

Study on Mental Health and Educational Care Strategies of Left-behind Children in Rural Boarding Schools

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Abstract

By means of questionnaire, interview and comparative study, this paper investigates 201 left-behind children in monitoring, learning, caring, self-satisfaction and self-evaluation. Through analysis, it is concluded that: 1. The types of left-behind children in rural areas are mainly single-parent monitoring and intergenerational monitoring; 2. Most rural left-behind children have poor grades and the probability of bad behavior among left-behind children is higher than that of non-left-behind children; 3. Teachers and schools have limited care for rural left-behind children, parents lack care for their mental health, and society lacks care for rural left-behind children; 4. Girls' self-satisfaction is lower than boys' among rural left-behind children. 5. Rural left-behind children have poor psychological endurance. Finally, according to the research results of this paper, some suggestions are put forward from four aspects: school, family, society and oneself.

Keywords

Left-behind children; Mental health; Status quo; Suggestion.

1. Research Background

With the rapid development of social economy and the accelerating pace of life, the rural economic structure has been greatly impacted, and the economic pressure of rural families has become greater. Compared with the situation that the economic development of rural towns lags behind and the per capita income is low, cities can provide more opportunities for development, so the rural labor force gradually shifts to cities, and more and more young and middle-aged farmers have left their wives and children behind. Choose to work in cities, so that the group of "left-behind children" will gradually emerge. [1] According to the latest "China Population Map" in 2018, there are 61.5677 million left-behind children in rural areas, accounting for 41.2% of rural children and 28.20% of national children; Compared with 10 years ago, the number of people whose residence is inconsistent with the township street where the household registration place is located and who have left the household registration place for more than half a year has increased by 121 million, an increase of 78.61%. [2] This directly shows that the speed of inter-city transfer of rural labor force in China continues to increase, and the accompanying problem of left-behind children also presents a diversified, psychological and deformed development trend. At the same time, according to the survey data of China Youth Crime Prevention Research Association, only 36.8% of juvenile offenders can live with their biological parents for a long time before entering prison. 36% of juvenile delinquents wish to have a warm and happy family. It can be seen that the social problems caused by the mental health problems of left-behind children in rural areas are very serious. Hejiang County is located in the adjacent area of Chengdu and Chongqing, with many employment opportunities and large flow of young adults, which makes there are many left-behind children in Hejiang County. In the long run, these left-behind children are prone to psychological problems. China's relevant departments have issued a number of documents on supporting the development of agriculture, rural areas and farmers, and the problem of left-behind children must be solved in the process of the development of agriculture, rural areas

and farmers. Therefore, it is of great practical significance to study the mental health status of left-behind children in rural areas.

Table 1. Guardianship and Left-behind Status of Children under Investigation

Types of child custody under investigation	frequency	Proportion (%)	Types of children staying behind	frequency	Proportion (%)
Parental guardianship	73	37.1	Non-left behind children	73	37.1
Single parent guardianship	43	21.7	left-behind children	124	62.9
Guardianship of relatives	21	10.			
Intergenerational guardianship	55	28			
Unattended supervision	5	2.5			

2. Research Methods

In this study, 201 children in Hejiang County were selected as the research objects, and 201 children were investigated through questionnaires and interviews, and the survey data were analyzed.

3. Analysis of Research Results

201 children were investigated by self-made questionnaires, and 197 valid questionnaires were obtained, with an effective rate of 98%.

3.1. Investigation and Monitoring of Left-behind Children in Rural Areas and Their Left-behind Situation

The children's guardianship and left-behind situation in Table 1 are obtained by questionnaire survey and field interview. The results show that the proportion of left-behind children in rural areas of Hejiang County is as high as 62.9%. Single parent guardianship (refers to one of the parents going out to work and leaving the other to supervise the children [3]) accounted for 43%; Intergenerational guardianship (supervision of left-behind children by grandfathers and grandmothers) accounts for 36%, and most of their guardians are not highly educated; Relative guardianship (the guardianship of left-behind children is their uncles, aunts, etc., that is, the sisters and brothers of their parents) accounted for 17%; Peer guardianship (refers to siblings, sisters and brothers-in-law of left-behind children and other peer relatives and friends [4]) accounted for 3%; Unattended guardianship (which means that left-behind children are self-reliant and cannot be cared for by their parents, and have no conditions of intergenerational guardianship, relative guardianship and peer guardianship) accounts for 1%. It can be concluded that the number of left-behind children in rural areas of Hejiang County is still relatively large, and their guardianship types are mostly single-parent guardianship and intergenerational guardianship. Left-behind children can not be accompanied by their parents, which will lead to loneliness and affect their physical and mental health development.

