

THE EDUCATIONAL PROBLEMS AND COUNTERMEASURES OF LEFT-BEHIND CHILDREN IN RURAL AREA

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Abstract

The phenomenon of left behind children in rural areas has become a major practical problem to be solved in the period of social transformation in China. However, there must be a deep-seated internal cause behind the phenomenon. This has attracted extensive attention from many scholars. Many scholars have studied and elaborated the causes and effects of the phenomenon of left behind children in rural areas from different perspectives. However, in sharp contrast, legal research on rural issues is rare, let alone focusing on the phenomenon of left behind children in rural areas. It is extremely urgent to properly solve the education problem of left behind children in rural areas. This paper takes the education of left behind children as the research theme, Maslow's hierarchy of needs theory and the value theory of public policy as the guidance, and uses four methods, namely, literature research, questionnaire survey, field interview and experience summary, to deeply explore the research issues. According to the actual situation, it puts forward some constructive suggestions and strategies from the five aspects of "left behind children themselves, families, schools, society and government", which is more comprehensive. It specifically investigated the current situation of left behind children's self-education, family education, school education and social education.

Keywords: No one Left-behind, Children, Rural Areas, Education problems, Countermeasures

Introduction

Statement of the problems

Since China's reform and opening up, the rural migrant workers have moved to economically developed cities on a large scale, and children cannot be left at home in rural areas, which has led to the emergence of the group of children left behind in rural areas. On February 14, 2016, the State Council released the Opinions on Strengthening the Care and Protection of Left behind Children in Rural Areas (the "Opinions"), which clearly stated that the whole society should jointly assume the responsibility of caring for and protecting left behind children in rural areas. According to the survey, the number of left behind children aged 6-13 in rural areas is the largest. Most of them are in primary school. More than 50% of the children in all provinces are in this situation. Children at this age are in a critical period of development in all aspects of behavior and moral character. However, because the parents of these left behind children can't accompany them all the year round, the school education resources are insufficient, the surrounding social environment is relatively poor and other problems, it is easier for them to deviate from the track in all aspects of education, which is more likely to cause problems in their cognitive, psychological, personal, personality development and other aspects, thus seriously hindering their healthy physical and mental development.

Research Objectives

A better solution to the problems in the education of left behind children in rural areas can not only create a good environment conducive to the physical and mental health of the majority of left behind children in rural areas; It can maintain the balance between the vast rural areas, and even become an urgent practical need to maintain national stability and build a harmonious society. Therefore, on the basis of many relevant studies, this paper attempts to take the left behind children in Xiangcheng County, Xuchang City as an example, from the perspective of Maslow's hierarchy of needs theory and public policy value theory, to specifically investigate the current situation of the left behind children in Xiangcheng County in terms of self-education, family education, school education and social education, and systematically analyze the current situation, From this, we can find out the educational problems of left behind children in rural areas, find out the causes of the problems, and try to provide corresponding solutions. Through this series of measures, we hope to provide theoretical reference for the education of left behind children and further deepen the content of the education of left behind children in rural areas.

Definition of Left Behind Education

According to different research practices, scholars in various fields have different definitions of the concept of left behind children in rural areas. On February 4, 2016, the State Council issued the Opinions. The Opinions clearly pointed out that left behind children in rural areas refer to children with rural registered residence under the age of 16 who both parents go out to work or one of them goes out to work and the other has no guardianship ability and cannot live with their parents. The related concepts mainly involve several parts: age, number of parents going out, and time left behind.

Age of children left behind in rural areas

In 2006, Jiang Ronghua pointed out that the left behind children were under the age of 16 in the Psychological Problems of Rural Left behind and Countermeasures. Duan Chengrong mentioned in the Research on the Situation of Rural Left behind Children in China that the age of rural left behind children is 17 years old and below. In 2016, the Opinions issued by the State Council pointed out that left behind children refer to minors under the age of 16.

Number of parents going out

The number of parents going out can be divided into two situations: one going out and two going out, while one going out can be divided into father going out or mother going out. In 2005, Zhou Zongkui and others pointed out in the Psychological Development and Education of Rural Left behind Children that children who are cared for by relatives other than their parents because both parents or one of them goes out to work are rural left behind children. In 2016, the Opinions issued by the State Council pointed out that children left behind in rural areas are those whose parents are all migrant workers, or one party is migrant workers while the other party is unable to supervise.

