

Does Education Level Affect the Happiness of Muslims in Scattered Areas?

——Based on the Sample of Daxing Hui Township

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Abstract

In a multi-ethnic China, there are differences in regional educational preferential policies, which affect the quality of education in different regions and ethnic groups to a certain extent. Based on the data of 1210 online questionnaires in Daxing Hui Township, this paper uses ordinary least squares (OLS) to empirically analyze the relationship between education level and the happiness of Muslims in scattered areas. The effect of happiness is significantly and positively correlated. Finally, according to the research results, suggestions and suggestions for optimizing the level of education are put forward, in order to improve the happiness of Muslims in scattered areas.

Keywords: *Education level, Muslims in stray areas, Happiness, OLS*

1. INTRODUCTION

Chinese Muslims are generally distributed in a centralized geographical space, mainly in Xinjiang, Qinghai, Ningxia, Yunnan, and northwestern Gansu provinces. The population accounts for more than 85%, but they are also scattered in other provinces and cities. The state's policy support for Muslims and other ethnic minorities, especially the education policy, has obvious regional differences. Are there differences in the happiness of Muslims with different education levels?

This article takes the survey samples of Daxing Hui Township as the research object. Through literature review, it sorts out the educational policies of Chinese Muslims and other ethnic minorities, the main influencing factors of Muslim happiness in scattered areas, etc., and uses OLS empirical analysis method to analyze the scattered areas. The relationship between the education level of Muslims and their happiness, and on this basis, demonstrate the appropriateness of the current ethnic minority education policy in my country, and finally think about the path to optimize my country's ethnic minority education policy.

2. LITERATURE REVIEW

For the education policy of ethnic minorities such as

Muslims, the state implements the principle of "fairness and equality" and the level of regional economic development. It can be summed up that the equal and balanced development of ethnic minority education is a powerful foundation for building a harmonious education and a harmonious society [2]. Chinese Muslims, composed of 10 ethnic groups, account for about 2% of the country's total population in 2020, mainly in the five northwestern provinces [Data from Statista website]. In terms of education policy, due to the poor economic development and low overall education level of the Northwest region itself, the state gives preferential treatment to Muslim students from remote and backward regions such as Xinjiang, Qinghai, Ningxia, Yunnan, Gansu, etc. Policy. This preferential policy has been revised and improved four times in succession, which has effectively improved the education level of ethnic minority areas and ethnic minorities in my country, but at the same time it has also highlighted some problems [1]. The essence of education is to achieve the all-round development of the human being, but the current policy of adding points for the examinations will only allow students with different basic education levels to enter the same university or even the same major, and it does not solve the problem between ethnic minorities and the Han nationality from the source. The educational level, weak basic knowledge, and poor learning ability directly attack and

weaken the former's learning motivation, which is contrary to the plan to cultivate high-level backbone talents of ethnic minorities [5]. Obviously, how to implement the minority education policy more effectively is still a serious macro problem.

The state mainly considers the preferential policies for minority education from the perspective of the agglomeration area. As a Muslim minority, especially the Hui, its distribution is characterized by "large dispersion and small concentration"[3], but the enjoyment of the policy of adding points to the college entrance examination is greatly reduced. Improving the level of education can effectively promote regional economic development, thereby driving the improvement of personal income levels, and to a certain extent, it can also significantly improve personal happiness. However, some scholars have found through field research that the happiness of residents in ethnic minority areas is not absolutely related to economic wealth, and the main factors affecting the quality of life are interpersonal relationships, living environment, and the nature of work [7]. Some scholars have also explored Muslims in concentrated areas and found that strong religious beliefs are positively affecting personal well-being [5].

To sum up, there is a lot of research on the educational policies of ethnic minorities such as Chinese Muslims and the happiness of Muslims in scattered areas, which shows that the confidence and determination to promote the harmonious development of ethnic minorities has always been maintained. However, the author entered the keywords "Muslims in scattered areas" and "minorities in scattered areas" from the CNKI website, but there were only a few articles. It can be seen that the current mainstream is still concerned about ethnic minorities such as Muslims in concentrated areas, but the development of national education is not enough. Either case should be ignored. Therefore, from the perspective of Muslims in scattered areas, this paper explores the true relationship between their happiness and educational level, and focuses on the applicability and optimization of the current minority education policies.

3. Analysis of the status quo of the education level of ethnic minorities in scattered areas in my country

3.1. The development process of the educational level of ethnic minorities in scattered areas in my country

According to the "China Education Statistical Yearbook", the development history of the education level of ethnic minorities in scattered areas can be obtained (Figure 1). It is not difficult to see from the

figure that the Han area has the highest education level from 2016 to 2020, followed by the minority areas. The education level of ethnic minorities in scattered areas is the lowest among the three. Although there is equality and fairness among all regions and ethnic groups in the country in terms of the right to education, there are obvious gaps in the education system and teaching conditions. First of all, the national level is more inclined to preferential policies for ethnic autonomous regions, resulting in more high-quality resources being favored in ethnic autonomous regions, and ultimately resulting in unfair educational conditions. The soft and hard educational conditions such as sports facilities and teachers are far from the former level. As a result, the generation eligible for education in the scattered areas of ethnic minorities fails to obtain a certain level of educational resources in time, and even causes them to drop out of school early. Secondly, although ethnic minorities in scattered areas still enjoy the preferential policies of state grants and state student loans on an equal footing in terms of education policies, due to less attention paid to the education of ethnic minorities in scattered areas, corresponding rights and interests protection laws are still lacking. However, the existing policies and regulations issued by individual regional governments have problems such as poor implementation, poor operability, and insufficient authority, which also prevent the education level of ethnic minorities in scattered areas from being significantly improved[4].