Table 2. Academic Achievements of Left-behind Children

Grade gradient (x)	Proportion (%)
excellent	8
good	26
medium	23
qualified	26
Learning difficulties	17

(Grade gradient: according to the proportion of the total grade of the final exam to the total score. Excellent: $100\% \geq x \geq 80\%$; Good: $80\% > x \geq 70\%$; Medium: $70\% > x \geq 60\%$; Qualified: $60\% > x \geq 40\%$; Learning difficulties: $x < 40\%$.)

Table 3. School-weariness of Left-behind Children

Tired of learning	Proportion (%)
Often tired of learning	22
Sometimes tired of learning	41
without	37

3.2. The Investigation of Rural Left-behind Children Learning Situation

Table 2 is a statistical table of left-behind children's academic performance obtained through investigation. The analysis shows that 17% of left-behind children's academic performance is at the level of class learning difficulties in class, mainly because their parents go out to work, their academic performance can not be effectively supervised, and sometimes they need to complete housework, and the learning effect can not be guaranteed; 49% of left-behind children are in the middle and qualified level of the class; 34% of left-behind children's grades are in good class or above.

Table 3 is a statistical table of students' weariness. The analysis shows that in most cases, parents going out to work will more or less lead to left-behind children's low interest in learning and even weariness of learning; In a few cases, it will have a positive impact.

It can be seen that in this survey, most left-behind children's academic performance is below average. The reason is that the parents of non-left-behind children stay at home, which makes life and work more convenient, and has the energy to give guidance to their children's schoolwork, which can play an effective role in supervising and supervising their children, while the parents of left-behind children go out to work and fail to effectively supervise their children. According to the survey, the left-behind children have weak learning initiative, lack of learning purpose, low learning efficiency and poor self-control, and their learning difficulties cause anxiety, but they can't be changed, and they gradually become tired of learning. Through interviews, it is learned that most teachers think that left-behind children lack self-discipline in self-learning, and the probability of bad behavior is much higher than that of non-left-behind children. I am often late for an excuse, absent-minded, inattentive, and in arrears with my homework.

3.3. The Psychological Status of Left-behind Children in Rural Areas

Table 4. Rural left-behind children doing housework

Housework Situation	Proportion (%)
Do It Often	38.8
Do It By Chance	59.1
Don't	2.1

3.3.1. Life Dependence and Network Dependence Are Relatively Strong

According to the analysis in Table 4 and Table 1, among the left-behind children in rural areas, grandparents grew up with 28%. In daily life, most of them do housework by grandparents (or grandparents won't let them do housework). It may be that children don't obey the discipline of grandparents and the elderly let them develop. Over time, the left-behind children form the character of relying on grandparents to do housework. Through the investigation, we know that its dependence is mainly reflected in Internet addiction. According to the previous survey, if they don't do or do little housework and don't take the initiative to study, they will have more

time to surf the Internet. In the long run, Internet addiction is easy to form gradually. It is a kind of psychological morbid behavior for the adolescent rural left-behind children to show life dependence and network dependence.

3.3.2. Poor Psychological Endurance

Table 5. Evaluation of left-behind children in rural areas on their own personality and mental health

character type	Proportion (%)	Types of psychological problems (multiple choice questions)	Proportion (%)
open and clear	57.1	unsociable	79.0
introverted	22.4	anxious	68.4
wilful	2	self-abased	57.9
irascible	2	Cognitive bias	57.9
other	16.5	be on an impulse	47.4
		frightened	52.6
		angry	52.6

From the data in Table 5, it can be seen that most of the left-behind children in rural areas have low self-evaluation and psychological problems such as inferiority and loneliness. The main influencing factors are parents' lack of family feelings, insecurity, unwillingness to take the initiative to communicate, and inability to face the difficulties in real life. When they encounter difficulties and setbacks, because they do not have parents' guidance and encouragement, There is no object to complain, psychological defense is easily broken, emotions are lost, beliefs are in danger, and some people even feel desperate for life.

