

Analysis on the Current Situation of Labor Values of Primary School Students in China

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Abstract

Purpose – This paper is taking the sixth grade of Min'an Primary School as an example, used research methods such as questionnaire surveys, interviews, and observations to understand the current situation of the development of labor habits among primary school students, including their attitudes towards labor, their labor situation, and the reasons for the formation of their labor habits.

Methodology – This paper was conducted through two methods, qualitative and quantitative research. Questionnaires and interviews of teachers, students, and parents from the sixth grade of Minan Primary School in Nantou Town, Zhongshan City. Among them, the questionnaire survey of teachers, students, and parents yielded relevant data through the reliability and validity of SPSS. The interviews were conducted to understand the students' labour status in and out of school, the labour skills they have mastered, and the current status of the labour values they have cultivated were analyzed.

Findings– The cultivation of labor habits and the improvement of various aspects of labor education are key steps to achieve the cultivation of labor habits in primary school students. It is necessary to work steadily and gather social forces to achieve educational results. Due to the lack of practical experience, limited research time, and shallow theoretical and academic mastery of the researchers, there are still many areas that need to be improved in the study of labor habits among primary school students. However, in the research process, the author adheres to a pursuit of excellence in terms of topic selection, questionnaire setting, questionnaire distribution and collection, data analysis, and other aspects. In the future teaching career, the author will continue to apply the gains of this paper research, make up for the shortcomings in this study, enrich the research status and optimization suggestions of primary school students' labor habits through practical teaching practice, and hope that primary school students' labor education can truly be implemented, and their labor habits will become increasingly excellent.

Significance – To find out the level of labour values and habits of sixth-grade students; the integration of labour education with the other seven primary school subjects; and the status of students' work at home through interviews with students, education and parents.

Keyword: Primary School Labor Education, Three Comprehensiveness Model, Labour Values, Labour Habits

Introduction

This chapter presents the findings of a questionnaire completed by students, teachers and parents. The reliability and validity of the questionnaire results are also analysed. Interviews were conducted with teachers and useful data were obtained for this study, providing strong support for future research. This chapter is divided into three parts.

The initial section of this study sets out to analyse the integration of labour education with seven other courses, both within and outside of the school environment. This is based on the experiences of sixth-grade students at Min'an Primary School, with a particular focus on the gender and class dynamics at play. The data collected and subsequently analyzed pertains to the state of students' labour education within and beyond the school premises. The sample comprises 200 primary school students in Grade 6. Of the participants, 125 were male (62.5%) and 75 were female (37.5%). A questionnaire survey was conducted on 100 randomly selected primary school students to ascertain their understanding of teacher labour education, the situation of labour education in primary schools, and the mastery of labour knowledge. The quantitative data was analyzed using the SPSS for Windows version 25.0.

Research Question

To find out the level of labour values and habits of sixth-grade students; the integration of labour education with the other seven primary school subjects; and the status of students' work at home through interviews with students, education and parents.

Methodology

The research employs a combination of qualitative and quantitative methodologies to gather data on a number of key areas. These include the extent to which teachers are integrating labour education into their students' studies, the nature of students' research activities both within and beyond the school environment, and parents' expectations regarding their children's involvement in labour at home. The SPSS for Windows version 25.0 was employed for the analysis of quantitative data. Additionally, the objective was to comprehend and examine the advancement and prevailing challenges associated with labour education for sixth-grade students in the present educational institutions. Interviews were conducted with 14 teachers representing all grade levels in the sixth grade. Questionnaire survey was conducted with 100 parents. The objective was to investigate the students' participation in labour outside of school. The quantitative data was analyzed using the SPSS for Windows version 25.0.

The content of the survey represents the fundamental aspect of labour education, which encompasses the cultivation of labour values and the formation of labour habits. These habits can be characterized as both dynamic and fixed, emerging through the long-term cultivation of labour values. Such behaviours are a requisite of labour, emerging spontaneously in certain situations and necessitating cultivation through actual labour or training. They exhibit stable and conscious characteristics.

Data analysis**Analysis of Teacher Questionnaire Survey**

Prior to the start of this study, the research group conducted a survey on the integration of Min'an Elementary School students in terms of class, gender, and analysis of their performance in both on and off campus, as well as labor education and other seven courses. The research project involves collecting and analyzing data on the situation of labor education for students both on and off campus, as well as conducting interviews. This study adopts a qualitative and quantitative research design to collect data on the integration of teacher labor education with student labor, student on campus and off campus research, and parental data on student labor at home. These samples are from 200 elementary school students in sixth grade. Among them, there were 125 males (62.5%) and 75 females (37.5%). Participants conducted a questionnaire test on 100 primary school students through random sampling and analyzed the quantitative data using SPSS. Understand their understanding of teacher labor education, the situation of primary school students' labor education, and their mastery of labor knowledge, and understand and analyze the progress and existing problems of labor education for sixth grade students in schools. A total of 14 sixth grade teachers were interviewed, and a questionnaire survey was conducted among 100 parents. The Dimension of Labor Awareness (LA), Labor Value(LV), Labor Skill(LS), Labor Education(LE).