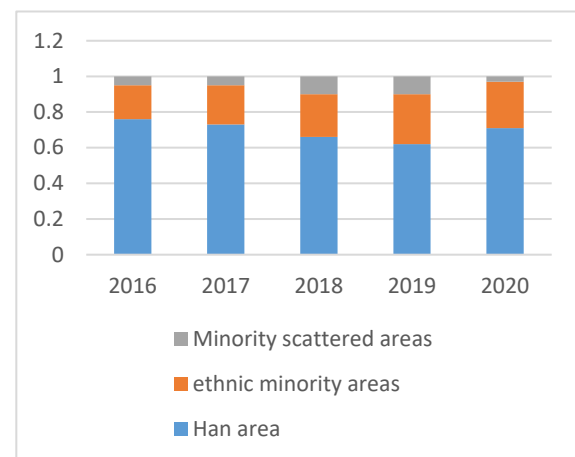


Figure 1: The development process of education level in minority scattered areas from 2016 to 2020

3.2. Development of education level and residents' happiness index

Based on the data of the education level and the residents' happiness index in Han areas, minority areas and scattered areas, the paper makes a panel scatter plot as shown in Figure 2. The fitting regression curve sloping to the upper right in the intuitive analysis figure shows that there is a positive relationship between the educational level of the region and the happiness index,

which means that the higher the educational level of the region, the higher the happiness index that residents can feel. On the one hand, the higher the level of education, the cultural level of residents affects their spiritual level, which can effectively improve their sense of well-being. material living conditions, thereby effectively improving their well-being. However, this analysis did not consider other influencing factors, so the correlation between education level and well-being shown by the scatter plot lacks certain reliability, so the correlation should be further tested below.

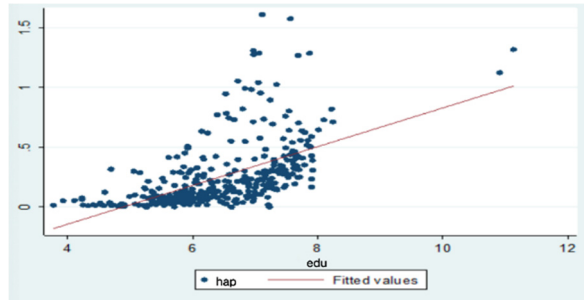


Figure 2: The relationship between educational attainment and well-being

4. RESEARCH AND ANALYSIS

4.1. Data Analysis

The research object selected in this paper, Daxing Hui Township, is located in Yanting County, Mianyang City, Sichuan Province. It is the only minority Hui Township in Mianyang City. As of the seventh census in 2020, the number of people in the township has reached 6,000. Daxing Hui Township is a typical Muslim area in the scattered area. The whole township has lived, worked and studied with Han compatriots for a long time, and the living, working and learning environment is also highly consistent with the Han compatriots in the same area. In terms of educational policy enjoyment, since they are ethnic minorities in scattered areas, local Muslims enjoy the same education as their local Han compatriots in compulsory education and high school. Educational preferential policies for priority admission. Under this premise, a questionnaire survey was carried out on the personal situation of Muslims in the region, and a total of 1210 valid questionnaires were collected. The questionnaire is mainly carried out from eight aspects, including gender, age, place of residence, education level, job nature, disposable income, understanding of ethnic minority policies, and self-assessment of their well-being of Muslim residents in Daxing Hui Township [6]. The specific indicators are as follows:

Table 1: Statistical description of indicator variables

Indicator variable	Option content
sex	male (1) female (2)
age	Post-70s (1) Post-80s (2) Post-90s (3) Post-00s (4)
hab	Daxing Hui Township (1) Yanting County (2) city (3) Other counties (townships, towns, villages) (4)
edu	High school and below (1) Higher vocational education (2) Undergraduate (3) Postgraduate (4) [If choose undergraduate/graduate, add an additional question]
mat	yes (1) no (2)
work	Unemployed (1) Self-employed (2) Enterprises (3) Institutions (4) Reading (5)
income	Reached, and far exceeded the standard (1) basically reached (2) did not reach (3) did not reach, and the gap is very large (4)
mop	Very well (1) General understanding (2) Not knowing (3) Not knowing at all (4)

4.2. Model building

Through the theoretical analysis above, this part constructs a model of influencing factors of Muslim happiness in scattered areas:

$$hap = f(educ) \quad (1)$$

In formula (1), the variable represents the happiness of Muslims in the scattered area, and the variable represents the education level of the Muslims in the scattered area. In order to ensure the accuracy of the empirical research results, control variables are further introduced into the relational formula, and the following formula is obtained:

$$hap = \alpha educ + \beta X \quad (2)$$

Among them, α and β represent the influence coefficients of the explanatory variables and the series of control variables on the explained variables, respectively. The control variables include age, gender, habitual residence, work nature, per capita disposable income, whether you have attended preparatory school, and the degree of understanding of ethnic minority policies.

