Research on Education Issues of Children of Urban Poor Families
Based on the Survey of Jinan City

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Abstract. Due to the transformation of China's social structure and the transformation of the economic system, China's unit-based welfare system disintegrated, and the corresponding social insurance mechanism was blank. A large number of laid-off workers and unemployed people appeared, resulting in a large number of urban poor. The living problem of the urban poverty is a worldwide problem. Under the concept of education changing destiny, children's access to good education is an opportunity for families to move upward and get rid of poverty. Therefore, the education of children from poor families is the top priority. The economic level of the family will affect the educational opportunities and education levels of their children, thereby restricting individuals' opportunities for better development, and the intergenerational transmission of poverty will therefore occur. Paying attention to the education of children in urban poor families is not only conducive to the improvement and resolution of their education, but also conducive to alleviating the widening gap between the rich and the poor in China's society and the aggravation of class divisions, maintaining social stability and promoting social equity.

Research Background and Research Methods

The Research Background

Since the 1990s, social transformation has had a huge impact on people's lives. Laid-off workers, unemployed, migrant workers, and migrant workers have formed the urban poor. With the acceleration of social transformation, the gap between rich and poor has also widened, and urban poverty has become increasingly prominent and has attracted widespread attention. With the increase in the number of urban poor, the total number of children in urban poor families in China is also increasing. Some scholars have used the data from the fifth census to calculate that there are between 4.2 million and 7.8 million urban poor children in China.[1] Due to the limitation of family economic conditions, the children of these poor families are more likely to face the risks of survival and development. Among these risks, the education of the children of the poor families is the core problem facing these poor families. Because the poverty of the family will weaken the education level of their children, reduce the opportunities for individuals to obtain development, and cause intergenerational transfer of poverty, and then transform the temporary poverty of the family into long-term poverty. Therefore, studying the education of children in urban poor families can provide new ideas for solving poverty, and is of great significance for maintaining social stability and promoting social equity.[2]
Research Methods

This article mainly uses qualitative research methods.

Literature collection and research were conducted around the two keywords of "urban poor families" and "children's education issues", and some Chinese and English documents were retrieved respectively. Collect literatures on sociology, pedagogy and demography through libraries, networks and other channels to obtain basic theoretical knowledge on the education issues of children from poor families, hoping to gain a deeper understanding of the status of low-income families and the poor families in cities in China. The latest research trends in children's education can be discovered and innovated on the basis of the predecessors.

The interview method collects information through direct face-to-face conversation between the researcher and the respondent. It has good flexibility and adaptability. It is a method often used by qualitative researchers to collect first-hand information. This article mainly uses the structured interview method. In order to be able to have a comprehensive and in-depth understanding of children's education in urban poor families, the interviews mainly include: children's education development status, children's education investment status, family life status issues. This study mainly used the in-depth interview data of 9 families in order to comprehensively analyze and understand the current situation and education problems of children in poor families, and translate the interview data to make it as scientific as possible.

Literature Review

In response to the emergence of new urban poverty and the gradual formation and improvement of corresponding assistance measures, the Chinese academic community has carried out relevant research on urban poverty since the second half of the 1990s. By the end of the 1990s, there had been a large number of Articles and monographs published. From the existing research, there are not many studies focusing on the education of urban poor families from an empirical perspective, but these studies also have a great inspiration for the development of this research.

With regard to the current situation of children’s education in urban poor families, some studies have focused on the analysis of the current status of education expenditure, education resources, and education policies. The research of Chen Xin and Yi Pingren found that the level of family education expenditure reflects the level of family education investment ability, the current educational opportunities of children of different family types, and the size of future development space and potential.[3] The disparity in family income levels has led to an uneven distribution of educational resources. The educational resources available to the children of poor families cannot meet the needs of their development, and educational inequality is more serious.[4] Ding Xiaohao conducted an empirical study on the status of urban residents’ family compulsory education burden using the National Bureau of Statistics’ Survey on the Basic Situation of Urban Households in the Study on the Differences of Urban Residents’ Compulsory Education Expenditure.[5] The conclusion that family income rises and falls and the compulsory education burden of low-income families is much higher than that of high-income families. Sun Ying of the China Youth University for Political Studies on the education and assistance of children from poor families in cities shows that the education status of children from poor families is significantly worse than that of ordinary families.[6] Zhou Xuelian and Yang Dehua mentioned in their analysis of the education of children from urban poor families that the children of urban poor families and the children of ordinary
families are unequal in terms of educational opportunities and access to educational resources.[7] In his research, Dang Chunyan also mentioned that the limited education resources are also tilting towards "key schools", which makes the school's teaching force vary greatly.[8] The emergence of the "school selection phenomenon" is actually closely related to the students' family income and other social resources. Due to the lack of family economic conditions or other social resources, they can only attend ordinary schools where the address is located.