Table 1

Analysis of Teachers' Questionnaire on Student Labor Awareness

Item	Loading
LA1.Primary school students should carry out labor education.	0.868
LA2.Students need to do the housework.	0.913
LA3.I will let the kids do the housework.	0.763
LA4.Children will take the initiative to do the housework.	0.764
LA5.I encourage my children to do the housework.	0.726
LA6.I was not happy that the child refused to do the housework.	0.791
LA7.Children can do the housework very well.	0.889
LA8.Children cherish the fruits of their labor.	0.921
% cumulative variance interpretation (after rotation)	70.940%
KMO price \bar{r}	0.772
Bart spherical values \bar{r}	432.730
<i>df</i> \bar{r}	28
P	0.00

From the above data, it is found that students take the initiative to do household chores, and teachers encourage students to do so. At the same time, it also indicates that students refuse to do housework and they may not like it. It was also found from the questionnaire that students have a good quality of doing household chores at home and cherish their labor achievements.It can be seen that teachers are able to persist in assigning certain labor assignments, so that students have a sense of initiative to work on campus, develop good work habits, master certain skills, and apply them to daily life after completing their studies on campus, achieving the goal of labor education.

Table 2

Cronbach Reliability Analysis for Teacher Labor Education

Item	Correction for Total correlations(CITC) ²	Item deleted Cronbach α coefficient ²	Cronbach α coefficient
LE1.The child has participated in community public welfare activities or volunteer services after class practice.	0.633	0.345	0.628
LE2.Support my children to participate in public welfare activities outside the school.	0.278	0.908	
LE3.Children spend long hours of labor every day.	0.552	0.415	
Normalized Cronbach α coefficient: 0.715 ²			

Through data, it was found that student has participated in community public welfare activities or volunteer services after class, which supports student 's participation in public welfare activities outside of school. Children spend a long time working every day.The status of labor education still needs to be improved. Although the country has issued a series of documents aimed at improving the status of labor education in the education system, the issuance of these documents alone cannot fundamentally solve the problem of the low status of primary school labor education. However, there are very few institutions in terms of labor experience. It can be seen that from the perspectives of schools, families, and society, labor education is in a marginalized position, and the status of labor education still needs to be improved. The underlying internal reasons are that the promotion of labor education objectives is not strong enough, the values of labor education are not standardized, and the content of labor education is not clear enough.

Table 3

Reliability and Validity Analysis for Teacher Labor Education

Dimension	item	Reliability Analysis Cronbach's Alpha	Validity Analysis			
			KMO value	Bart's value	spherical	p value
Labor Awareness (LA)	LA1~LA4	0.66	0.60	17.70		0.003
Labor Value(LV)	LV1~LV3	0.75	0.44	19.21		0
Labor Skill(LS)	LS1~LS6	0.79	0.62	28.45		0.006
Labor Education(LE)	LE1~LE2	0.82	0.50	8.17		0.002

The forms of labor education still need to be enriched. At present, the form of labor education in China is relatively single, mainly focusing on offering labor technology courses and teaching labor knowledge, supplemented by utilizing comprehensive practical activity time to carry out

labor activities. A single labor technology course can easily turn manual labor into knowledge-based teaching, which clearly goes against the original intention of labor education in the new era. However, comprehensive time activities are not specialized labor education courses, and the content of labor education involved is relatively limited. Labor education should be integrated into all aspects of moral, intellectual, physical, and aesthetic education, but the current situation of labor education curriculum in China clearly lacks interdisciplinary infiltration of labor education content. One of the problems currently faced by primary school labor education in China is the lack of activities that involve both agricultural and industrial labor experiences, as well as volunteer service experiences within society. The single form of labor education will lead to incomplete and unsystematic content of labor education. At the same time, a single form of labor education will also affect students' enthusiasm for labor and affect the establishment of their correct labor values.

Table 4

Teacher Questionnaire- Cronbach Reliability Analysis

Items	sample size	Cronbach α Coefficient
17	14	0.848

Labor education teachers still need to be guaranteed. From the current implementation status of primary school labor education in China, there is a significant shortage of professional and stable teachers. Related research shows that there are almost no comprehensive universities or demonstration schools in China that offer labor education majors before 2021, and the establishment of majors in universities will also reflect the teaching situation of teachers. New teachers themselves lack teaching experience and also take on labor education that they are not good at. Whether from the perspective of teaching professionalism or labor education specialization, their teaching effectiveness still needs to be evaluated. At the same time, most young teachers do not have firsthand labor experience, and their labor literacy also needs to be tested. If these teachers become the main force of labor education and training cannot be synchronized, the level of teachers in primary school labor education can be imagined (Li Jinying, 2021).