4.3. Empirical Results Analysis

This paper uses ordinary least squares (OLS) to analyze the happiness and education level of Muslims in scattered areas. The results are as follows:

Table 2: Model regression results

Variable indicator	OLS	N	R ²
edu	3.44***	1210	0.827
age	-0.33		
sex	0.57*		
hab	1.34**		
work	1.21		
income	0.77**		
mop	-1.41	43	0.809
mat	-0.69**		

It is not difficult to find from the above table that there is a significant positive correlation between the level of education and the happiness of Muslims in scattered areas, which means that through more education, Muslims in scattered areas can achieve more comprehensive development. Or spiritual enrichment, can ultimately enhance their happiness. Among the returned questionnaires, 5 respondents whose education level reached the postgraduate level had the highest self-evaluation of happiness, which further demonstrated this result. Through one-on-one in-depth interviews with these 5 graduate students, we learned about their actual employment situation. These 5 graduates are working in public institutions, civil servants and Fortune 500 companies, and their per capita monthly income exceeds 10,000 yuan. During the interview, five investigators also expressed that the main reason for their current strong sense of well-being is that education has changed their family situation, further demonstrating the point of this article, that is, the level of education effectively stimulates Muslims in the scattered areas Happiness.

Other control variables also affect the happiness of Muslims in scattered areas to a certain extent. In the sample data, the happiness of women is higher than that of men, mainly due to the traditional religious concept of Muslim minorities, that is, men should assume more family responsibilities. In addition, the residents of Daxing Hui Township mainly rely on traditional agriculture, and men are under greater pressure in life, so the sense of happiness is far less than that of women. There is a significant positive correlation between habitual residence, personal disposable income and happiness, which to a certain extent indicates that living in a place with better environmental conditions and a better economic foundation will affect the happiness index of Muslims in scattered areas. However, the control variables age, work nature, and understanding of ethnic minority preferential policies have no significant effect on the happiness of Muslims in scattered areas, indicating that these three factors cannot be the decisive factors affecting the happiness of Muslims in scattered areas.

5.IN CONCLUSION

It can be seen from the above research that the level of education will affect the happiness of Muslims in scattered areas, which strengthens the close connection between education and people. Combined with the questionnaire, Muslims taking Daxing Hui Township as an example, it is not difficult to find from the understanding and content of the current ethnic minority policy that the ethnic minority policy most people recognize is the policy of adding points for examination and preparatory education. With the development of economy, Muslim families in scattered areas have been paying more and more attention to education, which is also reflected in the aspect of paying attention to preferential policies for college entrance examinations. At the same time, it was also found from the questionnaire that 35% of those who received undergraduate education had received preparatory education, indicating that the state has played a greater role in preferential policies for ethnic minorities, which can effectively improve the higher education level of Muslims in scattered areas. Therefore, it has played an important role in the economic development of ethnic areas and the development of ethnic unity and progress. However, in order to more effectively ensure this role, the policies implemented for ethnic minorities in scattered areas should be optimized in the following aspects:

■Strengthen the basic construction of compulsory education and secondary education. The ultimate goal of improving the level of education is to achieve the all-round development of people, so as to become a powerful social construction player. For ethnic minorities in scattered areas, if they rely too much on the state's preferential policies, the level of basic education will still not be improved. Under the current severe situation of increasing college graduates year by year, their employment competition pressure will also increase significantly. Educational goals are contradicted. Therefore, it is necessary to fundamentally consolidate the knowledge base of ethnic minorities in scattered areas, and strengthen the basic investment in compulsory education and secondary education. More high-level talents, especially the backbone of ethnic minorities, will return to their hometowns for employment, ensuring that the basic education level in scattered areas is improved.

■Attach importance to the cultural construction of ethnic minorities in scattered areas. Cultural construction is a part of regional social construction. Due to the fact that the ethnic minorities in the scattered areas have lived with Han compatriots for many years, their national culture is not highlighted enough, and even the national characteristics of some places have disappeared. Taking Daxing Hui Township as an example, it is understood that the local minority cultural construction funds have the characteristics of "narrow sources and low funds",

and cultural characteristics cannot effectively help the regional economic development, which will also restrict the level of education. Therefore, local governments and ethnic minority associations and other organizational units need to increase their efforts in the construction of ethnic culture, and improve the economic level of ethnic minorities in the scattered areas by expanding funding sources and innovative features, so as to improve the happiness of Muslims in the scattered areas to a certain extent.

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