

Social Impacts of Rural School Layout Adjustment in Qinghai-Tibet Region —— A Field Study of Country Z in Northwestern China

Chunhai Zhang, Yingxin Xiao, Xinyu Zhu

School of Education, Qinghai Normal University, Xining, China

Email address:

634895797@qq.com (Chunhai Zhang), 617754304@qq.com (Yingxin Xiao), 376853421@qq.com (Xinyu Zhu)

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Abstract: Adjustment of distribution of rural schools is not only a primary method for scientific layout and optimized deployment of educational resources in rural area, but also of great significance for development of minority society. The research object of this paper is the rural schools in the Qinghai-Tibet region of Northwest China. The main method used are interview and questionnaire, and then analyze the data. By investigating those initial stakeholders' responses to the adjustment of rural school distribution in minority areas and further probing into the microscopic social environment—family, the author of this thesis found that The adjustment of rural primary and secondary schools has brought about momentary development opportunities for local education, and it has also brought many problems and hidden dangers to direct stakeholders. The dismantling and emerging of schools brings about optimal allocation of rural educational resources, and at the same time it also brings shocks to the educational environment within rural families. when formulating an education policy, we must consider comprehensively, for example, we should consider the interests of people related to this policy, such as villagers, teachers and students in this paper. Certainly, in the process of education policy-making, we should fully listen to the opinions and suggestions of all aspects for analysis and comparison, so as to ensure the democracy of policy-making.

Keywords: Minority Areas in Northwestern China, Schools, Adjustment of Distribution, Social Development

1. Introduction

With the continuous deepening of urbanization, the number of students in rural areas is decreasing. In order to avoid the waste of educational resources, there is a need to adjust the distribution of rural schools. The state has also issued policies to guide the adjustment of the distribution of rural schools, and beneficial progress has been made. At the same time, there are also some problems. According to the author's field survey, due to the special religious culture and customs of ethnic communities, the adjustment of rural primary and secondary schools has brought about momentary development opportunities for local education, and it has also brought many problems and hidden dangers to direct stakeholders. The author takes the adjustment of rural school distribution in ethnic regions as the research object, investigates the impact of school adjustment on its stakeholders, and tries to make

suggestions for improvement.

2. Literature Review

Scholars' research on the adjustment of rural school layout mainly focuses on the historical stages, dynamic mechanism, existing problems and countermeasures of rural school layout adjustment. Among them, there are relatively few studies on the adjustment of the layout of rural schools in minority areas.

From the stage side, Zhu divides the layout adjustment of rural compulsory education schools into an efficiency-focusing stage and a fairness-focusing stage [1]. Chaos has a more detail way to divide stage: the policy gestation period for the purpose of pursuing efficiency, the acceleration period of policies that focus on efficiency and initially involve education fairness, the period of policy transformation that emphasizes both efficiency and fairness,

and the maturity period of policies that focus on humanistic and ethical care [2].

From the dynamic mechanism side, educational management system reform, education transition from popularization to improvement, the development of rural urbanization, and the reduction of the total number of rural students have all promoted the adjustment of rural school layout [3]. Fan proposes that the adjustment of the layout of our country's primary and secondary schools is not only an objective requirement for urbanization and the reduction of rural students, but also driven by the pursuit of efficiency, the balanced development of education and the improvement of quality [4].

From problem side, Dang finds that in the process of rural school layout adjustment, the corresponding resource allocation did not keep up, farmers lacked participation channels and mechanisms, lacked supervision and evaluation mechanisms, and new educational equity issues appeared [5]. Hou, Zhang and Lu also mentioned that the average distance from the new school has been increased after the closing of teaching sites in rural areas. The adjustment of school layout has a significant negative impact on students' academic performance and school adaptability [6]. Jia finds that there have been some conflicts among stakeholders in the school layout process. The main reasons included the inconsistent interest needs of both parties, the inconsistent ideology and the lack of democratic consultation mechanism [7]. Ye further researches interest groups who were dissatisfied with the school layout adjustment. Parents of rural students were not satisfied with the school layout, especially the disadvantaged groups, who had low participation, and the government did not consider their demands [8]. Wang and Qiu studied the problems arising from the merger of rural schools in the United States. For example, the merger of rural schools is harmful to improve student performance, cultivate students' good behavior and reduce education costs [9].