3.3.3. Moral Behavior Is Not Standardized

Parents of left-behind children in rural areas go out to work, and there is a lack of role in the education of behavioral norms, which makes it impossible to find and correct some bad habits and improper moral behaviors of left-behind children in rural areas at the first time. In the long run, some left-behind children in rural areas have irregular moral behavior, such as being impolite and unable to respect teachers. Even developed into self-willed, grumpy, unable to listen to the teacher's teachings with humility, and repeatedly discouraged by many people such as fighting and fighting outside, it still went its own way, and eventually some rural areas.

3.4. School Care for Left-behind Children by Schools, Families and Society

3.4.1. Care for Left-Behind Children by Schools and Teachers

Table 6. Care, study and counseling of left-behind children by schools and teachers

School care for left-behind children	Proportion (%)	Teachers' learning guidance for left-behind children	Proportion (%)
Very concerned	41	Regular tutoring	67
Care less	33	Sometimes counseling	25
Pay little attention (or no attention)	26	Little counseling (or no counseling)	8

The survey results of school care for left-behind children in Table 6 show that 41%, 33% and 26% of the faculty and students think that their schools are very concerned about left-behind children. In the survey, it is found that different schools and teachers care about left-behind children slightly.

Table 6 shows that only 8% of the teachers seldom give guidance to the left-behind children, 25% of them sometimes give guidance to the left-behind children, and 67% of them often help the left-behind children solve some learning problems, and they are generally concerned about the learning situation of the left-behind children.

Table 7. Teachers' home visits to left-behind children

Teacher's home visit Situation type	Proportion (%)
Anytime home visit	6
Seven or more home visits per semester	32
Four to six home visits a semester	43
Less than three times a semester or no home visits	12

(Teachers' home visits: mainly refer to home visits and telephone home visits.)

Table 4 shows the situation of teachers' home visits to left-behind children, which shows that most teachers will make home visits to left-behind children, and only a few teachers have less than three times a semester or no home visits. It can be seen that teachers are generally concerned about the living conditions and healthy growth of left-behind children.

Although schools and teachers have given some care and care to the left-behind children, due to the lack of funds, insufficient teachers and imperfect rules and regulations, the school can not care for the left-behind children in all aspects, which still needs to be improved and improved.

3.4.2. Family Care For Left-behind Children in Rural Areas

It can be seen from table 1 that the guardianship types of left-behind children in rural areas of Hejiang County are mainly single-parent guardianship and intergenerational guardianship. Under these types of guardianship, left-behind children rarely grow up with their parents. Parents are busy going out to work and have little time to meet their children. Most of them care for their children by telephone, but most of the conversations are concerned about material matters. Seldom understand and care about children's psychological growth. According to interviews, most left-behind children want their parents to accompany their growth.

Lack of family love, lack of family education and lack of family supervision are the main causes of psychological problems of left-behind children in rural areas. The basic reason for parents to go out to work is family poverty, but parents are absent from the growth of their children, and only want to meet their children's needs in financial and material aspects, while paying little attention to other aspects of their children. To some extent, this leads to children's "psychological problems". Adolescent children are in a critical stage of physical and mental development, an important period for the formation of personal outlook on life, values and world outlook, and also a period of frequent mental health problems. Because of their unsound physical and mental development, they are easily led to the wrong path, and they are sensitive. In the event of disharmony, parents are required to act as their talking objects, to channel their negative misconceptions in time, and to guide them to establish correct concepts and ideas. Therefore, parents should clarify the responsibilities of families in the growth of left-behind children, and accordingly, local governments should devote themselves to vigorously developing rural economy to solve the psychological problems of left-behind children from the source.

3.4.3. Social Care For Left-behind Children in Rural Areas

According to the investigation, the government and other relevant institutions or social welfare organizations regularly carry out caring actions for left-behind children, but the frequency of activities is too small, mostly once or twice a semester, mainly by visiting schools and families in a material way. The relevant institutions mainly rely on schools in caring for left-behind children. Similar organizations such as psychological counseling rooms and caring for students are set up in schools to provide psychological counseling and other help to left-behind children. The low frequency of caring actions for left-behind children in rural areas and the lack of institutions for caring for left-behind children reflect the lack of caring for left-behind children in society. With the development of the Internet, the emergence of smart phones is accompanied by online violent games, etc. The left-behind children's physical and mental development is not perfect, and they lack basic self-protection awareness and ability. Coupled with the lack of affection, left-behind children tend to indulge in the virtual world of mobile phone network, and these online games constantly poison the physical and mental health of left-behind children.

