who don't know how to do even a simple calculation. When a trader bought Cordyceps from them, at the price of 65 yuan each, he did not know how much it would be if the trader bought 35 pieces. He also reported his neighbor's child, who dropped out of junior high school to work in Lhasa, Tibet, couldn't read the name of the bus station and would get lost when he took buses. In another middle school interview, a middle school Chinese teacher said that some students were illiterate, and some students even wrote their own names incompletely. When were asked to fill out the questionnaire, more than half of the students of the first, second, and third grades of a C county middle school could not read the text of the questionnaire completely. Even if they could finish reading, they could not understand the meaning. The questionnaire could only be completed with the assistance of a bilingual teacher. Among them, the first-year students could hardly communicate with the researcher in Chinese.

4. REASONS FOR LOW EDUCATION OUTCOME IN B AGRICULTURAL AND PASTORAL AREAS

4.1 The Content of the Course Is Disagree With the Life Experience of Students

If “the content of the course meets the needs of the students, and the teachers and students believe that the knowledge of the course content is related to their cultural

situation, the relationship between the school and the community will be closer.” For minority area, modern school education is an ex-plant education. “The purpose of education is to train and select the talents that meet the requirements of modern country and social development, and the country’s pursuit of modernization is concentrated in urban development which is characterized by industrialization.” At present, the textbooks used in the B pastoral areas are basically based on the experience of urban life in the better developed cities, and the contents are based on the knowledge systems and value orientations with urban background.

In a survey, a teacher said: In the Chinese class, the background of many ancient poems and songs and modern poetry is not in harmony with the pastoral areas here. The students have great difficulty in understanding them. For example, we are surrounded with green grasslands and flocks of cattle and sheep, so it is almost impossible to let the students to imagine what kind of scenery it is in Zhu Ziqing’s “Moonlight over the Lotus Pond”. Almost all of the students here were from pastoral areas. Even in the county towns, the “crossroads” traffic lights were rarely seen, so it was difficult for students to understand the reason why they should stop at the red light and walk when it turns green.

4.2 Teaching Language Affects Students’ Learning Effect

Some scholars have explored cultural differences in schools through the aspect of differences in social language in them. They believe that “the reason why minority students appear to be low-educated is because family life language is different from school teaching language and the differences in communicating language between teachers and students”. According to the statistical record, 46.7% of the paternal parents did not speak Chinese, and 63.9% of the maternal parents did not speak Chinese (see Table 2). The Chinese language was generally spoke by farmers and herdsmen who are close to the town and have the experience of going out to work, but the daily language of the family was mostly Tibetan.

Table 2
Parental Chinese Speaking

	Father speaking Chinese		Mother speaking Chinese		
	Frequency	Percentage	Frequency	Percentage	
Fluency	Very fluent	12	2.4	6	1.2
	Fluent	41	8.1	18	3.6
	Normal	200	39.6	144	28.5
	Can’t speak	195	38.6	238	47.1
	Totally incapable	41	8.13	85	16.8
	Total	489	96.8	491	97.2
Missing System	16	3.2	14	2.8	
Total	505	100.0	505	100.0	

The survey in a middle school in A County found that most of the students had nothing to do in class. After class, researchers found that they didn’t understand the class very well, so the classes were very difficult for them to understand. 90% of these students come from farming and pastoral areas. They usually communicate through Tibetan language and do not speak Chinese. Even if they graduate from junior high school, they can’t speak Chinese fluently. Therefore, teaching in Chinese makes them feel very difficult to learn (see Table 3). “The key of letting students understand the teaching, and then internalize it as the students’ own understanding of knowledge is the teacher’s teaching language, which is a prerequisite for the success of teaching.”

Table 3
Chinese Listening Level of the Students

	Frequency	Percentage	Efficiency percentage	
Fluency	Fully understandable	45	8.9	8.9
	Understandable	216	42.8	42.8
	Partially understandable	207	41.0	41.0
	Can’t understand	216	42.8	42.8
	Totally can’t understand	2	.43	.4
	Total	478	94.7	
Missing System	27	5.3		
Total	505	100.0		

4.3 The Negative Impact of the School Management Model

Due to the vast territory with a sparse population in the farming and pastoral areas, the government has invested heavily in the construction of many boarding schools in the Tibetan farming and pastoral areas to meet the education requirement of school-age children. Therefore, the schools in the farming and pastoral areas are almost all boarding schools, and the school’s management model also fully reflects the characteristics of boarding schools.