From suggestion side, We should pay attention to disadvantaged groups and keep small-scale schools appropriately [10]. We also need to be student-oriented and rooted in rural areas to improve the quality of education in small-scale schools. In addition, Ma put forward suggestions for Qinghai Tibet ethnic areas, such as increasing publicity efforts to gain the understanding and trust of the people. In ethnic rural areas, it is necessary to improve the conditions for running boarding schools and reserve necessary schools to facilitate students' schooling [11]. After investigating the adjustment of school layout in the United States, proposing that in the process of rural school layout adjustment, the reality of each school should be considered, and one method should not be always used [12]. We should Increase investment in small-scale rural schools that must be retained, improve the overall quality of teachers, and improve the quality of running small-scale rural schools. In addition, cooperation model of small rural schools is also a innovated way for sustainable development [13].

Scholars have inadequately studied the adjustment of school layout in ethnic minority areas and have not described the situation of villagers in ethnic minority areas in detail.

Minority areas are religious and other particularities. The author takes the adjustment of school layout in minority areas as the research object. The author entered the field to observe and describe the reactions of villagers in minority areas at that time in a living description, trying to reproduce the situation at that time and expound from two aspects of the impact of the macro environment and the micro environment. Based on it, we will discuss optimization measures to supplement previous scholars' research on school layout adjustment in rural areas.

3. Methods of Data Collection and Analysis

To study distribution adjustment of rural schools in Qinghai Tibet ethnic areas in northwestern China and its impact on social development, this study involves field surveys, interviews, questionnaires, observation methods. Different methods have different advantages, for example, the observation method has a large observation range and can directly perceive the behavior characteristics of the observed, while questionnaire method and interview method are helpful for investigators to obtain deeper information.

Selecting the adjustment of the distribution of rural primary and secondary schools in Z County as the research object. Firstly, we used the literature review to provide us the current situation of the adjustment of the distribution of rural primary and secondary schools. The literature mainly focuses on the historical stages, dynamic mechanism, existing problems and countermeasures of rural school layout adjustment. Secondly, the author entered the field to observe and interview the villagers, trying to describe the reactions of villagers in minority areas at that time in a living description, trying to reproduce the situation at that time and analyze the impact to the macro environment according to the reaction of villagers. Thirdly, the author prepared questionnaires, including educational level of the parents of local Hui students, frequency of attending parent meeting, whether to send the child to mosque and chant after the merger of village school and which school you want your child to attend, to collection information of the changes of miniature micro-environment——family. Finally, the author combined the above information to put forward targeted suggestions for the problems arising from the adjustment of the distribution of rural schools in minority areas.

This study can standardize and guide the specific work of the county-level education administrative departments, promote the rational adjustment of the distribution of rural schools in minority democratic areas, enable every child to facilitate access to a good education and ensure fairness.

4. Focus on the Macro-environment — Villages: The Involved Parties' Responses

The response of grass-roots stakeholders was mainly

formed by the author's interviews with teachers, children, and parents who were passively involved in the adjustment of rural primary and secondary schools' layout, as well as their own field observations and experiences. The author would use narrative methods to describe their responses after learning of the news that primary schools in their village closed down, hoping that the state of affairs at that time could be reproduced and presented with a rich sense of life through the narrative. By analyzing their attitude towards this policy, thinking about the reasons for this change, and finally drawing the corresponding conclusions, this is the general idea of our research.

4.1. Teachers

Firstly, let's analyse the impact on the teachers due to the change of the policy. The most direct impact is that the merge of schools makes the teachers in the original school very inconvenient [14]. The following is an example of this interview. When the four teachers in the school heard of the news that YG Elementary School was to withdraw, of course the teacher MFG who lives in YG village responded most intensely. After graduating from Tianshui Normal University in 1998, teacher M has been teaching in Yanggou Elementary School. He taught the third grade Chinese and Physical Education courses of the whole school. Teacher M lives in YG village, so it was quite convenient for him to go to work. He could leave home even when the school bell was ringing, and would not be late for class. But now this will never exist again. After YG primary school was merged, he had to work at WY Elementary School, which is far from home, and it is not only a long way to go to work, but also a mountain road. Even if he rides a motorcycle, it is inconvenient and has potential safety hazard. Some time ago, A Hong, a man from neighboring village, took a motorcycle home at night and fell off to death. Teacher M felt upset when he thought of it. He had asked the principal several times but the only answer he got from the principal was "It's an arrangement from government". In order to live, teacher M can only accept this reality and work at WY elementary school in September when the new semester starts. In fact, MLR, the principal of the village school, was unwilling to accept this reality, neither. After all, he was the headmaster of the village school, and he supervised 3 teachers. However, if the village school is emerged, he has to go to WY school where he can just be an ordinary teacher. He was over fifty now and he could not believe this. But he must do what was assigned by the school district, otherwise, how could he continues to work in this school district. He cannot but yield to reality, and shows a positive attitude for cooperation. The author doesn't know whether the principal of the school district pacified the principal of principal M of the village school, but in the interview, principal M constantly mentioned that the school could not be emerged and showed too much reluctance and helplessness. From the responses of principal M and teacher M, it can be seen that although they both think of their own self-interest when they tried to intervene the school mergence, their reasonable demands as a direct target group for school layout adjustment should obtain the attention