4. Research Suggestions

4.1. Social Aspects

As far as the government is concerned, in terms of policies for migrant workers, it should speed up the formulation of relevant laws and regulations, improve various social security systems in places where labor flows in, increase investment in education, protect the educational rights and medical security of migrant workers' children, vigorously support migrant workers' children to live with their parents, and enter local full-time public primary schools nearby. Or standardize the school-running behavior of migrant workers' children's schools, ensure the teaching staff and teaching management, improve the quality of migrant workers' children's schooling, speed up the household registration reform system, gradually weaken the rights gap between urban and rural residents, and promote urban-rural integration. It can enable rural children to grow up in a fair educational environment and enjoy high-quality educational resources like urban children. Rural children can also grow up happily in a stable environment accompanied by their parents. For the areas where the labor force was originally registered, we should increase investment in rural economic development, promote the development of rural local economy, and implement the welfare policy of paying less taxes for farmers who start their own businesses. Nowadays, with the opening of railways and high-speed in various regions, the development of tourism and catering industry has been greatly promoted. Many new job opportunities have emerged, which can encourage local rural workers to consider looking for jobs locally and reduce the outflow of rural labor.

4.2. Family Aspects

The social relationship of left-behind children should be further enriched, so as to truly meet the needs. In practical work, parents should first try to enrich the social relationship with left-behind children. Parents should not only care about their children's study and health, but also help their children overcome fear, anxiety and loneliness. It should be noted that children are often more dependent on their parents when they are still young. At this time, parents should effectively promote their children's love for life through intelligence and various interesting activities.

4.3. School Aspects

In order to further adapt to the requirements of practical work, we should further accelerate the reform of quality education in ordinary teaching work. Teachers should establish a brand-new teaching concept, gradually change the educational concept of taking achievements as the

guide, further advocate quality education, and pay more attention to left-behind children. We should study it from reality. To fully explore the advantages and strengths of left-behind children, we should praise and affirm more and encourage more. To encourage left-behind children to give full play to their advantages and advantages, they should gradually improve their self-confidence so that they can evaluate themselves correctly. In ordinary teaching, schools should pay more attention to factors other than grades, and consider children's growth and development in all aspects. It should be noted that the purpose of education is not for scores but for human development. In normal work, schools should carry out various extracurricular activities, such as cultural activities, sports activities, evaluation of outstanding children, and class talent competition. These activities are of great significance to stimulate children's vitality. We should also take further care of students in our lives. In order to solve practical problems, the school should also specially arrange life teachers, who will take care of the left-behind children and further guide them to cultivate good living habits and the ability to live independently. At the same time, we should pay more attention to personal hygiene and behavior habits in public places.

4.4. Self-aspect

Psychological development cannot be separated from the social environment. All kinds of psychological problems and unhealthy conditions of left-behind children during their growth can be attributed to psychological imbalance caused by unfavorable situation. However, the social environment cannot mechanically determine people's psychological development, and the influence of any external conditions must play a role through individual subjective factors. Therefore, whether the left-behind children can grow up healthily depends on whether they can face the unfavorable situation bravely, learn self-education and strengthen the cultivation of their psychological quality. As left-behind children, we should first face the unfavorable situation bravely, correctly see their parents' motivation to go out to work, understand their parents' pressure, and strive to overcome all kinds of difficulties in daily study and life. Learn to vent your bad feelings reasonably, communicate with trusted teachers, classmates and relatives, and listen to their views and opinions, so that you can think about things that make people feel wronged, puzzled and helpless from different angles, and free yourself from loneliness and predicament. Secondly, educate yourself, learn self-improvement and self-regulation, take the initiative to put forward the goal of moral cultivation, and strive to improve personality quality and strengthen the cultivation of one's own psychological quality through practical actions. Improve psychological adaptability, regard the fact that parents are not around as a kind of life experience, and realize that life has to go through setbacks and experiences to show its value and significance. Establish lofty ideals and ambitions, correct learning attitude, cultivate various hobbies, believe in yourself, strive for self-improvement, and create a better future in adversity.

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