Research hypothesis

Based on the current psychological and learning problems of rural left behind children, this paper puts forward the following research assumptions in combination with the characteristics of rural left behind children, the characteristics of education they received, the characteristics of social views on left behind children, and their own growth characteristics.

The left behind children's self level problems affect the educational effect of children. The family education that left behind children receive affects the educational effect of children. The school resources of the left behind children affect the educational effect of children. The level of social education guidance affects the effect of children's education.

Scope and limitations of the study

This study selected hundreds of students from Miaofu Primary School, Lipin Primary School and Dongdu Primary School in Xiangcheng County, Xuchang City as the research objects, covering 50% of the primary schools in Xiangcheng County, Xuchang City. The scope of the study is guaranteed. However, due to the influence of the mental maturity of primary school students, the survey data cannot guarantee high reliability. At the same time, there are certain differences in the answers from multiple questionnaires, so combining the deviation between the answers and the standard results, The results of the first questionnaire were selected as the research basis.

Benefit of Research

This research takes the left behind children in rural areas as the research object and their education as the research direction. It not only analyzes the education situation of rural children and the problems behind them, but also puts forward corresponding solutions, which can provide some ideas for teachers of left behind children in rural areas, and help parents of left behind children to do a good job in parent-child education, improve their learning ability, and solve the psychological problems of left behind children in rural areas.

Literature reviews

Domestic research status

In terms of the study on stay in time, most of the words used to describe the parents' time of working outside are "long-term", without specifying the specific time.

Some scholars define the time as one year, but some define it as half a year. In 2016, Liu Yulian pointed out in the "Living Difficulties and Development Countermeasures for Rural Left behind Children - Taking Guizhou as a Typical Example" that parents who go out for more than half a year are left behind children. However, relevant documents issued by the State Council have no quantitative definition. In terms of the impact of parents' going out on left behind children, most of the parents of left behind children are not around, and their life care and family education are basically made up by their grandparents.

Such family structure and lifestyle have a relatively negative impact on the growth and development of children. In 2005, Ye Jingzhong mentioned in the Review of Research on Left behind Children that the life, study, psychology and other aspects of left behind children will be negatively affected by their parents' working abroad. In 2007, Chen Xiaoping put forward in the Study on the Academic Achievement, Self esteem and Personality of Rural Left behind Children in the absence of fathers that one of the most important factors that has a greater negative impact on the achievement and personality cultivation of left behind children is the absence of fathers in children's study and life. In 2007, Xie Yulan and others pointed out in the Influencing Factors of Junior Middle School Students' Subjective Well being and Their Training Strategies that one of the important factors that led to the more inferior sense of loneliness and resistance of left behind children was that their parents returned home too few times. In 2010, Dong Haining pointed out in the Results of Socialization; Comparative Analysis of Left behind

Children and Non left behind Children that there are obvious differences between children accompanied by parents and children without parents in terms of character and behavior characteristics, accumulation of common sense and maturity of thinking.

As for the education of left behind children, in 2012, Wang Weiwei pointed out in the Research on the Education of Left behind Children in Rural China -- Taking Fujian Houju as an Example that there are problems in families, such as weak educational awareness of both parents and lack of communication with children. There is a "fractional theory" in schools, which ignores the problems of moral quality and psychological education, and there is a lack of effectiveness of collective education in society. In 2006, Wang Qing pointed out in the Research on the Education of Rural Left behind Children that there are problems in rural family education: first, the content of family education is too practical and one-sided, and many parents can't find the emotional problems that children have; Second, most of the family education methods tend to be repressive education; third, some parents feel powerless about their children's education and do not know where to start. In 2012, Gan Shenhong pointed out in the Analysis of Rural "Left behind Children" Education that students' learning was poor and inefficient, mainly because most of them were confused, their learning goals were not clear enough, and their learning motivation was insufficient. In 2013, Zhao Li said in the Investigation and Research on the Education of Left behind Children in Rural Areas -- Based on the Investigation on the Status of Left behind Children in A Town, Nanyang City, Henan Province, that the quality of guardians is not high and the level of family economy limits the educational environment of left behind children in rural areas: limited school resources, school education disconnection and other issues.