of the local education administrative department. But the reality is that the teachers' reasonable appeal is ignored and the teacher's voice cannot be listened to. In the field survey, the author also found that the implementation of rural primary and secondary school distribution adjustment policies at the grass-roots level is accepted passively by teachers, and that all the interviewed teachers who were part of the village school did not participate in the decision to merge schools. Too many school layout adjustments only adopted the opinions of experts and scholars, and most of the decisions were made by experts and relevant personnel of education administration departments [15]. And less attention was paid to one of the direct stakeholders of school layout adjustment—teachers.

4.2. Villagers

As for villagers, there is also a process of their inner change, that is, from the initial rejection of the policy to the final acceptance. When they heard that the primary school in the village was to dismantle and they had to go to the neighboring village to go to school, the children were happy at first. However, they did not realize that they would have greater difficulties and hardships going to school in the future. When they returned home and told the news to their grandparents, the grandparents reacted intensely. On that day, many elderly people and villagers rushed to the school to question the principal, but the principal had no choice, because this was the "government order", and the principal was unable to pacify those villagers, so he turned to the village committee for help, the village director and the secretary came forward to calm down the emotions of these villagers, because the village committee has strong power in the grassroots village affairs, especially in the process of new rural construction. Some issues that are closely related to the life of the villagers, such as the basic living allowance, the improvement of dilapidated houses, and the hardening of village roads, are under the charge of the village committee, therefore, the village committee has certain deterrent power among the villagers. Under the coordination of the village committee, the confrontation in front of the village primary school gate was temporarily subsided. At night, the children told the parents who were working in the eastern developed cities that they had to withdraw from the village school. Their parents responded more strongly and they asked their family members to go to school and ask about it. The old people would not be able to dissuade their sons and daughters-in-law, so they went to that school the next day. When they got there, they found that the principal of school district came to the village school to check the withdraw work, so the principal of the village school asked the elderly to question the principal of the school district directly. The principal of the school district is from DY village, that is to say, they are all close neighbors, so the atmosphere was smoother at the beginning. And the Y principal of the school district was quite eloquent, so he convinced these old people easily. However, there were some young parents who were radical. When they heard principal Y said that after the school was merged, the quality of the education would be much better than before, these young parents tended to

compromise. Since the villagers lacked a strong sense of participation and they did not realize that participation in this process was a means of safeguarding their own interests, most villagers chose silence and passive acceptance, and some villagers felt that since they were in a poor position in the village, their voice would not be listened to, so they gave up on their own initiative. In addition, in the current government administration mode, the villagers in impoverished areas have become accustomed to passively accepting [16]. In this way, the dismantling work of the school in YG village was completed under the villagers' questioning, ambiguity and compromise.