Table 5

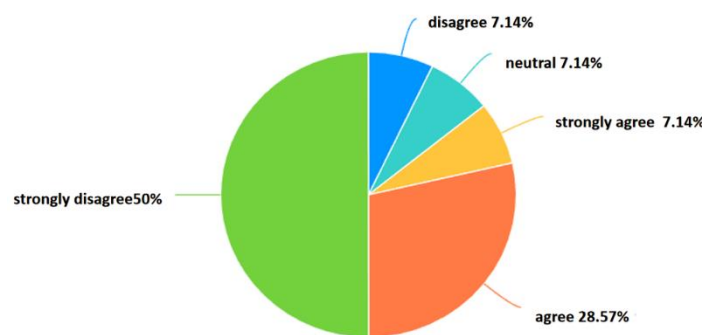
Teacher Questionnaire- Summary of Missing Samples

Items	Number of samples	Proportion
Valid sample	14	100.0%
Exclude invalid samples	0	0.0%
total	14	100%

From the above table, it can be seen that the reliability coefficient value is 0.628, which is greater than 0.6, indicating that the reliability quality of the research data is acceptable. From the perspective of subject matter in the teacher questionnaire, the subjects involved include Chinese language, mathematics, English, science, music, art, sports, and information technology. From the teacher's questionnaire, the following issues were found: in terms of labor attitude, teachers are not familiar with the concept of labor and are not clear about what labor education needs to do. Among them, 14.29% of teachers are unaware of the subject of labor education.

Table 6 Analysis of the situation where the teacher combines the subjects they teach with labor education

Only 42.86% of teachers integrate their subjects with labor education during the teaching process, but 57.14% of teachers do not achieve subject integration, which is inconsistent with the requirements of the national curriculum plan. Teachers provide labor education to



students on campus, but 21.43% have not received any education from teachers, and students do not know how to work. In terms of cultivating labor values, teachers believe that labor can cultivate the labor value of students. The interviewees are all supportive of carrying out labor education. 78% and 57% of teachers believe it is necessary to carry out labor education, but 21.43% believe it is not necessary to carry out labor education, which also shows that this group of people do not attach importance to labor education. In terms of labor habits, except for labor courses, schools have almost no fixed working hours. In labor teaching, time is not guaranteed, and there is no series of plans to carry out labor education. 78.57% of teachers believe that labor and comprehensive practical activity courses, information technology courses, and team activity courses are different, and this group of teachers believe that labor education is an independent discipline. However, 21.43% of teachers still confuse comprehensive practical activity courses, information technology courses, team activity courses with labor courses. According to the interpretation of the compulsory education curriculum standards, they are not the same subject. After completing labor classes at school, 85.72% of teachers will arrange for students to go home and do household chores. But there are also 14.28% of teachers who are not aware of assigning students to do household chores at home. 14.29% of teachers are unable to understand the concept of labor, and 85.71% of teachers understand what labor is. 71.43% of students do household chores at home, but 28.57% of students do not have the habit of doing household chores at home. In the development of labor education, teachers do not have many methods to implement labor education. This is the most lacking research. In terms of labor education, 57.15% of teachers do not know how to solve the main problems arising from implementing labor education, and there is even one teacher who cannot solve it. There is currently no evaluation standard for school labor education, which will affect the effectiveness of labor education.

Table 7

Analysis of Teachers' Labor Skills Status

Labor Skills	Items	Strongly isagree	Disagree	Neutra	Agree	Strongly Agree	Mean
LS1	In addition to labor courses, schools also have fixed working hours.	7 (50%)	3 (21.43%)	4 (28.57%)	0%	0%	1.79
LS2	I think labor and comprehensive practical activity courses, information technology courses, and team activity courses are the same.	8 (57.14%)	2 (14.29%)	1 (7.14%)	2 (14.29%)	1 (7.14%)	2.00
LS3	I will assign students to arrange household chores.	1 (7.14%)	1 (7.14%)	9 (64.29%)	3 (21.43%)	0	3.00
LS4	I can understand what labor is.	0	2 (14.29%)	9 (64.29%)	3 (21.43%)	0	3.07
LS5	To my knowledge, students in my class do household chores at home.	0	4 (28.57%)	8 (57.14%)	2 (14.29%)	0	2.86
LS6	I have many ways to implement labor education.	1 (7.14%)	6 (42.86%)	7 (50%)	0	0	2.43
Average mean for Labor Attitude							2.19

In terms of labor skills, primary school students' labor skills are limited to school labor tasks and simple household chores, manifested as a single labor ability and a lack of key labor ability cultivation. In terms of labor quality, primary school students can successfully complete labor tasks and ensure efficiency.

