

## **Education Management of Left-behind Children in Rural Areas at Huairou District, Beijing**

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**Abstract:** The purposes of this research is to clarifies the current situation, existing problems and causes of the education management of rural left-behind children. The sample for this research Mainly left-behind children from middle school A and primary school B are selected, taking into account some parents and teachers. (Using random sampling, a total of 300 samples were selected). The research instruments and program were Questionnaires and Interviews. Use SPSS statistical software to process and analyze the collected data, including reliability and validity tests, significant difference tests, correlation analyses, etc.

The results found that. There are many problems in the education management of left-behind children in rural areas, which are mainly reflected in the fact that the work related to the education management of left-behind children is not high and systematic, and the system in the social field is not perfect. The essence of these problems is that there are problems in the education management of left-behind children at the school level, the parent level, and the societal level. There are many reasons for these problems, such as the lack of support in schools, the lack of planning and continuity, and quantitative evaluation standards. In terms of parents, the parents' cultural quality is low and the education is separated by generations. In terms of society, the government lacks legislation to guide and regulate home-school cooperation.

**Keywords:** Left-behind children in rural areas, education, strateg

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### **1. Introduction**

#### **Rationale**

Since the reform and opening up, with the acceleration of China's industrialization and urbanization, more and more rural surplus labor has been transferred to cities and towns for employment. They are highly mobile, some of them go out to work during the agricultural leisure season, they also work and farm and some live and work in the city for a long time. Left-behind children in rural areas are separated from their parents from an early age, usually cared for by relatives of different generations, and do not receive the warmth of a normal family, a good upbringing, and a complete system of basic education. In the absence of necessary psychological and physical education, many left-behind children are unable to go to school due to the heavy burden of their families, or even due to the daily life of caring for the elderly, and are subjected to heavy labor that is not equal to their age. In addition, most rural left-behind children live with the elderly and receive intergenerational education. Most of the elderly have a low level of education, and their education management methods are simple and rude, and they lack effective education and good behavior guidance. As a result, many left-behind children do not have good study habits, do not want to go to school and lose confidence in learning. Some are addicted to the Internet and cannot extricate themselves, their psychological growth has also been greatly affected, and they are different from normal children in personality.

Some left-behind children do not develop good living habits and moral character. How to make rural left-behind children grow up healthily, how to strengthen the education management of rural left-behind children, and create a healthy and beneficial learning and living environment for them, so that they can enjoy the same educational opportunities as urban children, have become urgent issues to be solved at present, and have also become the focus of attention of schools, families, and society.

The education of left-behind children in rural areas is a phased problem in China's economic and social development, and it is also a profound reflection of the uneven development of urban and rural areas, unequal public services, and imperfect social security. Left-behind children are the flowers of the motherland and the future of the motherland. Eliminating poverty, improving people's livelihood, and gradually realizing common prosperity are the essential requirements of socialism and an important mission of the Communist Party of China. Education is an important magic weapon for poverty eradication, education is closely related to the level of national economic development, only when the quality of education is raised in a country, its economic development level can be rapidly developed. This research provides clarifies the current situation, existing problems, and causes of the education management of rural left-behind children., which provides a theoretical

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basis for the understanding and solution of the education management of rural left-behind children and provides ideas for the government to practice and improve the management of rural children's education.

## **2. Objective(s)**

To clarify the current situation, existing problems and causes of the education management of rural left-behind children.

### **Scope of the Research**

Population and the Sample Group

#### **Population**

Left-behind children in Huairou District are the main research objects (There are approximately 1000 left-behind children in the area)

#### **The Sample Group**

247 left-behind children  
22 parents of left-behind children  
76 teachers

#### **The Variable**

##### **Independent Variable**

3 factors for education management of left-behind children in rural areas: school factor, family factor, and social factor

##### **Dependent Variable**

The situation of education management problems for left-behind children in rural areas.

#### **Content (s)**

Explore the problems and causes behind problems in the education and management of rural abandoned children in Huairou District, Beijing.

#### **Time**

January-March 2023

#### **Advantages**

A thorough and practical solution to foster better and effective education for needy children in rural areas.

#### **Definition of Terms**

The rural left-behind children refer to rural household registration minors under the age of 16 whose parents have gone out to work or one of their parents has gone out to work, and the other parent has no guardianship capacity and is unable to live with their parents normally.

School factor refer to whether the schools that left-behind children attend can provide relevant educational support.