First of all, this management model inhibits students’ enthusiasm for learning. Middle school students are mostly around 14 years old, with poor independent living ability, and have strong dependence on parents and families. School teachers play the role of parents of these students and take care of their daily lives. Even so, these lower grade students still miss their parents. In the interview, when students answering the question “what is the most annoying thing in school,” most of the students’ responses were strikingly consistent: Homesick, missing mom and dad. In the interview, it could often see that tears rose in the eyes of the children when they mentioned their parents. Since most students were far away from home, the farthest student took about two days to ride to school by horse; the students generally do not go home. The school implements a no-holiday system and conducts closed management. The principals, teachers, and students

do not have weekends. Nearly 70% of students could not adapt to the school management model. Students' inability to adapt to the school management model will ultimately affect their learning mood and learning outcomes.

Second, this management model inhibits the teaching input of teachers. In the interview, it was found that the reason for many teachers choosing this profession in the first place, was to earn a living and to get a stable job. Nevertheless, there was no shortage of teachers who love this profession and who had come from a great distance to this mysterious land. Since they stepped onto this podium, they all regarded this profession as a conscience project. They hope that they could do their best for the students here at school. However, the working environment and its lack of humane management have dispelled their enthusiasm for work, and they are unable to work happily.

An old teacher (male, Tibetan, 55 years old) who had worked in grassroots education for more than 30 years had very heavy educational tasks. He rarely went home to take care of his parents. When his father died, he was unable to take time off due to school tasks to go home, he shed tears when he mentioned this. He said that he could understand the school, because no one had time to help him with the class. Everyone's teaching tasks were very heavy. Every teacher had to take care of the daily life of these students in addition to class. Later, he only could go to the temple on Saturdays and Sundays to recite the scriptures and release souls from purgatory for his father, hoping to make up for the filial piety as a son. "How can these emotions not affect the class? Without a good mood, you can't put your heart into anything."

5. THE IMPROVEMENT OF SECONDARY SCHOOL EDUCATION OUTCOME IN B AGRICULTURAL AND PASTORAL AREAS

5.1 School-Based Curriculum Resource Development

The Tibetan people have created a splendid national culture and rich cultural heritage in literature, music, dance, painting, sculpture, architecture, and Tibetan medicine. It is feasible to encourage and support schools to develop school-based curriculum with diverse contents, flexible settings, and distinctive curriculum according to natural conditions, customs, and educational environment to meet the diverse needs of students' development, so as to give full play to students' individuality and specialty, and to improve students' overall quality. At the same time, it is also necessary to cultivate, exercise and improve teachers' research awareness and ability, improve the level of school-based curriculum development, and promote curriculum reform. And as far as possible, the bilingual teaching model is needed taking the mother tongue as principal and supplemented by Chinese.

5.2 Practice of the Humanistic Education Management Model

The school management mode of farming and pastoral areas, whether for the boarding management of students or the management of teachers, is somewhat "hard" and lacks a human kindness. This makes it impossible for students and teachers to "take school as their home" and they have no sense of belonging to the school. Measures should be taken to mobilize the enthusiasm of teachers, and for teachers who teach in difficult conditions, their welfare and living conditions should be improved. Teachers are the core of education. Only when the teacher's heart is stabilized can the students be stabilized. It is also a must to reform the boarding school model to make sure that the primary and secondary school students could "go to the nearest school".

5.3 Reconstruction of the "Secondary Normal School" Mode of Teacher Training

In the past ten years, the graduates (secondary school teachers) from the B agricultural and pastoral area school are the backbones of the education industry in the region. These teachers are versatile and have certain teaching skills due to professional teacher education. They played a great role in basic education. In recent years, many graduates who have been assigned to education in the B agricultural and pastoral areas are high-graduate students with junior college degree or above, but in fact they have not received special teacher training, did not understand the students' psychology, so they are lack of teaching skills and teaching methods. Under such circumstances, it is necessary to rebuild the normal schools in the B agricultural and pastoral areas, and to train a group of qualified basic bilingual education workers who can survive in this area. Therefore, it is required to strengthen teachers' continuing education and training to avoid qualified academic qualifications but unqualified teaching standards.

5.4 Promoting Education Development With Economic Reform

Education is the basic industry in which the economy can continue to grow, and it is the main way of inheriting, transmitting and innovating knowledge. The development of the economy restricts the scale and speed of education development, the specifications and quality of personnel training, the curriculum and teaching content, and also affects the changes in educational structure, education system, teaching organization and teaching methods. Education is not only a consumer investment, but also a productive investment. In the agricultural and pastoral areas, while promoting education, it is necessary to improve the quality of education; It is imperative not only to pay attention to the investment in the quantity of education, but also to increase investment in the quality of education. However, in order to improve its investment in

education, it is requisite to vigorously carry out economic reforms and promote the development of education with economic reforms.

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