

The Left-behind Children Family Education in Xianjie Community Anning City, Yunnan Province, China*

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Abstract

The purposes of this research were 1) to study the current situation of the left behind children's family education in the Xianjie community of Anning, City Yunnan Province, China; 2) to investigate factors that rural parents spend less on home education; and 3) to find ways for parents of left-behind children to improve the lack of family education in the Xianjie community of Anning City. This study utilizes a quantitative design by distributing electronic questionnaires to the left-behind children of XianJie Middle School in the XianJie Community of Anning City, Yunnan Province. The research methods employed include literature review, questionnaire, and descriptive statistics for data analysis. The researcher used random sampling to determine the number of students and selected 244 left-behind students from low-income families aged 12-17 years old who have been studying at XianJie Middle School in XianJie Community for three months and above for the questionnaire survey. This study confidently employed social support theory as the primary theory and equal educational opportunity theory as the secondary theory.

The results revealed that: prolonged absence of parents due to work significantly affects the living and learning habits of left behind children in the Xianjie community, leading to a lack of supervision and care. Economic pressures on families contribute to the neglect of family education, and insufficient educational resources further exacerbate the situation. The findings suggest that creating a supportive and fair educational environment, enhancing parental education, and increasing community and

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governmental involvement are crucial steps in improving the well-being and educational outcomes of left-behind children. Therefore, it is essential for policymakers to collaborate with schools, communities, and social organizations to establish community-based support mechanisms that ensure equal educational opportunities and resources for these children and their families.

Keywords: Left-behind children; Family education; Lack of family education; Educational opportunity

1. Introduction

According to the Chinese government website, as of August 3, 2023, the number of left-behind children in China is as high as 66.83 million. The education of left-behind children is crucial for the future and development of the country. Their healthy growth is of great significance to the country's prosperity and stability. Despite facing numerous challenges, including psychological problems, academic difficulties, and social barriers, due to the lack of family education and insufficient social care, left-behind children have the potential to overcome these obstacles and thrive with the right support and resources. If left unsolved, these issues could have a significant impact on future development and even become an unstable factor in society. Studying the issue of left-behind children is of great significance in promoting comprehensive child development, improving national quality, and promoting social

harmony. The education of left-behind children has become a shared concern of the government, schools, communities, families, and society.

Anning is located on the eastern edge of the Central Yunnan Plateau, with a total area of 1,313 square kilometers. Anning is 32 kilometers from Kunming, a central transportation hub connecting to eight western Yunnan prefectures and directly to Myanmar via Wanming. Anning XianJie Middle School is 10 kilometers from downtown Anning, located at No. 24, Anden Road, XianJie community. XianJie Middle School is a public secondary school. This means that all school development decisions will be left to government ownership (People's Government of Anning City News, 2023).

This article addresses the question of how parents of left-behind children in the XianJie community of Anning City can



enhance family education. The primary objective of this research is to identify strategies for enhancing family education in the XianJie community of Anning City. This article seeks to elucidate potential avenues for parents of left-behind children to address the deficit in family education within the aforementioned community.

2. Research Objectives

1. To study the current situation of the left behind children's family education in the Xianjie community of Anning City, Yunnan Province, China.
2. To investigate factors that rural parents spend less on home education in the Xianjie community of Anning City, Yunnan Province, China.
3. To find ways for parents of left-behind children to improve the lack of family education in the Xianjie community of Anning City, Yunnan Province, China.

3. Methods

This study presents a confident conceptual framework for designing a questionnaire that effectively identifies the factors influencing rural parents to spend less on home education. The framework is based on a thorough review of studies on

educational equity and social support theory. The questionnaire used the Likert scale, with each set of statements offering five response options: 'strongly agree,' 'agree,' 'neutral,' 'disagree,' and 'strongly disagree,' or 'always,' 'often,' 'sometimes,' 'rarely,' and 'never,' which were assigned scores of 5, 4, 3, 2, and 1, respectively (Likert, 1932, pp. 5-55). The total score for each respondent was calculated by summing the scores for each question, providing a clear indication of the strength of their attitudes. This score was then analyzed to determine the current status quo, influencing factors, and potential areas for improvement.

This study employs a quantitative research design, which includes a literature review, questionnaire, and statistical analysis methods for data collection and processing. The data collection primarily uses the sampling survey method to randomly sample the total number of left-behind students in XianJie Middle School. The study selected 244 left-behind students aged 12-17 from low-income families at XianJie Middle School in XianJie Community, Anning City, Yunnan Province. The data for this study were obtained mainly through face-to-face questionnaires.

