

# Effectiveness of History and Cultures Curriculum for Students' Parents and Preschool Teachers

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<sup>3</sup> 4th International Research and Education Conference, New York City, 11021, USA

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**Abstract:** This research explores the critical need to integrate history and culture into preschool education, an area often overlooked in educational policy discussions. Drawing from the insights of Chinese history and culture curriculum in primary, secondary, and university levels, this study addresses the deficiencies in preschool education reform and policy. The study emphasizes the value of incorporating historical and cultural by Lee, W. O., Hao, N., & Zhou, Q. (2020), highlighting aspects such as cultivating aesthetic taste, showcasing cultural characteristics, and fostering cultural inheritance. The paper delves into the significance of history and culture curriculum in preschool education, focusing on children's development, patriotism, social fairness and justice, cultural inheritance, and unity between heaven and man for a harmonious life. Based on Piaget's child development theory and Confucianism's foundational principles, it elucidates the importance of aligning preschool education with cultural and historical contexts. Given preschool children's limited understanding and cognitive abilities regarding history and culture, the study proposes methods for integrating these themes into pre-education. It advocates for policy reforms in preschool education, emphasizing curriculum guidelines that reflect philosophical, psychological, pedagogical, sociological, and anthropological dimensions. Through a case study at Grace School in Yichun City, Heilongjiang Province, China, employing survey methods and case analysis, the research outlines goals for preschool history and culture curriculum. It incorporates Confucian concepts such as "harmony without diversity" and "endless life" to guide curriculum design and implementation, addressing evaluation criteria and curriculum content (Bahtilla, M., & Xu, H. 2021). In conclusion, the paper stresses the necessity of enhancing theoretical research levels in preschool education history and culture curriculum, advocating for improved training and implementation strategies. It envisions a collaborative effort among families, schools, and communities to foster continuous cultural learning and development among children.

**Keywords:** Internalization; Pre-education; History; Culture; Education System; China.

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## 1. Introduction

According to Chinese Chairman Xi's speech at the 20th Congress of the Chinese Communist Party in October 2022, there is a notable emphasis on cultural education. Chairman Xi highlighted the importance of leveraging culture as a tool for education and integrating individual indoctrination with societal governance. The ongoing curriculum reform in preschool education is described as a nationwide, movement-style initiative throughout the country. The modern education system in China faces challenges, notably its focus on exam-oriented education, heavy curriculum burdens, and the pressure on students to excel in exams and evaluations across multiple subjects. Schools often prioritize practical disciplines like science, technology, and mathematics, potentially leading to a neglect of humanities and historical cultural subjects in early childhood education. Consequently, students may lack a comprehensive understanding and interest in Chinese history and culture, resulting in a deficiency in traditional Chinese cultural awareness and knowledge. Xiaofei Qi & Edward C. Melhuish (2016) on their paper reviews the development of early childhood education and care (ECEC) in China. The historical context from 1900 is summarized, and then developments from the 1980s up to the present kindergarten expansion movement, starting in 2010, are covered in detail. The review shows that ECEC development in China has undergone great changes both in policy and practice. With the 2010 National The promulgation

of the Outline of Educational Reform and Development Plan (2010-2020) clarified that the basic goal of education is to "adhere to Educating people is the foundation, driven by reform and innovation, focusing on promoting fairness, focusing on improving quality, and comprehensively Implement quality education" and promote comprehensive care for children in education: Students should be the main body and teachers should be the main body. Preschool education holds immense significance for children's physical and mental well-being, habit formation, and intellectual growth. It follows the principles of children's developmental stages, adhering to scientifically proven methods of childcare and education to ensure the joyful and healthy progression of children. This core inevitably sets the overarching direction for the future development of preschool education curricula the current preschool education curriculum neglects the effectiveness of history and traditional culture. Students have problems with values, such as deficit in cultural identity, lack of cultural confidence, historical misunderstandings, value distortion, diminished national identity, and decline in the quality of education. The richness of historical knowledge is being drained, depriving them of the nourishment from the 5,000 years of Chinese traditional culture. This situation makes it difficult for the next generation to inherit China's historical and cultural heritage, which ultimately hampers their patriotic enthusiasm.

So, we need to integrate history and culture in preeducation according to policy at Grace School. Specifically, the

following questions were answered:

1. What is the profile of the respondents as to age, gender, job, and salary?

2. How effective is the Chinese and culture curriculum as assessed by parent respondents?

3. How effective is the Chinese and culture curriculum as assessed by teacher respondents?

4. Is there a significant difference between the assessment of parents and teachers in the effectiveness of Chinese history and culture curriculum?