Analysis of Parent's Questionnaire on Student

Table 8

Parent Questionnaire-Validity Analysis Results

Through questionnaire analysis of parents, it was found that 78% of students have conducted

Items	Loading
LA1.Primary school students should carry out labor education.	0.868
LA2.Students need to do the housework	0.913
LA3.I will let the kids do the housework.	0.763
LA4.Children will take the initiative to do the housework.	0.764
LA5.I encourage my children to do the housework.	0.726
LA6.I was not happy that the child refused to do the housework.	0.791
LA7.Children can do the housework very well.	0.889
LA8.Children cherish the fruits of their labor.	0.921
Characteristic root value (before rotation) ^②	3.711
% Variance interpretation rate (before rotation)	46.383%
% cumulative variance interpretation (before rotation)	70.940%
Characteristic root value (after rotation)	3.362
% Variance interpretation rate (after rotation)	42.028%
% cumulative variance interpretation (after rotation)	70.940%
KMO price ^③	0.772
Bart spheroid value Admidia	432.730
<i>df</i> ^④	28
<i>p price</i> ^⑤	0

labor education at home, but they cannot complete household chores well and do not appreciate the fruits of labor. 90% of students do not actively engage in household chores, and 95% of students do not participate in extracurricular practice, participate in community public welfare activities or volunteer services, and have no ability to work alone. Regarding parents, 68% believe that it is necessary for students to do household chores at home and encourage them to do so; 71% of parents encourage their children to do household chores; 86% of parents feel that their children are unhappy about refusing to do housework, while 72% of parents believe that labor education needs to be developed from an early age; 72% believe that labor education is important, 57% of parents support their children's participation in public welfare activities outside of school, 93% of parents do not agree that their children spend long hours participating in labor every day, 57% of parents believe that their children's labor skills have a significant impact on their growth, and 90% of parents will provide labor guidance and assistance to their children.

Table 9

Parent's Questionnaire Cronbach Reliability analysis

Item	Correction for Total correlations(CITC) ²	Item deleted coefficient ²	Cronbach α Coefficient
LA1. Primary school students should carry out labor education	0.564	0.873	
LA2.Students need to do the housework	0.607	0.871	
LA3.I will let the kids do the housework	0.490	0.876	
LA4.Children will take the initiative to do the housework	0.509	0.875	
LA5.I encourage my children to do the housework.	0.551	0.873	
LA6.I was not happy that the child refused to do the housework	0.624	0.872	
LA7.Children can do the housework very well	0.475	0.876	
LA8.Children cherish the fruits of their labor	0.541	0.874	
LV1.Labor education needs to start with training from an early age	0.587	0.872	0.881
LV2.Labor education is very important	0.618	0.870	
LE1.The child has participated in community public welfare activities or volunteer services after class practice	0.624	0.871	
LE2.Support my children to participate in public welfare activities outside the school.	0.496	0.878	
LE3.Children spend long hours of labor every day.	0.592	0.872	
LS1.The child's labor skills have a significant impact on his growth.	0.468	0.879	
LS2. The child is capable of working alone.	0.462	0.876	
LS3.I will give labor guidance and help to my children.	0.483	0.876	

Although China has currently expanded the scope of labor to three major areas: daily life, production, and volunteer services, overall, the renovation and upgrading of facilities for primary school labor education in China is slow and needs improvement. The main manifestation is that the field of labor education is single, and family social resources are not fully utilized. Parents have insufficient understanding of the concept of cultivating labor habits. John Locke believed that "family education determines a child's lifelong destiny". It can be seen that the methods and concepts of family education will have a significant impact on the life of elementary school students. Therefore, parents should lead by example and use some labor behaviors to set an example for elementary school students, helping them form correct labor values. If parents have a correct concept of labor cultivation, it will greatly help

children form correct concepts. If their concepts are biased, it can also lead to incorrect labor concepts in primary school students.

Table 10

Parents Questionnaire - Validity Analysis Results

Item	Loading
LA1.Primary school students should carry out labor education.	0.808
LA2.Students need to do the housework.	0.866
LA3.I will let the kids do the housework.	0.787
LA4.Children will take the initiative to do the housework.	0.673
LA5.I encourage my children to do the housework.	0.723
LA6.I was not happy that the child refused to do the housework.	0.788
LA7.Children can do the housework very well.	0.743
LA8.Children cherish the fruits of their labor.	0.852
LV1.Labor education needs to start with training from an early age.	0.682
LV2.Labor education is very important.	0.684
LE1.The child has participated in community public welfare activities or volunteer services after class practice.	0.815
LE2.Support my children to participate in public welfare activities outside the school.	0.496
LE3.Children spend long hours of labor every day.	0.805
LS1.The child's labor skills have a significant impact on his growth.	0.774
LS2.The child is capable of working alone.	0.763
LS3.I will give labor guidance and help to my children.	0.758
Characteristic root value (before rotation)	6.107
% Variance interpretation rate (before rotation)	38.168%
Cumulative variance interpretation rate% (before rotation)☐	66.356%
Characteristic root value (after rotation)	4.505
% Variance interpretation rate (after rotation)	28.156%
% cumulative variance interpretation (after rotation)	66.356%%
KMO price ☐	0.836
Bart spherical values☐	999.935
df☐	120
p price☐	0.000