Family factor refer to Left-behind children live in families, including parents and relatives to give children family education

Social factor refer to Support from local governments and social management departments where left-behind children are located

### 3. Research Framework

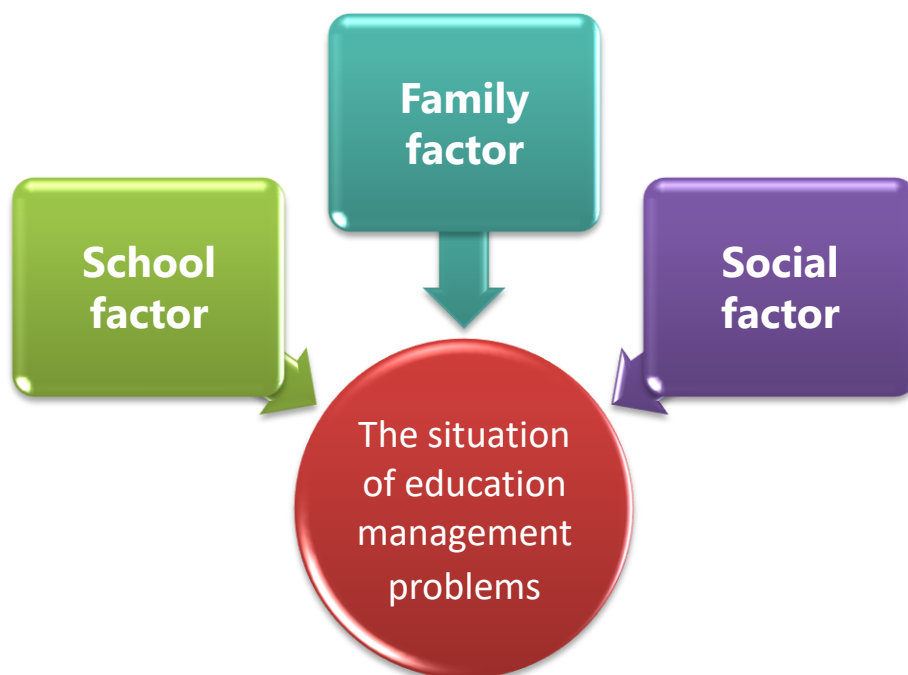


Figure 3.1 Research Framework

### 4. Literature Review

The emergence of the group of rural left-behind children is the product of a country's social and economic development. The details of the literature on the problem of rural left-behind children have gradually been as follows:

1. The rural left-behind children
2. Related Research

#### **The rural left-behind children**

As a proper noun, left-behind children were first proposed in the early 90s of the 20th century, which had a certain special meaning at that time, mainly referring to the early days of China's reform and opening up, parents had to go abroad for study or work and left their minor children at home to be cared for by the elderly. This is where the earliest definition of left-behind children recognized by academics came from. With the continuous development of the social economy and the acceleration of urbanization, left-behind children in China originated first. The early concept of left-behind children overlaps but is not identical to the current concept of left-behind children.

The Left-behind Children Task Force of the State Council Farmers' Work Joint Conference defines left-behind children as children under the age of 18, whose parents or one parent have migrated from rural areas to other areas, and whose children remain in the rural areas where their household registration is located, and therefore cannot live with both parents. In 2016, the Ministry of Civil Affairs, the Ministry of Education, and the Ministry of Public Security clarified the definition of rural left-behind children, which refers to rural household registration minors under the age of 16 whose parents have gone out to work or one of their parents has gone out to work, and the other parent has no guardianship capacity and is unable to live with their parents normally.

The influence of distance from parents on the growth of left-behind children Gianna Claudia Giannelli-Lucia Mangiavacchi (2010) learned from the study of left-behind children in an area of Albania that parents earn more money when they work abroad, but lack of communication between parents and children. As a result, children will encounter many problems at the physical and interpersonal levels. Francisca M. Atman (2013) studied the problem of left-behind children caused by their parents' settlement abroad and learned that parents' settlement abroad has a great impact on the learning of left-behind children, especially girls.

### **The influence of relative rearing on the education of minors**

For left-behind children, due to changes in their guardian status, they need to adapt to the new environment, such as new living habits, guardian status, education ideas, etc. The above changes may affect the growth process of left-behind children and even have negative effects.

According to Anan Beltran (2009), grandparents generally take care of left-behind children when both parents go out to work. Due to the obvious differences between grandparents and parents in living habits and age levels, left-behind children often encounter great confusion. According to the analysis of some backward areas, the original living standard is not high, and if the left-behind children are taken care of by their grandparents, their lives will become more difficult.

Ma L Blacurn (2012) pointed out that the physical condition of grandparents has a great impact on the guardianship of minors. Jennifer Ehrie & Rob Geen (2011) pointed out that children in the custody of relatives have a much higher rate of psychological problems than other minors.