5. Based on the findings, what history and culture curriculum guidelines may be proposed?

This study investigates the effectiveness of a Chinese history and culture curriculum in preschool education, comparing assessments from parents and teachers. Scholars argue for the advocacy of early childhood history and cultural education due to its crucial role in cultural inheritance. Zhou Qian (2017) highlights its importance in cultivating aesthetic taste in traditional culture, maintaining cultural characteristics, and passing down heritage. Zhang Weimin and Yan Xi (2007) emphasize the contributions of such education to knowledge acquisition, moral education, and aesthetic entertainment, which influence children's socialization and mastery of social processes. Chen Shilian (2017) considers traditional cultural education vital for fostering positive emotions and shaping distinctive Chinese preschool education. Liu Niu (2006) underscores the significance of cultural courses in developing children's cultural and national identities, promoting their harmonious physical and mental wellbeing. It aims to enhance teaching strategies by addressing the unique cognitive and developmental needs of young children. The study is significant for teachers, offering insights into integrating historical and cultural content effectively and encouraging continuous professional development. For students, it fosters cultural identity, critical thinking, and moral values. The researcher benefits by contributing to educational practices at Grace School, while future researchers can use the findings to inform curriculum development. The study is limited to Grace School in Yichun City, Heilongjiang Province, China.

## 2. Methods

The research utilized a survey questionnaire and interviews, employing a descriptive method to answer primarily "what" questions. The study is statistical, with conclusions based on quantitative data. The questionnaire, a mix of close-ended and open-ended questions, served as the main data collection tool, enabling the researcher to gather extensive data efficiently. This approach allows for comparison with historical data to understand shifts in respondents' choices and experiences (Goodwin & Goodwin, 2020). Consequently, the researcher chose a descriptive quantitative research design and survey questionnaire to achieve the study's objectives. Yi Chun Grace School (GS), abbreviated as GS and in pinyin as "Meng En Xue Xiao," is located at No. 101, Hongqi Street, Wucui District, Yichun City, China, with a zip code of 230700. The school was established in 2013 by Yuqing Zhang, a distinguished teacher with an advanced teaching certificate and 50 years of teaching experience. GS offers an Early Childhood Program and operates three branches, serving a total of 430 students from kindergarten 1 to preschool levels. It is notable for being the first private school in Yichun City with foreign teachers. GS has received accolades including recognition as the best private school by the Education

Department in 2015 and a charity title from a nonprofit organization for the disabled. In 2016, GS organized the first English

Contest in Yichun City. The school's unique curriculum, designed by its founder, prepares students for elementary-level education. The school's motto, "You Choose Grace, You Win the Race," reflects its commitment to providing an exceptional educational experience. GS employs approximately 90 teachers, all holding professional teaching certificates, and offers four main subjects: Math, Chinese, English, and Science. The researcher selected students from GS due to their accessibility and the potential for in-depth study. The determination of respondents was based on the populations of the three branches of the school. Using the Raosoft sample size calculator ensured a representative and statistically significant sample. The reliability of the questionnaires was assessed using SPSS. The Cronbach's Alpha coefficients for the parents' and teachers' questionnaires were 0.939 and 0.924, respectively, indicating high internal consistency and reliability. This high level of reliability means that the questionnaires were consistent in measuring the intended constructs and provided reliable results. Additionally, the two survey questionnaires were distributed to 208 parents and 74 teachers. The collected data was presented in tables and analyzed textually. The results were interpreted and explained to draw meaningful conclusions. The individual interview with the Dean of GS supplemented the survey findings, adding depth to the analysis. Lastly, the use of a 4-point Likert scale facilitated the evaluation of curriculum effectiveness. Ethical considerations, including informed consent, confidentiality, non-maleficence, transparency, and respect for participants, were meticulously observed to ensure the integrity and trustworthiness of the research process.