A random sampling method was used to conduct the questionnaire survey. The survey was sampled based on the total number of students left behind in XianJie Middle School.

This analysis was conducted using spss26 statistical software for the reliability test, and the Cronbach alpha coefficient was used to test the internal consistency. The value of the reliability coefficient was below 0.6, corresponding to unacceptable reliability; in the 0.6-0.7 table, acceptable; in the 0.7-0.8 table, reliability is good; in the 0.8-0.9 table, reliability is excellent. The

reliability test produced a Cronbach's alpha coefficient value of 0.842, demonstrating the high reliability of the results. The data were analyzed using SPSS26 and Excel software for descriptive statistics, frequency statistics, and mean values. The results were presented using Excel software and supplemented with various graphs.

4. Results

By analyzing the different sections of the questionnaire, we obtained some results:

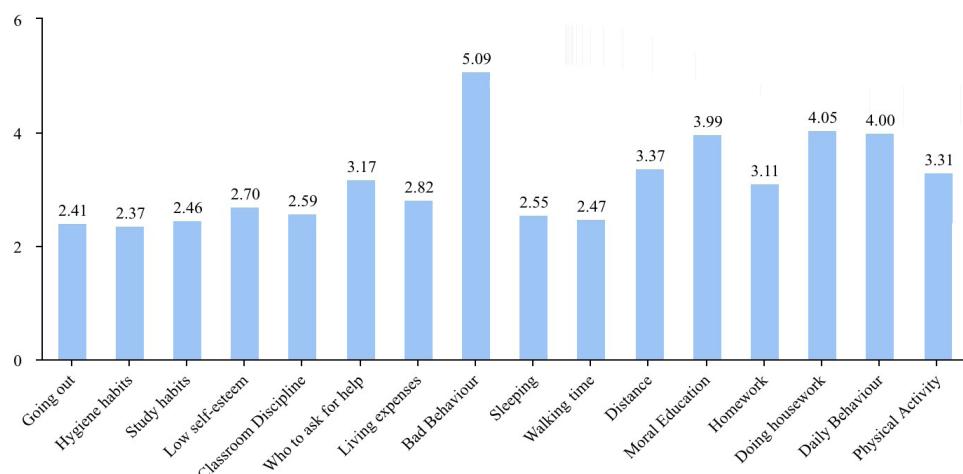


Figure 1 Current situation

Through the analysis of the questionnaire data, it was found that the left-behind children's own behavioural habits, the parents' teaching of the left-behind

children's household chores as well as the parents' moral education of the left-behind children were very poor, this result reflects that the parents work for a long time, which



reduces the supervision and accompaniment of their children, resulting in the left-behind children's poor living and

learning habits and lack of love and care. This result answers the first question of the study.

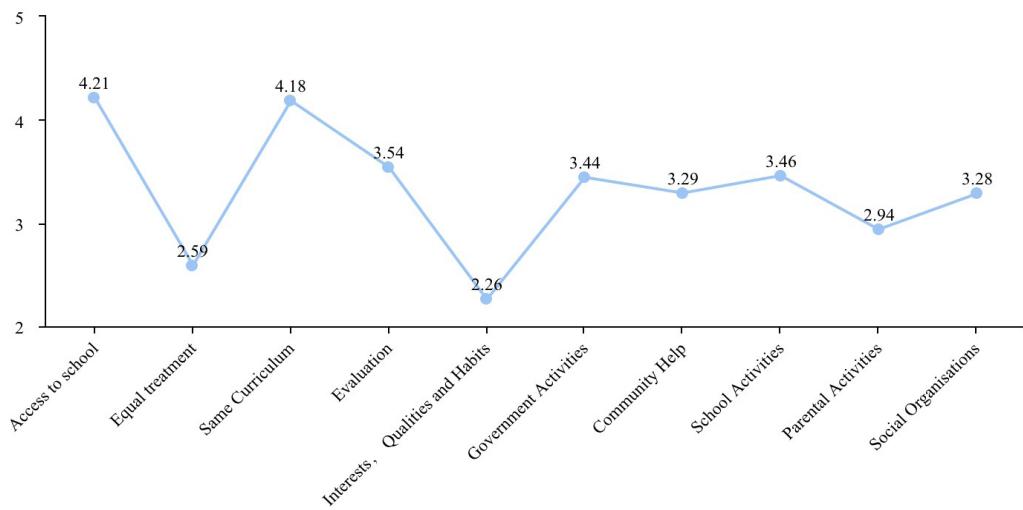


Figure 2 Impact Factors

By analyzing the influencing factors in Figure 2, the second research question is answered. This is to identify the factors influencing rural parents to reduce their expenditure on family education. These factors were found to be: insufficient resources for school education; students who do not perform well or have poor

grades being treated unfairly; and insufficient care for left-behind children by the government, community and social organisations. This leads some parents to believe that the current situation can be solved only by increasing their economic income. As a result, they reduce their investment in family education.