Research status abroad

In some western developed countries, there has also been a large number of rural labor force transfers. However, due to the higher level of economic development in western countries compared with developing countries, the social welfare and security systems are relatively perfect, and the separation of minor children from their parents is relatively rare. The children left behind abroad mainly refer to the children who are "raised across borders" as a result of their parents' labor migration abroad. This phenomenon is widespread in developing countries. Income oriented migration has become a common problem faced by China and other developing countries.

Review on the Research Status at Home and Abroad

To sum up, the left behind children in foreign countries are different from those in China in all aspects, but it is generally recognized that the left behind children are mainly distributed in developing countries. At present, many scholars in China have investigated and analyzed the causes and background of the education problem of left behind children, hoping to find out the fundamental measures to solve the education problem of left behind children in rural areas in this way. Some of them carried out research from family, school, government and society. Based on all aspects, the academic community has accumulated a relatively solid theoretical basis and practical experience, and has also found out many feasible countermeasures and suggestions, which play an important guiding role in solving the education problem of left behind children in China. However, there are also many deficiencies in the existing studies. Most of the studies are based on macro statistics, lacking specific and detailed measures, which will lead to a lack of strong practicality in the actual development process. Some of the studies that have been completed have a reference role for the upcoming research to some extent, but China has a vast territory and different actual conditions in different regions, leading to the weak pertinence of the overall

large-scale research. On this basis, the study took the rural left behind children in Xiangcheng County, Xuchang City as the research object, carried out a questionnaire survey on the left behind children and conducted field interviews with their guardians and teachers to obtain accurate data, further analyzed the education problems and causes of the left behind children from the four aspects of self, family, school and social education, and found out the corresponding solutions to the problems.

Research Methodology

Population/Sampling methods

The field interview method is an important supplement to the questionnaire method. Based on the understanding of the children in the three schools surveyed during the teaching support period and the introduction of the head teacher of the students, the left behind children of different ages, different academic achievements and different family environments were selected as the objects of field interviews. So as to provide more powerful practical support for the research. The survey was conducted among 420 pupils randomly selected from three primary schools in Xiangcheng County. The main method used is questionnaire survey and field interview. The gold data was used as a tool to distribute questionnaires. A total of 420 questionnaires were distributed, 408 were returned, and 397 were valid, with an effective rate of 97.3%. In addition, field interviews were conducted with the principals of the three schools and five left behind rural children and their guardians.

Data collection

This survey uses golden data as the channel for questionnaire distribution and data recovery. There are 397 valid questionnaires, including 290 left behind children and 107 non left behind children. Left behind children accounted for 73%, and non left behind children accounted for 27%.

Questionnaire/interview

On the basis of relevant literature review, field investigation and visits during the support period, a preliminary understanding of the education and family situation of left behind children in Xiangcheng County was formed. After further determining the research questions, a questionnaire survey was designed. The on-site interview outline adopts a semi open structure to roughly determine the interview questions. When conducting the interview specifically, the interview outline will be modified by more different types of interviewees to reflect the pertinence and difference of the interview. This questionnaire adopts offline paper questionnaires. After further modification and improvement of the questionnaire, the students' break time is used to consider the knowledge level of the first and second grade students and the effectiveness of the questionnaire recovery. Therefore, with the support of the principals of the three schools, a random questionnaire survey is conducted on the third grade students of the three schools, and the questionnaire is recovered on the spot to ensure the effectiveness of the questionnaire. This questionnaire selected Miaofu Primary School, Lipin Primary School and Dongdu Primary School.

Statistics and data analysis

Experience summary method is a method to summarize and systematize and analyze the specific situations in practical activities. Summarize and popularizing advanced experience is one of the more effective leadership methods in human history. According to the facts provided by educational practice and according to the procedures of scientific research, the educational phenomenon is analyzed and summarized, so as to reveal the internal connections and laws, and transform the perceptual knowledge into rational knowledge.

Results

Problems in the education of left behind children in rural areas

16.2% of the left behind children think that their parents' going out to work has a great impact on them, and 23.4% of the left behind children think that there is basically no impact. Some left behind children encounter many obstacles in the development process. They can't understand their parents' going out to work and think that it is to abandon them. They don't know how to solve problems when they encounter them, which eventually leads to a vicious circle. They lack the ability of self-education, which makes them seriously lacking in improving their personal quality in an all-round way.