In terms of countermeasures for the education problems of urban poor families, most of the research focuses on education support, education assistance, and education policies to propose solutions. Feng Xiaohang and Yu Dong proposed to scientifically and effectively provide educational support for urban poor children, optimize the educational resources of urban poor families, strengthen educational intervention and optimize their ecological environment. Zhou Xuelian also proposed in the article to improve the minimum living security system for urban residents to ensure that their children receive normal education.[7] At the same time, it is necessary to provide assistance to compulsory education of children from urban poor families and education at high school level. In addressing the education of children from poor families in cities, Xu Yan once proposed that the government should pay full attention to the education of children from poor families in terms of resource allocation and policy formulation, such as improving the minimum living security system and helping their parents achieve reemployment.[9] Li Mang also proposed to improve the education policy in solving the problems of the children of vulnerable groups. For example, a scholarship and scholarship system should be established to give the children of the vulnerable groups "slow", "reduce" and "exempt" according to their family difficulties Pay for tuition.[10] Relevant researchers have proposed that an innovative education and poverty alleviation mechanism should implement the "education voucher" system to ensure that children from poor families are admitted to school. Education vouchers are issued by the government to students (families) in equal amounts, which can only be used to offset tuition and miscellaneous fees. "Education vouchers" have been implemented in Zhejiang Province since the autumn of 2003.

Problems in the Education of Children From Urban Poor Families

Family refers to the social life unit formed by relatives based on marriage, blood relationship or adoption relationship. Education and raising children are one of the important functions of the family. A good and complete family education provides a strong guarantee for the healthy development of family members. At the same time, the family is also the earliest and most important place for personal socialization. The role of the family in the socialization of children is mainly reflected in the following aspects: cultivating children's good habits and self-care ability, personal safety education, life common sense education, and value norms.[11] Therefore, family structure, family relations, family atmosphere and upbringing methods, as well as family members' speech and manners, living habits, value orientation, etc., all have a subtle influence on personal development. Parents’ care and protection allow children to appreciate the positive role of human social feelings. Through parental guidance, they experience various emotions, children learn various life skills, and learn the correct way of understanding and responding to things in order to successfully enter and exit the socialization first. step. If children are not exposed to good family education from an early age, they will have an adverse impact on the development of their healthy personality. In this sense, family education is the foundation of all education. Early family education has a decisive influence on the growth of teenagers. Among the 9 impoverished families
interviewed in depth, their family education generally has problems, mainly manifested in insufficient education investment, weak parent-child interaction, lack of learning guidance, insufficient cultural life, and poor communication between home and school.[12]

**Insufficient Investment in Education**

With the continuous development of China's social economy, the public’s demand for education is also increasing, and the family’s investment in children’s education is increasing. The 2017 White Paper on China’s Family Education Consumption shows that Chinese families are very willing to spend money on education, and education expenditure accounts for more than 50% of annual household expenditure.[13] At the same time, with the widening income gap and the family’s pursuit of personalized and diversified education, the educational opportunities and educational resources enjoyed by students of different families on and off campus began to diverge. In addition to receiving formal school education, there are also various non-formal education such as tutoring classes, improvement classes, interest classes, etc., to strengthen and consolidate children’s learning or cultivate their interests and specialties.[14]

Poor households have lower incomes, and these shift fees are undoubtedly "extremely worse" for these families. The education expenditure of poor families is not small, but the income of families is much lower than that of rich families, so families are under great pressure.

In terms of investment in education, family investment in children's education includes not only financial investment, but also time investment. However, due to the low economic income and limited time of poor families, poor families have insufficient time investment in education.

Although poor families attach great importance to their children’s education, despite financial constraints, they will also provide children with education and do their best to report interest classes to their children. However, due to the low economic income of poor families, parents need to be busy with their livelihoods and work. It cannot guarantee the normal operation of children’s clothing, food, housing, transportation and family. It is more important than companionship to enable children to grow up healthily. Therefore, the time invested in children is also insufficient for them. Once work or other things conflict with accompanying children, parents often choose the former. Make the time investment in education insufficient.

**Weakening of Parent-child Interaction**

Parent-child relationship is an important part of family relationship. A good parent-child relationship is the foundation of parent-child education. Only in a state of harmonious relationship will children respect their parents and accept their education. If parents want to better educate their children, they need to establish a good relationship with their children. Therefore, a good parent-child relationship is not only conducive to a harmonious atmosphere within the family, but also important to the healthy growth and development of children.[15]

Because the parents of poor families are forced to live away from home, they often do not have time to take care of their children. The children may be raised by their grandparents, and the elders’ education level and ideology are backward. There is still a lack of security and parental love. This intergenerational education will inevitably have an impact on the child's personality development.