Elementary school students lack awareness of labor. In the survey, some students lack awareness of labor, resulting in their attitude towards participating in labor is not positive enough, and the development of labor habits is also hindered, weakening the labor ability of elementary school students. In families, some parents may view labor as a form of punishment, which can lead to negative attitudes towards labor among elementary school students, causing their cognition to contradict the essential nature of labor and hindering the

effective use of labor education.

Table 11

Parents Questionnaire - Reliability analysis and Validity Analysis

Dimension	item	Reliability Analysis		Validity Analysis		
		Cronbach's Alpha	KMO value	Bart's spherical value	df	p value
Labor Habits (LH)	LH1~LH4	0.97	0.81	601.69	6	0
labor Attitude(LA)	LA1~LA3	0.95	0.70	228.15	3	0
Labor Concept(LC)	LC1~LC12	0.86	0.93	1848.75	66	0

In daily learning and life, students underestimate labor and lack labor awareness. Some students do not know how to work, do not love labor, do not cherish labor results, and underestimate labor behavior. The unique educational value of labor has not been given enough attention to a certain extent. The weak labor consciousness of primary school students can lead to poor subjective initiative in their labor. The school also does not provide a certain evaluation of the labor process and results of primary school students. Usually, there are small red flowers in the class that praise the academic performance of primary school students, but there is little positive motivation and praise for their labor results. There is also no diversified display of labor results, which makes students believe that academic performance is the most important in school, while others are secondary, leading to a gradual loss of labor consciousness; In terms of the family, there is a phenomenon of some parents doting on their children. Middle aged and elderly family members dote on their children very much and do not let them do some labor. Parents also believe that it is enough for elementary school students to study well, and whether labor is not important. Parents do not realize that cultivating labor habits has lifelong development value for elementary school students, which is not conducive to the cultivation of labor habits.

Analysis of Student's Questionnaire

Table 12

Student's Questionnaire -Cronbach Reliability Analysis

Items	Sample Size	Cronbach α Coefficient ²
20	100	0.905

Table 13

Student's Questionnaire -Summary of Missing Samples

Items	Sample Size	Proportion
validation sample	100	100.0%
Exclude invalid samples	0	0
Total	100	100%

Table 14

Reliability Analysis of Student Labor Education Survey Questionnaire

sample size	Number of projects	Cronbach coefficient
100	20	0.884

Table 15

Validity Analysis of Student Labor Education Survey Questionnaire-Labor Habits

Item	Commonality
LH1 Do you do household at home?	0.95
LH2 Do you do housework for half an hour every day?	0.97
LH3 Do you do a lot of housework at home?	0.98
LH4 I often take the initiative to do housework.	0.96
Eigenvalue (before rotation)	3.71
Explanation rate of variance% (before rotation)	92.79%
Cumulative variance interpretation rate% (before rotation)	92.79%
Eigenvalue (after rotation)	3.71
Explanation rate of variance% (after rotation)	92.79%
Cumulative variance interpretation rate% (after rotation)	92.79%
KMO value	0.810
Barth spherical value	601.692
df	6.000

According to Table 12 to 15 of the student questionnaire, randomly select 100 students. 60 males and 40 females were surveyed. It was found that 84% of students have no habit of doing household chores at home, and 87% do household chores for no more than half an hour without taking the initiative. In school, there is no simple labor such as cleaning, and 80% of students do not take labor seriously. They believe that cleaning is low-level labor, and 79% of students are unwilling to participate in school labor. They believe that labor education is not important, and many household chores are arranged by parents at home. In terms of teachers, it was found that they did not frequently remind students to participate in on campus labor, 83% of classes did not offer labor classes, and the weekly labor class time was not guaranteed. There were also no dedicated labor teachers or specialized labor textbooks, and teachers did not have suitable materials for teaching, nor did they form a systematic teaching system, resulting in strong arbitrariness; The school also does not regularly offer labor activities, and volunteer services are single and limited in form.

