

An investigation on the Present Situation of Loneliness of Left-Behind Children in Rural Areas

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Abstract

In order to understand the status quo of Left-behind children's loneliness in rural areas of Zhangye City, Gansu Province, and its influencing factors, a total of 788 children were investigated with the Children's Loneliness Scale, 456 valid questionnaires, or 456 left-behind children. There are 43 boys and 56 girls, the total number of loneliness is 97, accounting for 21.27%. (1) There is a certain degree of loneliness among the rural left-behind children in Zhangye City, Gansu Province.(2)There is no significant gender difference in the status of Left-behind children's loneliness.(3) there was no significant difference in the loneliness status of rural left-behind children in grade; (4) the way of parents working outside the home had a certain influence on the status quo of loneliness of left-behind children. Therefore, their guardians and teachers should treat left-behind children with appropriate attitudes and methods to reduce the loneliness of this group.

Keywords

Left-behind children; loneliness; ANOVA.

1. Introduction

The concept of "left-behind children" was first put forward in 1994. At that time, it mainly referred to children whose parents worked and studied abroad and were left behind at home. Today, "left-behind children" generally refer to children whose parents, or one of them, work outside and the child is left in their place of origin. "Children left behind in rural areas" refers to children who are left behind in rural areas when both or one of their parents work outside the country[1]. Chinese scholar Zhu Zixian regards loneliness as a kind of lonely, lonely and unpleasant emotion produced in a strange, closed or special environment[2]. In recent years, the research progress of children's loneliness in China Recent studies have covered differences in children's demographic variables[3], relationships between teachers and students, the influence of family atmosphere and environment, and relationships between children and peers on loneliness, and peer acceptance[4]. The influence of learning disability, social self-perception, social anxiety and social support system on children's loneliness. Some studies have shown that peer relationships can make up for the early absence of parent-child relationships to some extent, and it has also been found that teachers' companionship and support for children have a significant impact on their loneliness [4]. Research by scholars It was found that children whose parents were absent showed more negative emotional experiences such as apathy[5], isolation and reticence. Other studies found that grade had no significant effect on left-behind children's loneliness, while gender had a significant effect on it [6]. Because of the pressure of life or the pursuit of better material conditions, many young parents, especially those after the 70s and the post-80s, have moved into the city to work because of the pressures of life or in order to further improve their living standards. For a variety of reasons, they can only leave their children at home with their grandparents or others to look after them. As a result, the children left behind are now in a stage of physical and mental growth, but But the lack of parental care, some research shows that they have a series of psychological problems.

In this study, the rural left-behind children in Minle County, Zhangye City, Gansu Province were selected as the research objects, and gender, father and mother's way of going out to work, grades and factors were selected as variables. The present situation of loneliness of left-behind children in Zhangye City was investigated in order to provide reference for school workers and society to better understand their loneliness status and provide reference for targeted intervention.

2. Research Methodology

2.1. The Subject of the Investigation

In March 2014, the students in grade 4 to grade 6 of several primary schools in Minle County, Zhangye City, Gansu Province were selected as the objects of investigation. 788 persons should be investigated, of whom 456 (55.4%) were children left behind. Of the children left behind, 248 are males and 45.6 are females, the oldest being 15 and the youngest nine. There are 79 students in the fourth grade, accounting for 17.3B of the total, of whom 44 are boys and 35 are girls; 205 are fifth grade, accounting for 45.0 percent of the total, of whom 114 are boys and 91 are girls; 17 are sixth grade 17 Two, or 37. 7% of the total, of which 90 were boys and 82 were girls. There were 213 left-behind children on the father's side, or 46.7% of the total, 54 or 11% of the total for the mother, and 189 for both the father and the mother. 41.5% of the total.

2.2. Research Tools

In this study, (CLS) [7] was compiled by Asher,Hymel and Renshaw.

2.3. Methods of Surveying

Questionnaire survey method, some researchers go to the school to distribute the questionnaire, the students completed the unified recovery of the questionnaire.

2.4. Statistical Analysis Methods

Use SPSS16.0 statistical software to analyze and process.

3. Analysis of Results

3.1. The Loneliness of Left-Behind Children

Table 1 Distribution of loneliness level of left-behind children Loneliness level number of people percentage on the high side ninety seven21.49%secondary two hundred and ninety nine65.79%flat fifty eight 12.72%

Among the subjects surveyed, 58 students had low loneliness level (total score < 20), accounting for 12.722. The survey showed that 97 students had high loneliness level (total score > 40), accounting for 21.27 percent of the total, while 299 students with middle loneliness level accounted for 65.79 percent of the total. The students with high loneliness accounted for about 25% of all the students, and most of them were in the middle level with 50% of the left-behind children. Generally speaking, the loneliness degree of the left-behind children in Zhangye City was not significant. In order to find out if there is any difference in the number of students at these three levels of loneliness, Chi-square test showed that there were significant differences in the number of subjects among the three groups ($\chi^2 = 221.42, P < 0.01$).