Parents of poor families are often unable to master scientific education methods due to their own
cultural qualities. They don’t know how to proceed with their children’s education. There is also greater blindness and arbitrariness in choosing education methods. Furthermore, they Limited time, busy work, no patience and time to interact with children.

**Lack of Learning Guidance**

According to survey interviews, parents of poor families are generally low in education, and few have received higher education such as college. Of these poor families, no one is responsible for accompanying or supervising the children's learning.[16]

Most parents are unable to tutor their children's learning due to their own limitations in education, and they are also distressed. They cannot afford tutoring, but they cannot tutor themselves. Some families report tutoring classes for their children, but the cost of most tutoring classes is very high, and families are under great financial pressure.

Most of the children of these poor families are enrolled in ordinary schools nearby. Every time they go home from school, they write and write on their own. The education level of their parents is limited, and they cannot provide better guidance to their children. Even if they supervise their children's homework, the parents are only concerned about whether the homework is completed, and the child's homework completion quality and corresponding learning habits are rarely checked. According to the survey, the school performance of these poor families is basically at the middle level.

Some of the poor families surveyed are families raised by generations. The guardians of these generations are mostly grandpas and grandpas. The educational level of the elderly is low, and most are illiterate and semi-illiterate. On the one hand, they have limited tutoring ability, on the other hand, they rarely realize the importance and necessity of supervising their children.

In short, the children of poor families are lack of effective learning guidance due to the limitations of their parents' time and education level and family conditions. Intergenerational guardians mostly lack the awareness of supervising children's learning and the ability to tutor children's learning. The guidance and supervision of the children of poor families after they return home rely more on their consciousness and self-discipline.

**Lack of Cultural Life**

In 1871, British culturalist Taylor proposed the early classic doctrine of narrow culture in the book "Primitive Culture", that is, culture is obtained by including knowledge, faith, art, morality, law, customs and anyone as a member of society A complex whole including their abilities and habits.[17]

Cultural life has penetrated into our social life. Books are one of the important carriers of culture. Cultivating children's reading habits from an early age is conducive to the formation of children's self-values. However, the survey found that children from poor families have fewer extracurricular books, and parents do not have the habit of educating their children to read.

The reason is that on the one hand, the parents of these poor families have low educational level and no corresponding cultural quality; on the other hand, intergenerational education also exists in some low-income families, and most of the responsibilities of current guardians are only It is limited to care in life, but it is extremely lacking in cultural education, so it seriously restricts the cultivation and promotion of the cultural literacy of children from poor families at some level.
Leisure life is another very important criterion to measure the quality of cultural life. The leisure life of children from poor families is not rich, and some children's leisure life is even more boring and simple.

The lack of time and money makes the children of these poor families more single and boring in cultural life than the children of ordinary families of the same age. In addition to parents’ reasons, the living environment of these families is distributed in relatively backward areas. The community lacks public spaces and service facilities for children’s activities and entertainment. cultural life.[18]

Poor Communication between Home and School

On the one hand, the cooperation between the family and the school allows teachers to understand and educate students more comprehensively; on the other hand, it can also help parents better understand the situation of students in school. In the development of children, school education and family education are inseparable and inseparable, and they cannot be replaced by each other.[19]

Parents generally have a misunderstanding about communication and interaction with teachers. They always think that teachers only communicate with their parents because their children make mistakes in school, but parents generally seldom take the initiative to contact teachers, even if they communicate with school teachers. It is also because school teachers take the initiative to contact parents of children from poor families. Therefore, families usually lack communication with the school, do not understand the situation of the children in the school, and do not know the management of the school. It is easy to cause inconsistencies between the family and the school. Some parents think that their children’s learning is controlled by the school’s teachers because they are busy. They are obliged to be responsible for their children’s learning. The children are studying at school. Growth factors, such as psychological needs. Therefore, the cooperation between parents and schools is only superficial cooperation. Parents do not realize the importance of cooperation with schools, and they do not really value the interaction between the two.

Conclusion

The large number of urban poor population caused by the economic transition has led to reflections on the education of children from urban poor families. Through in-depth interviews to investigate and collect data on the education development, family investment and family living conditions of urban poor families, we found that there are general problems in the education of children in poor families, mainly manifested in insufficient education investment, weakened parent-child interaction, and lack of learning guidance, Insufficient cultural life, poor communication between home and school, etc. In short, the study of urban poor children's education is only one aspect of urban poverty. The solution to the urban poverty problem in China will not happen overnight. It will exist for a long period of time with the development of the Chinese economy. The current urban poverty problem exists not only in developing countries, but also in developed countries. It is a problem that the whole world faces and needs to solve. Urban poor children who have grown up in this environment need more attention from all walks of life, and it takes a long time to solve the various difficulties of urban poor children, including education.

References