Table 16

Student Labor Education Questionnaire - Analysis of Labor Habits

Item	average value	standard deviation	LH1	LH2	LH3	LH4
LH1 Do you do household at home?	3.81	1.28	1			
LH2 Do you do housework for half an hour every day?	3.06	1.34	0.75* *	1		
LH3 Do you do a lot of housework at home?	3.13	1.50	0.78* *	0.92**	1	
LH4 I often take the initiative to do housework.	3.25	1.48	0.77* *	0.83**	0.91* *	1
* p<0.05 ** p<0.01						

According to the data analysis in the above table, 84% of students do not have the habit of doing household chores at home, 87% of students do not have half an hour of household chores at home, 87% of students do not do a lot of household chores at home, and 84% do not have the habit of actively doing household chores, indicating that students have hardly developed good habits of labor. In the survey of labor habits, it is generally shown that primary school students do not have many opportunities to participate in labor. The labor time provided by families and schools is not sufficient. According to interviews and surveys, it was also found that teachers do not attach great importance to the concept of labor, and most of them carry out labor education based on the labor activities carried out by schools, lacking the habit of independent labor. On the one hand, the amount of time students spend doing household chores each week is not fixed, and on the other hand, the amount of labor they participate in is not standardized enough, resulting in ineffective labor and handling of labor issues from time to time.

Table 17

Student Labor Education Questionnaire - Validity Analysis of Labor Attitudes

Item	Labor attitude	Commonality
LA1 Would you like to clean at school?	0.95	0.901
LA2 Do you have a serious attitude towards work?	0.94	0.889
LA3 Do you think there are cheap jobs?	-0.86	0.736
Eigenvalue (before rotation)	2.53	-
Explanation rate of variance% (before rotation)	84.18%	-
Cumulative variance interpretation rate% (before rotation)	84.18%	-
Eigenvalue (after rotation)	2.53	-
Explanation rate of variance% (after rotation)	84.18%	-
Cumulative variance interpretation rate% (after rotation)	84.18%	-
KMO value	0.701	-
Barth spherical value	228.149	-
df	3.000	-

Table 18

Student Labor Education Questionnaire - Analysis of Labor Attitudes

Item	average value	standard deviation	LA1	LA2	LA3
LA1 Would you like to clean at school?	4.44	0.63	1		
LA2 Do you have a serious attitude towards work?	3.88	1.09	0.77**	1	
LA3 Do you think there are cheap jobs?	2.25	1.24	-0.49	-0.67**	1

* p<0.05 ** p<0.01

Based on the data analysis of the above two tables, only 51% of students do not clean up in school, 49% of students do not have a serious attitude towards school labor, and 83% of students believe that school labor is low-level labor. It can be seen that most students do not have a correct attitude towards work and have not formed a good work attitude. Elementary school students lack a cognitive view of active labor, and there are deviations in their understanding and views of labor.

Table 19

Student Labor Education Questionnaire - Validity Analysis of Labor Concept

Item	Labor Concept
LC1 Attention of not wanting to participate in labor ?	0.723
LC2 Do school teachers often educate you about labor awareness?	0.906
LC3 Does your school offer labor courses?	0.849
LC4 How many labor classes are there in your class a week?	0.947
LC5 Are the labor courses in your school occupied?	0.926
LC6 Does your school have relevant teaching materials for labor courses?	0.943
LC7 Does your school have full-time teachers taking labor courses?	0.956
LC8 Does your school often carry out labor activities?	0.899
LV9 Are there many forms of social welfare labor has your school organized?	0.869
LC10 Social welfare labor has your school organized?	0.907
LC11 Do you think labor education is important?	0.836
LC12 I am used to parents doing things for their children?	0.561
Eigenvalue (before rotation)	9.11
Explanation rate of variance% (before rotation)	75.89%
Cumulative variance interpretation rate% (before rotation)	75.89%
Eigenvalue (after rotation)	7.64
Explanation rate of variance% (after rotation)	63.65%
Cumulative variance interpretation rate% (after rotation)	63.65%

Table 20

Student Labor Education Questionnaire - Labor Concept Analysis

Item	Labor Concept
LC1 Attention of not wanting to participate in labor ?	0.723
LC2 Do school teachers often educate you about labor awareness?	0.906
LC3 Does your school offer labor courses?	0.849
LC4 How many labor classes are there in your class a week?	0.947
LC5 Are the labor courses in your school occupied?	0.926
LC6 Does your school have relevant teaching materials for labor courses?	0.943
LC7 Does your school have full-time teachers taking labor courses?	0.956
LC8 Does your school often carry out labor activities?	0.899
LV9 Are there many forms of social welfare labor has your school organized?	0.869
LC10 Social welfare labor has your school organized?	0.907
LC11 Do you think labor education is important?	0.836
LC12 I am used to parents doing things for their children?	0.561
Eigenvalue (before rotation)	9.11
Explanation rate of variance% (before rotation)	75.89%
Cumulative variance interpretation rate% (before rotation)	75.89%
Eigenvalue (after rotation)	7.64
Explanation rate of variance% (after rotation)	63.65%
Cumulative variance interpretation rate% (after rotation)	63.65%