3.2. Gender and Grade Differences in Loneliness Among Left-Behind Children

Table 1. The distribution of the left-behind children's loneliness

| Loneliness level | number of people | percentage |
|------------------|------------------|------------|
| on the high side | 97 | 21.49% |
| secondary | 299 | 65.79% |
| flat | 58 | 12.72% |

Among the subjects surveyed, 58 students had low loneliness level (total score < 20), accounting for 12.722. The survey showed that 97 students had high loneliness level (total score > 40), accounting for 21.27 percent of the total, while 299 students with middle loneliness level accounted for 65.79 percent of the total. The students with high loneliness accounted for about 25% of all the students, and most of them were in the middle level with 50% of the left-behind children. Generally speaking, the loneliness degree of the left-behind children in Zhangye City was not significant. In order to find out if there is any difference in the number of students at these three levels of loneliness, Chi-square test showed that there were significant differences in the number of subjects among the three groups ($\chi^2 = 221.42$, $P < 0.01$).

3.3. Gender and Grade Differences in Loneliness Among Left-Behind Children

Table 2. Left-behind children's loneliness in gender differences

| sex | number of people | t | P |
|-------|------------------|-------|-----|
| man | 248 | -1.52 | .13 |
| woman | 208 | | |

T test results of the average test scores of the two groups showed that the variance homogeneity test was not significant ($p > 0.05$), that is, the variance of the two groups was the same. There was no significant difference in the status of loneliness among the left-behind children ($t = -1.52$, $p > 0.05$), that is, gender had no effect on the loneliness of the left-behind children. There is no significant gender difference in loneliness among left-behind children. Generally speaking, there are many reasons why it is not significant. There are many problems in the design of the survey, whether the data source is reliable or not, and how representative the participants in the questionnaire are. As well as the statistical analysis method is not appropriate and other reasons, in this study, the left in custody, The reason why there is no significant gender difference in children's loneliness may be that the sampling method is not appropriate, that is, the proportion of male and female students is not suitable when the questionnaire is sent out. Or the sample selected is not representative. Another reason may be that individual pupils did not fill out the questionnaire carefully and so on. It is possible that these results.

Table 3. Analysis of variance between different grade children's loneliness

| | quadratic sum | free degree | mean square | F | p |
|-------------------------|---------------|-------------|-------------|-----|-----|
| Inter-group differences | 185.80 | 2 | 92.90 | .72 | .49 |
| Intra-group difference | 58302.87 | 453 | 128.70 | | |
| tote | 58488.66 | 455 | | | |

It can be seen from the above table that there is no significant grade difference in loneliness among left-behind children ($F_{0.72} p > 0.05$), which may be due to the fact that the span of grade is not very large at the time of the questionnaire, only 46-year old students were sent, and the three grade children were almost the same in age. Therefore, the difference is not

significant, and may be due to the number of questionnaires when the proportion of the grade is not reasonable.

Table 4. Multiple comparison between the grade of left-behind children's loneliness

| | grade | grade | inequality | Standard error | P |
|--------------|--------------|---------------|------------|----------------|-----|
| | | Fifth grade | 1.17 | 1.50 | .43 |
| | Fourth grade | Sixth Form | -1.56 | 1.54 | .92 |
| | | Fourth grade | -1.72 | 1.50 | .43 |
| | Fifth grade | Sixth Form | -1.33 | 1.67 | .26 |
| total points | | Fourth grade. | .16 | 1.54 | .92 |
| | Sixth Form | Fifth grade | 1.33 | 1.67 | .26 |

Ex post analysis results show that, as shown in the table above, grades 4 and 5, 5 and 6. There was no significant difference in average score between grade 4 and grade 6 ($p > 0.05$) there was no significant difference between grade 4 and grade 6 ($p > 0.05$) there was no significant difference between grade 5 and grade 6 ($p > 0.05$).