4.3. Children

In fact, children also suffer some negative effects because of this policy. For example, they can't receive the education they should receive at that age. The adjustment of school layout has led to many new problems and conflicts for school-age children and left-behind children in ethnic minority areas [17]. In the towns visited by the author, many left-behind children living with their grandparents have been found. The author has experienced their learning and living. They wore traditional white Muslim caps, walking through mosques and schools. They entered the classroom dressing in muddy trousers and wearing sand filled shoes. They wore middle parting hair style which was unmatched to their ages. The author has also seen senior boy wearing "formal cloth". Their ears and hands were full of frostbite, and in their schoolbags were hard steamed bun and cold water contained in Master Kong drink bottles. Due to the harsh and difficult natural environment of DY town, the backward economy and the low level of education received by parents, the author found that most Hui children in the local mountainous area were unable to accept regular preschool education. The Hui villagers were deeply affected by the religious and characteristic cultures, therefore, in the local area, mosques have become the best place to accept these preschool-age children. The traditional scripture-hall education methods of the Hui nationality undoubtedly provide the condition for Hui children to receive religious knowledge, but this kind of education has its own limitations, including single talent training goal, a small number of audiences, outdated teaching contents, and old-fashioned teaching methods. At the same time, there is a huge gap between the Hui people's education and the knowledge and skills required for them to enter the modern life. Those school-aged preschool children who entered the mosque to learn religious knowledge did not go to grade one until they were eight or nine years old because of the merging of the village school, and some even stayed in the mosque as Manila. Although this phenomenon is common in villages where Hui people gather, the phenomenon in some villages has become more and more intense since the layout of schools was adjusted. After the merging of the village school, these Hui children reacted with joy and sometimes with worries. Maybe going to larger school means having more fun facilities and meeting many new friends [18]; perhaps staying in the mosque means they don't have to trudge or tramp over

hill and dale to go to school while suffering hunger and cold every day; perhaps going to a new school means getting bullied, and etc.

5. Miniature Micro-environment —— Family: Research on Family at Z

Due to the special religious culture and customs background of ethnic communities, the adjustment of rural primary and secondary schools in Z county has brought about momentary development opportunities for local education. For example, in the new educational environment, they can meet more experienced teachers, have a better learning environment and get more learning resources, which are worthy of our affirmation [19]. but it has also brought many problems and hidden dangers to the relevant stakeholders. To be honest, the analysis of people's attitude towards this policy in the previous part also shows that this policy still has its shortcomings.

5.1. Family Education Values Return to Tradition

In the Muslim communities in northwestern China, almost all the people are pious believers. They believe that there would be no Hui ethnic group without Islamic beliefs. Therefore, as a qualified Hui Muslim, he or she must learn basic Islam knowledge through the "scripture-hall education" of the mosque in the village. People in these regions regard chanting as an important educational means for learning and inheriting their Islamic culture; they regard education in school as another national education system. For elders of a family (mainly people in their 50s and 60s), the traditional personality of holding faith, being a good man and making a living is the ideal goal in most of their minds. As to the national school education of general knowledge, they often believe that literacy is the only criteria. "Appreciating religious culture and despising modern culture" is a kind of value which adheres to the faith education, interpersonal skills education and social skills education of the traditional Hui family education. Modern science and cultural knowledge was consciously and unconsciously rejected in the whole family education process. In addition to the influence of the family's cultural environment, the distribution adjustment of rural primary and secondary schools is also one of the major factors.

The attitudes of learning, cravings of knowledge, and cultural atmosphere of family members constitute a family cultural environment. The family cultural environment consists of family cultural resources, education level of parents, parent-child cultural activities, and children's independent cultural behavior. Among them, the education level of parents is the core component of the family culture environment, which impacts the development of the other three aspects. It can be considered that parents' educational level is the main indicator of the family's cultural environment. The educational level of peasants in Qinghai Tibet ethnic areas is generally low. Most of them have graduated from

elementary school or even haven't finished elementary school. And usually, fathers are slightly better educated than mothers, and some mothers are illiterate. The questionnaire survey conducted by the author in rural primary schools in Z County shows that of the 1345 valid questionnaires (Table 1), mothers of 464 students are illiterate, accounting for 34.5% of the sample; while the number of the students whose fathers are illiterate is 184, accounting for 13.7% of the sample. Among the 1345 valid questionnaires, the number of the students whose fathers didn't receive any education that is higher than elementary school is 840, and that number of their mothers is 678, respectively making up 62.5% and 51.1%. In addition to the low educational level of both parents, the adjustment of rural primary and secondary schools also has a great impact on the family education of local Hui nationality. School education plays a leading role in the development of a person's

life. As a specialized education institution, the school environment of village elementary school is controllable. the village school can keep in touch with individual families by holding parent-teacher meeting, paying visits to students' parents, and etc. However, the frequency of holding parent-teacher meeting and teacher's home-visiting has decreased significantly since the village school was merged and the distance between students' parents and school has increased. Even some parents will not attend the parent meeting because they are busy with their livelihood. Because of the distribution adjustment and the increase of teachers' work intensity and life pressure, additionally, the education administration department does not impose any hard demands on teachers to make home visits on a regular basis, for those rural teachers home visits only are matters for the teachers in city, and it is not necessary for rural teachers to visit students' homes.