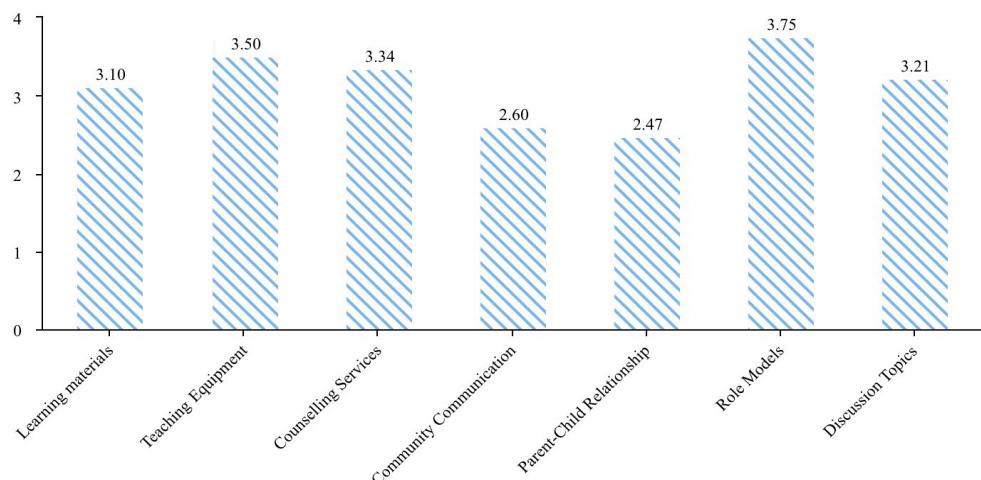


Figure 3 Improvement methods

As illustrated in Figure 3, the data indicates that the mean score for school and community improvement methods for children who have been left behind is relatively low. The mean scores for Community Communication and P-C Relationship are 2.60 and 2.47, respectively, indicating a low level of proficiency. It is therefore recommended that community services be reinforced in order to facilitate coordination and communication with the local population. Furthermore, it is advised that parents dedicate as much time as possible to the care and nurturing of their children, with a view to enhancing the quality of the parent-child relationship.

5. Discussion

To address the issues faced by left-behind children due to working parents, the government should provide educational resources and policy support, society and the community must develop caring actions, schools need to offer personalized education, families should provide emotional care, and parents must set good examples. These measures will create a favorable environment for left-behind children to learn, live, and grow. To cope with the lack of family education, this paper will analyze the discussion results from the perspective of the impact of parental absence on left-behind children, educational equity, and social support. The re-



sults of the analyses will be provided to the research department of Anning Municipal Government's policy, which will complement the current Anning Municipal Government's policy for the care of left-behind children.

According to Luo Jie's (2016, pp. 275-277) research, parental absence due to working outside the home hurts the learning status of left-behind children. This finding confirms the detrimental effect of parental absence on left-behind children. While Jingzhong et al. (2006, pp. 57-65) argued that the effect of parents working outside the home on left-behind children is insignificant, it is important to note that Luo Jie's (2016, pp. 275-277) study provides evidence to the contrary. However, In this study, it was found that when parents go out to work for a long time, the supervision and accompaniment of their children is reduced which leads to poor living and learning habits and lack of care for left-behind children. Therefore, The researcher's opinion is the effect of parents going out to work on left-behind children is significant.

Chen Jian (2014) asserts that migrant workers' children exhibit distinct differences from local students in manners, etiquette, and behavior, and argues in favor

of providing more comprehensive guidance and education to better support the development of left-behind children. Despite external pressures, schools must prioritize the needs of these students and take a more proactive approach to ensure equal educational opportunities for all. Dou Bengang (2022) and Xia Xiao (2018) also discuss the education of left-behind children in the community. Dou Bengang (2022) asserts that urban left-behind children require more attention from the community. He argues that the community is neglecting to contact the guardians of left-behind children and failing to play a role in family education. Xia Xiao's (2018) research found that 89% of current guardians of left-behind children desire guidance from scientific knowledge on family education. Furthermore, 95% believe that parent-teacher meetings in schools are helpful to some extent. In the same way, the Study found that families are under tremendous economic pressure, parents do not pay attention to family education, school education resources are insufficient, and government, community, and social organizations need to provide more support. Therefore, the researcher's viewpoint is the same as previous research. Zhan Liping's (2021) article outlines the