Table 20

Student Labor Education Questionnaire - Labor Concept Analysis

Item	average value	standard deviation	LC1	LC2	LC3	LC4	LC5
LC1 Attention of not wanting to participate in labor ?	2.19	1.28	1				
LC2 Do school teachers often educate you about labor awareness?	3.31	1.40	0.41	1			
LC3 Does your school offer labor courses?	3.44	1.46	-0.40	-0.27	1		
LC4 How many labor classes are there in your class a week?	3.25	1.61	-0.51*	-0.36	0.91*	1	
LC5 Are the labor courses in your school occupied?	3.13	1.67	-0.48	-0.33	0.82*	0.88**	1
* p<0.05 ** p<0.01							

Based on the data analysis of the two tables above, 79% of students are unwilling to participate in school labor, 53% of students believe that teachers do not regularly remind students to improve their labor awareness, 83% of students think that the school does not carry out labor classes, 87% of students think that their class does not have one labor class per week, 87% of students think that there is no specialized teacher to teach labor classes, 87% of students think that there is no specialized labor textbook, 87% of students think that the teacher does not teach labor classes, 86% of students think that the school does not regularly carry out labor activities, 79% of students think that there are no various forms of volunteer services, 74% of students think that the school does not carry out volunteer services, 60% of students think that labor education is not important, 89% of students are used to their parents doing housework for them, which shows that the school values labor education. I don't know, let alone the concept of labor.

Labor Habits, Attitudes, And Concepts Based on Teacher Interviews

Through interviews with teachers of seven subjects in sixth grade, we have reflected our understanding of the many problems that labor education currently faces. These issues are complex and diverse, and this section will attempt to clearly describe them.

First, do you understand the concept of labor education? They have a highly consistent level of understanding and both believe they know.

The second issue is whether to participate in school labor education. It is found that there are different ways of participating in labor education, but all participate in labor:

Participated in class labor, class activities, and intellectual labor (T1)

The autonomous management model that requires everyone to do everything and everyone to do something (T2)

Class division of labor, one labor position per person (T3)

Third, how does the school integrate disciplines with labor education? Teachers from different disciplines combine their own disciplines to carry out teaching:

Integration with the Chinese language discipline (T1)

I will assign different household tasks such as washing dishes and clothes, and also assign work assignments according to different time nodes (T3)

According to the relevant content of mathematics, many teaching contents are closely related to labor education. The problems of pancakes, pi, calculation of circle area, combination of figures, and arrangement will all be combined with labor education to carry out teaching. (T2)

Combining weaving, handcrafting, and singing labor songs in art classes to carry out labor education (T4)

In physical education classes, the integration of labor education is carried out by combining the preparation of sports equipment before class and the cleaning of equipment after class (T7)

Combining the advantages of information technology to integrate programming and other courses (T5)

In science classes, many small experiments need to collect data, and each experiment requires them to study, which is the best embodiment of labor education (T6)

Fourth, labor education can cultivate students' many beautiful qualities, but when carried out in combination with disciplines, the training objectives are inconsistent:

Cultivate students' labor habits, skills, and change their labor concepts, understand the mysteries and principles of labor, improve labor efficiency, and cultivate children's sense of responsibility and responsibility (T1)

Love and Respect Labor (T3)

Labor culture is rooted in the hearts of students. The acquisition of labor skills is not afraid of hardship or fatigue. From a young age, it cultivates the quality of enduring hardship and hard work, cultivates the acquisition of children's concepts and skills, cultivates the spirit of labor, and develops the habit of perseverance (T3)

Labor education can cultivate students' spirit of not being afraid of dirt and fatigue (T7)

The process of labor can cultivate students' spirit of constantly exploring knowledge and constantly researching scientists (T6)

Labor can bring joy to the body and mind, release the pressure of learning and life (T4)

Fifth, in terms of implementing labor education, each teacher uses different amounts of time:

Holidays, school hours, classroom integration, top-level design in the school, consensus among school leaders, teachers, and parents, moving from on campus to off campus, and combining extracurricular and in class (T1)

Weekly classes, participation in household chores, professional experience, research activities, and volunteer services (T2)

To guide teachers and students to carry out labor education with a purpose, there should be a macro design to cultivate teachers in the curriculum design of labor education. It is necessary to provide teachers with materials, relevant courses, and strengthen guidance; Each student has a fixed position in the class. (T3)

Combining teaching content, appropriate content will be arranged for labor education (T4)

Usually, students' extracurricular interest group training is carried out in conjunction with labor education (T5)

Every research is a combination of labor education (T6)

In physical education class, there is labor education when using equipment (T7)

Sixth, the methods and methods of school labor evaluation vary, and different evaluations are conducted based on different disciplines. There is no unified evaluation standard for schools:

Evaluate through school, students, and parents (T1)