Table 1. Educational level of the parents of local Hui students.

Educational level of fathers?	population	Percentage (%)	Educational level of mothers?	population	Percentage (%)
illiterate	184	13.7	Illiterate	464	34.5
Primary school or below	840	62.5	Primary school or below	687	51.1
Secondary school	301	22.4	Secondary school	190	14.1
Senior high school	20	1.4	Senior high school	4	0.3
Junior college	0	0	Junior college	0	0
total	1345	100.0	Total	1345	100.0

Note: This survey was conducted in collaboration with the Action Aid Community under the Livelihood Improvement Project "Parents' Hands Hold Children's Hands".

The author's survey of parents' participation in the parent-teacher conference held by their children's school (Table 2) shows that as many as 65% of parents only have attended the conference occasionally, and even 30% parents have never attended the school's parent-teacher meeting. The merger of village school has artificially cut off the connection between schools and families, and it has made it impossible to achieve the interaction between school education and family education, which has directly led to the original return of the family education model in the region [20].

Table 2. Have you ever attended a parent meeting at your child's school.

Have or have not	Population	Percentage (%)
Every time	18	5
Occasionally	226	65
Never	104	30
Total	348	100

5.2. Family Education Investment Is Decreasing Significantly

"Education is the fundamental task which is crucial for the centuries to come." Education is the cornerstone of national rejuvenation and social progress. Economic development requires advanced human resources, and advanced human resources come from first-rate education, and first-rate education comes from efficient educational investment. Since the implementation of the "two exemptions and one supplement" policy, the public believes that education investment is merely a government action [21]. With the rapid development of education, the contradiction between the

supply and demand of education funding has become more obvious. As a main resource of education investment, the family's education investment in the current China not only has great social necessity but also has far-reaching theoretical significance. While the national funding for education cannot fully bear the cost of education and training, family education investment is also a key factor in the development of education. Judging from the current situation of education development in northwestern Qinghai Tibet ethnic areas, apart from historical reasons, the lack of national investment in basic education in northwestern Qinghai Tibet ethnic areas and the lack of local family education investment are the reasons for the lagging development of education. There are economic and non-economic factors that affect family education investment in rural areas in northwest China. Among the non-economic factors, the parents' nationality, religious beliefs, education level, traditional culture, educational concepts, and educational policies directly influence the educational investment of rural families. Education policies and regulations also have a certain influence on family education investment. Factors influencing family's educational decision-making include family income, parents' years of schooling, children's age and gender, opportunity costs, school quality, distance from home to school, public education expenditure and so forth. As an important issue in the field of rural public policy, the distribution adjustment policy of rural primary and secondary school is a redistribution process of public interest and public value [22]. The dismantling and emerging of schools brings about optimal allocation of rural educational resources, and at

the same time it also brings shocks to the educational environment within rural families [23]. This effect is particularly evident in the Hui region of northwest China. As the distance between home and school gets farther, the problem of children's schooling has become quite sensitive and serious in Hui families in remote areas in the northwest. As the village's own school was dismantled, not only did the village cadres feel that they were faceless, but the villagers also felt that the superior education department did not pay attention to the education in their village. Therefore, the majority of villagers had been resistant to the fact that their village school was dismantled and to the superior government departments for what they have done. These villagers thought they may as well develop their religious cause since the superior government did not attach importance to education in their village. Under the guidance of this ideology, the villagers began to blindly devote more financial resources to the development of mosques. Mosques are the core religious organization in the Hui rural society. After the village school was withdrawn, the role of mosques in the Hui rural society has been further expanded and its power has become stronger. Prior to the village withdrawal, the villagers' investment in education was still relatively large. With the local villagers going out to engage in the catering industry in the past few years and the rise of the ramen economy injecting vitality into the local economic development, the villagers have gradually become rich. During participating in the project of the Action Aid in the village, the author had seen villagers decide to harden the road in front of the village school gate with spontaneously raised money. Some villagers also mentioned that during the building of classrooms, all households raised money. Later, in the construction of playground hardening, fences, and girls' toilets, due to the inability to get education funds from the county government, many villagers voluntarily organized donation activities in mosques to help village schools improve their teaching infrastructure. After the village school was withdrawn, the enthusiasm of the villagers for education investment plunged. For the villagers, the upper-level government made a remark and dismantled the schools around their homes. It hurt the feelings of the villagers' and weakened their enthusiasm and confidence in education investment to a large extent.