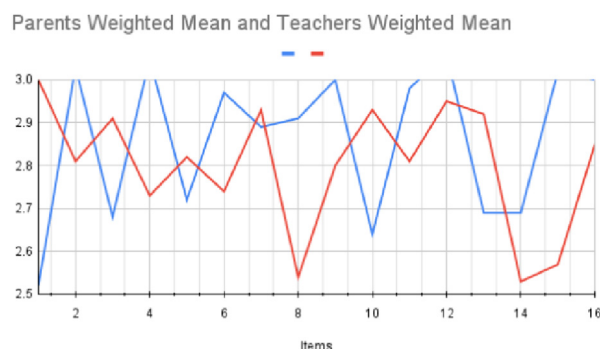
## 3. Results and Discussion

The profile of the respondents (parents) at Grace School reveals that the majority are young parents, with the largest age group being 21-25 years old (23.55%), and most are mothers (70.2%). Female respondents dominate the sample at 73.10%. In terms of job status, a significant portion are Regular/Permanent employees (43.80%), and the job classification is almost evenly split between Managerial (47.10%) and Rank and File positions (52.90%). Educational attainment shows a high level of education among parents, with 62.50% holding a bachelor's degree and 19.70% having a master's degree. These findings indicate a relatively young, well-educated parent population, predominantly female, which may reflect a demographic that values education highly and is likely supportive of a robust history and cultural curriculum. This demographic insight is crucial for understanding the context of the survey responses and interpreting the perceived effectiveness of the curriculum. A well-designed preschool curriculum should consider the demographics of its parent population (Sung et al., 2017). Research suggests younger parents, like those at Grace School, may be more receptive to innovative approaches, while parents with higher education might prioritize academics (Hirsh-Pasek et al., 2009). Regardless of background, all parents can contribute to their child's learning journey. Schools can bridge this gap by fostering strong partnerships through clear communication of curriculum goals (NAEYC, 2023), offering resources for home reinforcement (Center on the Developing Child, 2023), and

actively seeking parental input (Epstein, 2001). Ultimately, a curriculum that is culturally responsive and promotes holistic development across all domains (NAEYC, 2023) is likely to resonate with a diverse range of parents and best support their children's preschool experience. On the other hand, a survey of preschool teachers found a large portion to be young (under 30) and unmarried, with a majority having a college degree or lower. This younger demographic may have more energy but potentially less experience. Salaries are also low, contributing to high teacher turnover. Despite these challenges, teachers remain dedicated to incorporating cultural aspects into their curriculum. 47.30% have less than 5 years of experience, 14.90% have been serving for 6 to 10 years, 16.29% for 11 to 15 years, and 9.5% for 16 to 20 years. Studies suggest a strong link between a teacher's content knowledge and their ability to effectively implement a curriculum (Liu & Chen, 2018). Therefore, there is no significant difference in assessment in effectiveness of Chinese history and culture curriculum as assessed by parents when grouped to job status, job classification and highest educational attainment since the computed p values are greater than 0.05 level of significance. Teachers with a strong understanding of Ancient Chinese history can create engaging learning experiences for young children. Regardless of age or salary, a teacher's passion for a subject like Ancient Chinese history can significantly influence their curriculum development and classroom practices (Ainsworth & Kaplan, 2007). Thus, assessment in effectiveness of Chinese history and culture curriculum as assessed by teachers does not differ when grouped to age, gender, civil status, job classification and highest educational attainment.

For the effectiveness of history and culture curriculum as assessed by the parents and teachers, it seems that both parents and teachers generally perceive the effectiveness of the history and culture curriculum in China to be positive, with weighted means falling within the ranges of 2.50 to 3.49. Specifically, parents rated the curriculum's ability to develop independent thinking skills (weighted mean 3.06), cross-cultural communication skills (weighted mean 3.05), and cultivate interest in history and culture (weighted mean 3.03) quite favorably, with standard deviations indicating relatively consistent responses. Therefore, both parents and teachers generally perceived the effectiveness of history and culture curriculum positively. This is true to the research by Epstein et al. (2009) emphasizes the importance of collaboration between teachers, parents, and administrators in curriculum

development. This collaborative approach leads to a curriculum that is more responsive to the needs of all stakeholders and the needs of the children.



**Figure 1.** Effectiveness of the history and culture curriculum as perceived by parents and teachers

On the other hand, teachers' ratings also fell within this effective range, albeit slightly lower overall (composite mean 2.80), indicating a generally positive perception of the curriculum's impact on students' learning and development. This suggests a shared belief among parents and teachers in the curriculum's ability to promote critical thinking, cultural understanding, and historical interest among students, albeit with some minor variations in perception between the two groups.

The F-value and p-value are statistical measures used in analysis of variance (ANOVA) tests to assess the significance of differences between groups. The Fvalue of 0.188 and the corresponding p-value of 0.665 suggest that there is no statistically significant difference in the effectiveness of the Chinese history and culture curriculum as assessed by parents and teachers.

The interpretation based on these values is that the differences observed in the ratings of parents and teachers regarding the effectiveness of the curriculum are not significant. In other words, both parents and teachers tend to rate the curriculum similarly in terms of its effectiveness.

The decision to "Fail to Reject" the null hypothesis (which assumes no difference between groups) further reinforces this interpretation. Essentially, this means that there is no strong evidence to suggest that the ratings of parents and teachers significantly differ regarding the curriculum's effectiveness.