different types of social support available in China, including government and formal organization support, social professional and civil society organization support, community support, and personal networks. The author presents a confident and authoritative tone in discussing this important topic. According to the Notice of Changxing County Education Committee on the Use of 'Education Vouchers' issued by the Education Bureau of Changxing County, Zhejiang Province, the education voucher system has effectively addressed the issue of imbalanced local education resources, promoted the development of private education and vocational training, and successfully overcome the bottleneck of enrolling impoverished students. According to Wen and Zhu (2013), utilizing social support theory in practice can effectively connect the resources available to service recipients. These social resources can fulfill the needs of the recipients, aid in resolving their current issues, enable them to develop problem-solving skills, and promote their ongoing growth. In the same way, It was found in this study that an equitable teaching environment and resource support in schools, good parental education, and sufficient attention from

society can effectively promote left-behind children to develop good living and learning habits. Therefore, The researcher's viewpoint is the same as previous research.

6. Suggestions

The government should develop policies to address the issue of left-behind children in the community. These policies must clearly define the responsibilities and obligations of all parties involved and ensure that left-behind children have equal access to educational opportunities and resources. Collaboration between the government, school communities, and social organizations is necessary to establish a support mechanism for left-behind children and family education in the community. This can include organizing volunteer services and support groups for parents to provide resources and support for left-behind children and their families.

To identify the best practices and experiences, this study recommends conducting comparative cross-regional and cross-cultural studies to explore the differences in models and practices of family education for left-behind children in different communities.



7. Knowledge Assets

The research offers a distinctive perspective and contributes to the existing literature on the survival and development of rural children left behind by their parents. This paper examines the factors that influence rural parents to spend less on family education, thereby providing valuable insights into the factors that influence the family education of left-behind children. The findings of this study are presented with confidence and authority, emphasising the necessity of comprehending the factors that impact family education in the contemporary context.

This new understanding necessitates a re-evaluation of mental health education for left-behind children, with a focus on both internal and external factors. It is imperative that future research prioritises the mental health of left-behind children, with a view to understanding their psychological conditions and implementing appropriate preventive and therapeutic measures. In southwestern China, where the situation is similar to that in Anning City, it would be beneficial to complement government measures with initiatives in the areas of mental health education and intervention for left-behind children.

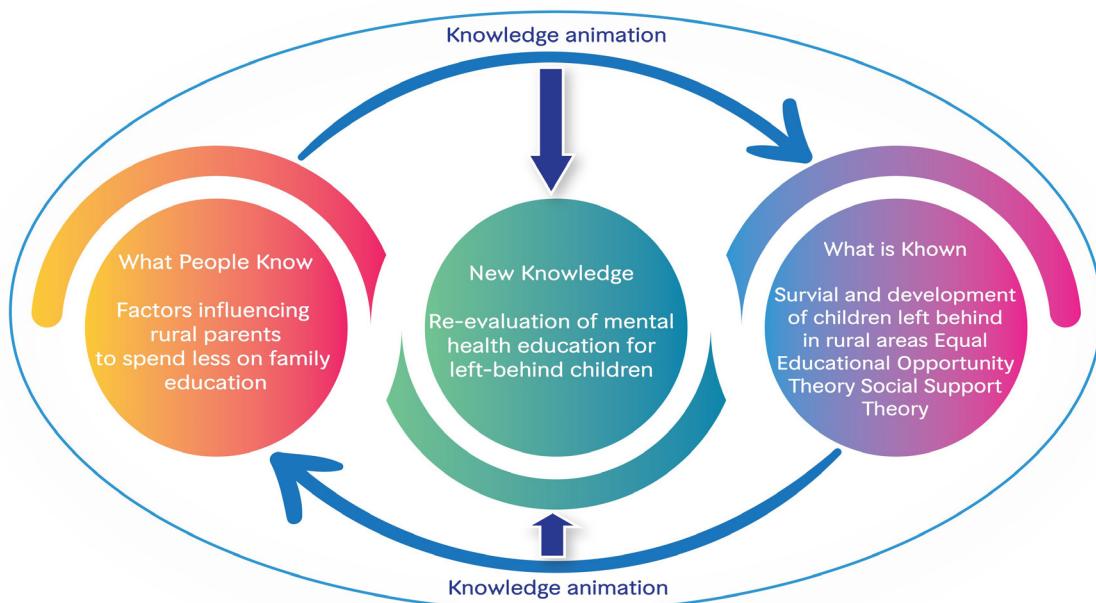


Figure 4 New knowledge



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