With the withdrawal of the village school and the prominent status of the mosque in the village affairs, many local villagers began to become irrational in their children's educational decision-making. The questionnaire conducted by the author on whether these parents will let their children quit school and go to the mosque to chant after the village school was dismantled shows (Table 3) that 48% of parents will definitely choose to send their children to the mosque, only 16% of parents said they will not. The impact of the disappearance of village school on villagers' ideology far exceeds the economic impact of villagers. Due to the lack of publicity and popularization of policies in the early stage of the implementation of the distribution adjustment policy, many local villagers did not understand the policy. The villagers felt that the withdrawal of the school from the village is a political

suppression to ethnic minorities. Some villagers even thought that the state has progressively curbed the development of Islam, partly because of some religious affairs regulations adopted by the country in stabilizing the situation in Xinjiang, which have restricted the development of Islam, and these have, to a certain extent, caused great negative impact on local villagers. The village school not only bears basic responsibility for national education but also largely bears the ideological influence, especially in areas where ethnic minorities live in. The impact of schools on villagers' ideology is particularly profound. The dismantling and merger of village school has broke the link between school education and villages and villagers.

Table 3. Will you send your children to mosque and chant after the merger of village school.

Will or will not?	Population	Percentage (%)
yes	167	48
not sure	125	36
no	56	16
total	348	100

Under the dual influence of this reality and thought, local villagers began to directly invest the material and financial resources originally used for education into the development of local mosques. In addition, each Muslim has to finish "zakat" of the "five skills: reading, worship, fasting, zakat and morning", and "zakat" means donating money to mosque, and it is a god's prescription. The financial investment in mosques not only enabled the local Hui people to further perform their religious work, but also catered to the current mentality of the resistance of the villagers to the development of education.

5.3. Enlarged Disparity in Family Education Needs

In the implementation process of rural primary and secondary school layout adjustment policies, family is one of the most important interest subjects [24]. The changes in educational needs caused by school layout adjustment exert a great impact on children's education and even educational development. Attention to the education needs of family after school layout adjustment can help us understand the benefits and loss of different stakeholders, conducing to improve and enhance the layout adjustment policy. Considering that the family residence, family income, and children's grades have an impact on family education needs, the author made a questionnaire survey in the sample township on which school you wish your child to attend (Table 4). And the results show that 75% of parents want their children to attend schools in their villages and 10% of parents want their children to attend schools in county, only 15% of parents want their children to attend schools in provincial capital. For local families, the school in their own village is the most attractive one. For them, attending village school is not only convenient for children, but also convenient for themselves. As the village school is withdrawn, rural families have to re-plan their children's schooling. Households with stronger family economic power in the village will generally choose to send their children go to township schools or county schools. For them, the children's

school fees have little impact on them. Due to the strong family awareness in the Hui nationality region, many families have helped enhance family strength through mutual assistance and other forms. Therefore, there is a relatively common phenomenon in the local area that rich families belong to a clan and the impact of school merger is not obvious for them. Parents of some families which work in cities or work in Lanzhou noodle catering industry are more open-minded, because their thoughts and views are greatly influenced by the outside world. They think that it's better for their children go to the central school in town or schools in county. But this is only a thought, in fact, their children mainly are left-behind children who are basically taken care of by the elderly grandfather and grandmother, and the decision-making power of the children's education is basically in the hands of their grandpas. A small number of these families have brought their children to the eastern cities where they open "Lanzhou Ramen Noodle" stores. These children become the children of relocated families, and they not only received quality education in cities, but also solved the problems that they are ignored educationally. Nevertheless, there are not many such families. Except the three kinds families mentioned above, the remaining families can be considered as a disadvantaged group in the village. Because of their own and social reasons, they have poor economic, religious, educational conditions. The disadvantaged group in the Hui nationality villages is of particularity, and they are at the lowest end of the village in economic, social, and religious status. Additionally, their ability to participate in public affairs is weak. They rarely pay attention to public affairs concerning their own interests, not to mention the protection and fight for their own entitlements.

Table 4. Which school you want your child to attend.