3.4. Analysis of Differences between Gender, Grade and the Way in Which Parents Work Outside the Home of Left-Behind Children (Using Multivariate ANOVA)

Table 5. Left-behind children's loneliness of differences in gender, grade and way of working

| Variable source | mean square | F | P |
|------------------------------|-------------|------|-----|
| Working situation | 416.82 | 3.27 | .04 |
| grade | 134.34 | 1.05 | .35 |
| sex | 368.84 | 2.89 | .09 |
| Working situation * Grade | 103.67 | .81 | .52 |
| Employment situation * sex | 39.09 | .31 | .74 |
| Grade * gender | 188.38 | 1.48 | .23 |
| Work situation * grade * sex | 229.06 | 1.80 | .13 |

The results of ANOVA showed that, for example, in Table 5, there was no significant difference in the main effect of grade ($F=1.05$ $p > 0.05$), but there was significant difference in the main effect of working ($F=3.27$ $p < 0.05$), so the working situation had a certain effect on the loneliness of children left behind. There was no significant difference in the main effect of sex ($F=0.89$ $p > 0.05$), there was no significant difference in the interaction between grade and work ($F=0.81$ $p > 0.05$), there was no significant difference between grade and sex ($F=1.36$ $p > 0.01$), and there was no significant difference in the interaction between work and sex. There was no significant difference in the interaction between sex and work in grade ($F=1.48$ $p > 0.05$) ($F=1.80$ $p > 0.05$).

Table 6. Multiple comparison of parents' working style of Left-behind Children

| | Working situation | Working situation | inequality | standard error | p |
|--------------|-------------------|-------------------|------------|----------------|-----|
| | | mother | -0.94 | 1.72 | .96 |
| | father | Both parents | 2.61* | 1.13 | .02 |
| | | father | .94 | 1.72 | .96 |
| | mother | Both parents | 2.70 | 1.74 | .12 |
| total points | Both parents | father | -2.61* | 1.13 | .02 |
| | | mother | -2.70 | 1.74 | .12 |

Note: 0.05 $p < 0.05$ $p < 0.01$ $p < 0.001$

The results of post analysis showed that, as in Table 6, the average scores of father's going out and mother's going out were not significant ($p > 0.05$), the average score of father's going out and parents' going out was significant ($p < 0.05$), the average result of mother's going out and both's going out was not significant ($p > 0.05$). Therefore, there is a significant difference in the average score of left-behind children.

4. Discussion

The present study shows that there is no significant difference in the present status of loneliness of left-behind children in grade, which is inconsistent with the existing results[8]. The reason may be that the subjects chosen in this study are different from those in previous studies, which were mostly urban children, the education received by urban children, and the diversity of the surrounding environment, which led to their minds. Other aspects, such as the ability to deal with negative emotions, are much more mature than rural children; another reason is that only children account for a large proportion of urban children, resulting in the majority of adults in contact with them most of the time, except in school. So their language style, emotional traits, and so on, are very similar to adults. This, it seems, leads to no grade differences in loneliness. It is also possible that the distribution of the number of students in each grade is not reasonable when the questionnaire is sent out. In the past, grade 3 to grade 6 were used as subjects, this time considering that the third grade left-behind children were less likely to give out questionnaires to them.

The effect of gender on children's loneliness. It can be seen from the statistical analysis that there is no gender difference in the loneliness of children in this study, which is consistent with the results of Chen Mulong et al. (2005), but is different from that of Zhou Zongkui et al [9] [10]. Children living in cities have higher education level and more convenient learning resources. Because most urban children are only children, parents have more energy to take care of them. Therefore, they are socialized earlier than rural children. Another reason may be that some primary school students are not careful or don't fill out the questionnaire. A good understanding of the problem leads to results that differ from previous studies.

The effect of parents' going out to work on the loneliness of left-behind children. This study shows that there is a certain relationship between the loneliness of left-behind children and the way their parents go out to work. The loneliness of left-behind children whose parents are not around is higher than that of children with one parent. If teachers and other guardians do not care for them, children left behind will not receive any social support, and their mental health will be poor.

Studies have shown that fathers' concern for children left behind is irreplaceable[11]. In traditional culture, fathers are often harsh images. In children's growth, they are often absent, which is detrimental to the healthy growth of children[12]. The study found that parents who

went out to earn money were meant to give their children a better life, but they ignored the importance of companionship and failed to pay attention to the inner world of children, causing them to be "bitter".

5. Conclusions

Of the 456 primary school left-behind children in Grade 4, Grade 6, and 43 boys had a sense of loneliness and 56 girls, accounting for a total of 97 children, accounting for 21.27. There was no significant gender difference in the status of loneliness among left-behind children, that is to say, Gender had no effect on the loneliness of children left behind.

There was no significant difference in the sense of loneliness among the rural left-behind children in grade, that is, the grade had no effect on the loneliness of left-behind children.

There was significant difference between parents' ways of working outside the home ($p < 0.05$). The way of father and mother's going out to work had a certain influence on the present situation of left behind children's loneliness. Left-behind children with both parents were more lonely than those whose parents were away.

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