Class and school summary and commendation meeting, 21 day clock in and labor competition (T2)

Evaluation of labor attitude; Self perception evaluation; Peer evaluation; (T3)

Based on the characteristics of lower grade students, reward small red flowers, but this reward method is not sustainable, and students are very happy about the reward from the beginning. But as he grew older, his needs no longer cared about this little red flower. (T4)

Cleaning up the equipment is already a matter after class, with almost no evaluation. (T7)

Seventh, there are also many difficulties in implementing labor education, and the teachers' expression is as follows:

How to raise the awareness of all teachers, parents, and society towards labor education and enable them to support the implementation of labor education. (T1)

How to organically integrate all disciplines with labor education (T3)

Labor is hard, and many students cannot persist for a long time. Parents only ask students to do homework at home, believing that labor education is not important. (T6)

Some teachers and parents do not know how to cook or stir fry, so the guidance of labor education for students at home is not strong (T4)

Parents and teachers do not attach enough importance to the true significance of labor education, so labor education cannot be effectively implemented. (T7)

Eighth, teachers have come up with many ways to change the current situation of labor education:

Developing resources and creating more labor opportunities; (T3)

Strive for support from higher-level departments, expand labor resources, establish off campus labor bases, and provide financial support. (T4)

Hiring experts or individuals with expertise for on-site training; Online and offline training; (T1)

Conduct professional training, establish systems, hire experts, (T2)

Teacher training, labor practice guidance, and study abroad. Seek help from resources through the internet. Family involvement, involving students and parents. The combination of on campus and off campus. (T7)

Utilize social resources to form a labor base with enterprises as a place for students to engage in labor practice, and regularly visit enterprises to participate in labor practices within their capabilities. A combination of online and offline training. Outdoor practice. Participate in volunteer activities. Invite experts and experienced farmers to enter the campus. (T5)

From the interview, we found that teachers, students and parents all know that labor education is an education, there are many practices that are worth keeping. During the interview, it was also found that labor training was not in place, and the training method was single; there was no complete labor curriculum; there was a lack of professionals participating in labor education; the school, society and family did not form a joint force; the evaluation of labor education was not perfect or in place. Therefore, labor education requires the joint participation of schools, families and society. Parents, students and teachers have online and offline training, invite experts to guide, and improve the evaluation mechanism. Only in this way can students acquire labor skills, change the concept of labor that is afraid of hardship fatigue, develop persistent labor. Habits form a working spirit.

Result and Discussion

Lack of Opportunities For Labor Practice

It is difficult to ensure that students have enough time to work in terms of labor time. Through investigation, it was found that students have limited daily duty hours, and the school does not have high requirements for daily duty. There are no mandatory labor activities, and effective supervision and management measures such as duty hygiene evaluation. In terms of household chores, half of the students spend less than 30 minutes doing household chores, and a small number of students do not do household chores at home. Students have fewer opportunities to do household chores at home. Most of the labor time and opportunities for students are concentrated in their families. For parents who do not value household chores, their children have almost no opportunities for labor; The level of cultivating labor habits and creating conditions for labor opportunities in schools, families, and communities needs to be improved, and most students cannot meet the weekly labor hours stipulated by the Ministry of Education.

Insufficient Labor Capacity of Primary School Students

A small number of students have behaviors of coping with and not taking duty seriously. In terms of labor quality, less than half of the students are able to achieve high quality and effectiveness after work. Through interviews with teachers, it was also learned that some students still have hygiene blind spots, garbage, unclean floors, and imprints on the blackboard after work. In terms of mastering labor skills, less than one-third of students are able to think about some labor skills to improve efficiency during labor. This proportion is relatively small, and most students only regard labor as completing tasks without exploring techniques to improve efficiency and quality during the labor process.

Lack of Construction of Labor Environment in Schools

The enthusiasm of students is not good. Parents will use reasons such as learning is important, hard work, and caring for children to replace their children in labor, lacking awareness of labor education for children; In the monthly theme activities required by the school, some parents lack time and cooperation due to busy work, resulting in poorer results in completing the work of home school cooperation compared to school labor activities. Some parents do not attach importance to their children's labor assignments, neglect labor education for their children in the family, and cope with the completion of school labor tasks, which is not conducive to the cultivation of children's labor habits.

Conclusion

This article summarizes and analyzes labor perspectives, labor attitudes, labor opportunities, labor behaviors, and the environment for cultivating labor habits among primary school students by reading and organizing literature, conducting surveys with parents and students, and communicating with frontline teachers and parents. Based on the research direction and relevant knowledge of education theory and educational management, it is found that there are some problems in the current development of labor habits among primary school students in China, including deviation in their cognitive concepts of labor, need to improve their labor attitudes, limited labor opportunities, insufficient labor ability, need to improve labor quality, and need to strengthen the creation of labor environments.

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