School	Population	Percentage (%)
school in village	261	75
school in town	52	15
school in county	35	10
total	348	100

These different types of families in Hui villages have significant differences in their possession of economic capital and social capital. Such differences will certainly affect their family education needs, and the gap in family education needs will widen and seriously affect educational choice of these families [25]. Comparatively speaking, the disadvantaged families in Hui villages usually pay more for their children's education in the implementation of the distribution adjustment policy. The widening gap in educational needs not only directly leads to the imbalance in the development of education in the ethnic minority areas, but also increases the social uncertainty and instability in Qinghai Tibet ethnic areas, which is extremely unfavorable to the socio-economic development in the Qinghai Tibet ethnic areas.

6. Conclusion and Implications

The adjustment of rural primary and secondary schools has brought about momentary development opportunities for local

education, and it has also brought many problems and hidden dangers to direct stakeholders [26]. The dismantling and emerging of schools brings about optimal allocation of rural educational resources, and at the same time it also brings shocks to the educational environment within rural families.

Many problems have appeared in the process of adjusting the layout of rural schools in Qinghai Tibet ethnic areas. Modern scientific and cultural knowledge was consciously and unconsciously rejected throughout the family education process, and family education values returned to tradition.. After the village school was withdrawn, the enthusiasm of the villagers for education investment plunged, which damaged the feelings of the villagers to a large extent, weakened their enthusiasm and confidence in education investment, and family education investment has dropped significantly. The changes in educational demand caused by the adjustment of school layout have had a great impact on children's education and even the development of education. Different types of Hui families have significant differences in their economic and social capital, and differences will inevitably affect their family education needs. The gap in family education needs will widen.

The reasons for causing these problems are complicated. As a inhabited area of Hui people in northwestern China, due to the influences of its geographical environment, climatic conditions, economic development level, and Hui ethnic features, the contradictions and difficulties in the process of distribution adjustment of rural primary and secondary schools coexist, but problems and difficulties are mainly caused by ignoring the disadvantaged groups during the adjustment.

Under the current situation of rural primary and secondary schools in the ethnic minority areas after distribution adjustment, proposing corresponding optimization measures can not only regulate and guide the specific work of county-level education administrative departments, but also explore how to develop sustainably in rural regions in the era of rural revitalization. The present analysis provides four implications for potential improvement. Firstly, the nationalization of the decision-making for the adjustment of county-level rural primary and secondary schools requires that the decision-making on the adjustment of rural primary and secondary schools in Qinghai Tibet ethnic areas should be based on the principle of "advocating ethnic culture", respecting and protecting ethnic culture in the decision-making and implementation process, so as to promote ethnic educational development [27]. Secondly, The improvement of decision-making in the distribution adjustment of rural primary and secondary schools at the county level requires the county-level government to comprehensively analyze the impact of distribution adjustment of rural primary and secondary schools on rural economic development, rural education, rural society and villages, etc. Before making decisions, the county-level government should make an overall assessment of the gains and losses of this policy, not just paying attention to the short-term economic growth [28]. The scientization premise

of the decision-making in rural primary and secondary school layout adjustment is to conduct a systematic and comprehensive rational analysis of this policy [29]. Thirdly, enhancing the democratization of decisions-making of rural primary and secondary school layout adjustment mainly depends on whether direct stakeholders participate in decision-making and whether the channels for participation in decision-making are smooth in the process of layout adjustment of rural primary and secondary school. Finally, The morality of decisions concerning rural primary and secondary school layout adjustment, in essence, is to take the vulnerable groups in the decision-making process into consideration, which is the basic guarantee for the realization of bottom line social equality in rural areas [30].

In conclusion, when formulating an education policy, we must consider comprehensively, for example, we should consider the interests of people related to this policy, such as villagers, teachers and students in this paper [31]. Certainly, in the process of education policy-making, we should fully listen to the opinions and suggestions of all aspects for analysis and comparison, so as to ensure the democracy of policy-making.

Foundation Project

National Social Science Fund Western project "Northwest Ethnic Region county primary and secondary school layout adjustment practice recourse and reflection" (18XMZ035) [author introduction] Zhang Chunhai (1982-), male, associate professor, doctor of education, mainly engaged in basic education theory, national education policy research Li Xiaohua (1964-), male, professor, dean of the School of Education, Qinghai Normal University, doctor of education, mainly engaged in curriculum and teaching research. Xiao Yingxin (1997-), male, born in Weifang, Shandong Province, has a master's degree in the School of Education of Qinghai Normal University, mainly engaged in the research of basic education theory and ethnic education policy.

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