**Table 1.** Difference in the Effectiveness of Chinese history and culture curriculum as Assessed by Parents and Teachers

| Effectiveness of Chinese history and culture curriculum  | F-value | p-value | Interpretation | Decision         |
|--|---------|---------|----------------|------------------|
|  | 0.188   | 0.665   | Not Effective  | Failed to Reject |
| <sup>a</sup> Legend: Significant at p-value < 0.05; R – Rejected; FR – Failed to Reject; S – Significant; NS – Not Significant |         |         |                |                  |
| <sup>b</sup> ANOVA   |         |         |                |                  |

The study Shih, Y.-H. (2022) examined how preschool teachers incorporated the preschool's vision, educational objectives, and community assets to create and implement a local culture curriculum, along with addressing challenges encountered during this process. Key findings emphasized the curriculum's ability to engage children in history and humanities through market experiences and to integrate local

culture with community interactions, particularly at a vegetable market. Steps in curriculum implementation included establishing thematic connections, planning activities based on children's experiences, conducting activities such as market visits, evaluating outcomes, and engaging in follow-up actions like creating thankyou cards and renovation plans. Challenges included teacher shortages

for outdoor courses, safety concerns, and children's limited experience. From these findings, culturally responsive education strategies were developed, including integrating local culture and community elements into courses, situating local culture education within learning domains, creating humanities-rich local culture curricula, and fostering parent-teacher collaboration to address teacher shortages. These findings offer insights for developing local culture curricula and cultural identity cultivation strategies for young children. This study provides a curriculum guideline as the output initiated by the researcher to start integrating history and culture at the early age of school preparation among children.

## 4. Conclusion

The profile of respondents at Grace School provides valuable insights into the demographics of the parent and teacher populations. Parents are predominantly young, with a significant portion in the 21-25 age group, and the majority are mothers. This demographic suggests a population that values education highly and is likely supportive of innovative educational approaches, especially given the high levels of educational attainment among parents. On the other hand, the teacher demographic reveals a predominantly young and unmarried group with varying levels of experience and education, along with low salaries contributing to high turnover rates. Despite these challenges, teachers remain dedicated to incorporating cultural aspects into their curriculum.

In conclusion, the findings from the profile of respondents shed light on the diverse backgrounds and experiences of parents and teachers at Grace School. The young and highly educated parent population, predominantly female, reflects a demographic that values education and is likely to be supportive of a robust history and culture curriculum. Conversely, the challenges faced by teachers, including low salaries and high turnover rates, highlight the need for support and resources to retain talented educators. Overall, understanding the demographics of respondents is crucial for designing effective educational strategies that cater to the needs and expectations of both parents and teachers, ultimately enhancing the learning experiences of young children.

The Chinese history and culture curriculum at Grace School has been effectively perceived by parent respondents. Their positive assessments indicate that the curriculum successfully fosters independent thinking, cross-cultural communication, and a genuine interest in history and culture among their children. This conclusion suggests that parents view the curriculum as a valuable tool for enhancing their children's cognitive and social development, underscoring its effectiveness in meeting educational goals and engaging young learners.

The Chinese history and culture curriculum, as assessed by teacher respondents at Grace School, has also been evaluated positively for its effectiveness. Teachers perceive the curriculum as successful in achieving its educational objectives and engaging students in meaningful learning experiences related to Chinese history and culture. This positive perception by teachers further reinforces the curriculum's value in promoting cultural understanding and holistic development among students.

There is no significant difference between the assessment of parents and teachers regarding the effectiveness of the Chinese history and culture curriculum at Grace School. Both

groups, parents, and teachers, have positively evaluated the curriculum, emphasizing its ability to foster independent thinking, cross-cultural communication skills, and interest in history and culture among students.

Lastly, both parents and teachers at Grace School perceive the Chinese history and culture curriculum as effective. Despite differences in their roles and perspectives, both groups evaluated the curriculum positively, highlighting its ability to foster critical thinking, cross-cultural communication skills, and interest in history and culture among students. This shared perception indicates a consensus on the curriculum's effectiveness in meeting educational objectives and engaging learners, emphasizing the importance of collaborative efforts between home and school environments in curriculum development and implementation. Additionally, curriculum guidelines are being proposed and called for a dialogue and improvement.

## 5. Recommendations

**Implement interactive cultural workshops:** Organize hands-on workshops and cultural immersion activities to actively engage students in learning about Chinese history and culture.

**Facilitate cross-cultural dialogue:** Arrange intercultural dialogues and language exchange sessions to promote understanding and communication between students from diverse backgrounds.

**Integrate technology-enhanced learning:**

Incorporate multimedia resources, virtual tours, and interactive apps to make Chinese history and culture lessons more interactive and accessible to students.

**Establish parent-teacher collaboration groups:** Form collaborative groups involving parents and teachers to brainstorm ideas, plan cultural events, and share resources for enriching the curriculum and enhancing student learning experiences.

**Further research** to improve and dig deeper in the context of integrating history and culture in curriculum development for children as one the building foundation.

## Acknowledgments

I express my gratitude to God the Father Almighty for blessing me with good health and well-being, which were essential for me to complete this work. I am also deeply thankful to my family: my mother, Yuqing Zhang, and my children, especially Odena Song, for their constant encouragement, support, love, and attention throughout this journey. I can say we are the third generation of strong-willed women.

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