Lack of parental education

Education is a process of interaction between educators and the educated, and family education plays a vital role in the development of children. Parents of left behind children in rural areas are forced to go out to work for a living, and it is difficult to return home in a short time. According to the above survey, after parents go out to work, the rate of returning home once a year or more reaches 85.9%. This survey result is in line with the normal lifestyle of Chinese people, and migrant workers generally choose to return home during the Spring Festival to share their love. The frequency of returning home once a year or even more makes the opportunities for parents and children to meet and contact few, leading to the lack of direct education for left behind children. In the aspect of indirect education, the frequency of contact and interaction between parents and left behind children is not satisfactory now that communication is developed. According to the survey, only 12.8% of parents and left behind children keep in touch with each other every day, and only 19.6% of them have little contact. No matter the face-to-face direct education or the education of children through various communication tools, parents have failed to meet the basic requirements, which can be seen that the lack of parental education in the development process of left behind children.

Parents are most concerned about children's learning, with a rate of 57.6%. Too little attention is paid to children's quality cultivation and mood. Education does not just emphasize the development of intelligence, but should include the development of moral, intellectual, physical and aesthetic aspects. It can be seen from this that parents' education of left behind children is too narrow.

Simple and crude way of education

The object of family education is the immature children, and the task of parents is complex. Temporary guardians are the main source of family education for left behind children in rural areas. The proportion of grandparents acting as temporary guardians was 97.2%. Almost all ancestors followed the traditional education concept of "no fight, no weapon". As long as children made mistakes, they wanted to be educated by force. This not only failed to educate children, but also made them rebellious and resistant. 14.2% of the left behind children will quarrel with their guardians when they face their criticisms. Such education methods often have the opposite effect.

The school education is beyond its capacity. For most left behind children in rural areas, the school is the only place for them to receive formal education. The school plays an important role in the growth of left behind children. But at present, rural schools are in a difficult situation

Lack of teachers

The annual financial allocation for junior high school students in 2016-2017 is far lower in rural schools than in urban schools, as is the case in primary schools. The proportion of teachers with undergraduate and graduate degrees in urban areas is far higher than that in rural schools, while the distribution of teachers with senior high school and college degrees is on the contrary. As a result, there is a huge gap between teachers in rural and urban schools. Rural students cannot get enough educational resources, and they lack the correct guidance of advanced teaching methods and teaching concepts from highly educated teachers.

Insufficient ability of self-education

Among the left behind children we investigated, there are some children who have excellent learning and healthy physical and mental development; However, some left behind children encounter great obstacles in the process of development. These left behind children, who encountered many obstacles in their development, could not understand the reason why their parents went out to work. They believed that it was a way to abandon them. They did not know how to solve problems when they encountered them, which eventually led to a vicious circle. The main reason for the lack of self-education of these left behind children is the lack of self-education ability. In the process of practical research, we made home visits to some left behind children, hoping to further understand their problems. Zhu * Dan, 11 years old, whose parents work outside. Her grandparents take care of themselves and her brother at home. Her academic performance has always been in the top three of the class. She said that learning is her own business, and the quality of learning depends on whether she studies hard. Many times, when I encounter difficulties in my study, I can consult teachers and classmates without my family's knowledge. Solve problems in a timely manner. There are always more ways than difficulties to keep a positive and optimistic attitude towards study and life every day. She also said that she hoped that she could become a teacher in the future, like their teachers, to cultivate generations of students, so that more people can receive better education. In the same situation, different children have different attitudes and different responses, so they will eventually get different results. In the face of difficulties, if they can maintain an optimistic and positive attitude, the difficulties will be easier to solve.

Conclusion and Discussion

In this survey, we found that 44% of the left behind children were raised by their father or mother alone, and the other 56% were raised by relatives, friends or separated generations. Obviously, in a family raised unilaterally by parents, the family life of left behind children is incomplete and can only get some family care. The children's emotional life is actually similar to that of a single parent family. The statistics of the education of the left behind children's dependents in this survey show that 2.2% of the left behind children's dependents have an education level above junior college, 16.4% have an education level of senior high school, 50.8% have an education level of junior high school, 26.9% have an education level of primary school, and 3.7% have no literacy. It can be seen that the majority of the left behind children in the village are below junior high school, which will inevitably have a negative impact on the family education of the left behind children.

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