### **The influence of parental education on the growth of left-behind children**

Research suggests that parents have different influences on their children's education. Sahn et al. (2012) believe that the mother's education level has a significant impact on girls, and the father's education level has an impact on both men and women. Amuedo Dorante Sand Pozo (2011) pointed out that the absence of parents would have a negative impact on the growth of left-behind children.

### **Countermeasures for left-behind children**

In view of the problems encountered by left-behind children, the corresponding solutions have been formulated. Robson M and Luo J (2008) investigated the nutritional status and lack of care for left-behind children under 7 years old in some rural areas of China and proposed that it was necessary to improve the daily diet conditions and special caregivers for left-behind children, that the government and society should provide them with assistance as much as possible, and that parents should minimize their going out time and pay more attention to the health of left-behind children. Brown and Grinter et al. (2012) pointed out that parents should provide their children with a good and harmonious growth environment as much as possible, and choose the most suitable lifestyle for their left-behind children, so as to enhance their adaptability and reduce the negative impact. Gill M K et al. (2010) proposed that parents should accompany left-behind children as much as possible and care about their mental health.

### **Related Research**

At present, scholars' research on left-behind children mainly focuses on the perspectives of pedagogy, psychology, sociology and management.

### **The perspective of pedagogical research on left-behind children**

Education experts mainly focus on family education and school education for left-behind children. Song Caifa (2016) found that there are three major problems in the survival and education of left-behind children in rural areas: their living conditions are worrying, their physical and mental health is seriously affected, and the main body of protection responsibility is unclear. To solve the problem of education of left-behind children in rural areas, we must strengthen the guardianship responsibility of parents, optimize the teaching staff, and advocate labor practice education. Wang Guoxi (2017) visited the status quo of left-behind children's education in Dongshan Village, Anhui Province through field investigation, and found that the low local economic level restricted the development of education, the negative impact of intergenerational education, and insufficient government investment. It can be seen that this problem should be solved on the basis of local schools, government departments, families, society, and other levels.

An Xiujuan (2018) believes that the educational problems of left-behind children in rural areas are as follows: The state of cultural education is worrying, the lack of safety education, the poor effect of ideological and moral education, and the serious shortage of mental health education, etc. At the same time, it is pointed out that reasonable improvement should be made based on the strengthening of family education responsibility, the effective integration of social forces, the active participation of left-behind children in self-education, and the play of the advantages of school education. Ruan Mei (2014) pointed out that educational content such as safety, survival, psychology, and physiology should be provided to left-behind children in rural areas in an organized and purposeful manner.

### **The perspective of psychological research on left-behind children**

Psychologists mainly focus on the mental health status of rural left-behind children and the individual differences in the group. Ren Jinjie and Huang Liying (2017) learned through research that the mental health status of left-behind children is not significantly different from that of non-left-behind children, but left-behind children are more emotionally unstable than non-left-behind children. The mental health status of left-behind children in rural areas has little difference based on ethnicity, whether they are the only child or not, gender, and other aspects, but boys have more study pressure than girls. There are obvious differences in the mental health status of left-behind children based on family members, contact methods, and frequency. That is when the parents of left-behind children go out to work, they contact each other through letters, and the number of contacts is less, their mental health level is relatively lower, and they even have bad conditions such as high study pressure, anxiety, and depression. The mental health status of left-behind children has obvious differences in learning interest and performance. When the learning interest and performance of left-behind children are not high, their mental health level is relatively low and even produces some psychological problems such as anxiety, interpersonal tension, and emotional instability. Li Lihong (2017) pointed out that the difference between left-behind children and non-left-behind children is very obvious from the perspective of social adjustment barriers.

For left-behind children, there are obvious differences between boys and girls based on social adjustment disorders and learning disabilities. Prince (2018) believed that the mental health level of left-behind children was lower than that of non-left-behind children; The mental health level of children with both parents as guardians is higher than that of children with single parents and non-parents, and the mental health level of children with non-parents is the lowest, and the difference is very significant.

### **The perspective of sociological research on left-behind children**

Sociological researchers focus on the impact of parents' migrant work on the socialization process of rural left-behind children, the safety problems faced by left-behind children, and social support. Ji Yuanyi and Zhang Yu (2017) pointed out that social support is the most direct protective factor for depression among rural left-behind children, or self-esteem can be used to indirectly and effectively alleviate depression. Intervention strategies should comprehensively consider the mediating role of social support and self-esteem. Based on the theory of social support, Wang Luchan and Pan Guifang (2018) mainly explored the current situation, specific causes, impact degree, and solutions of accidental deaths of rural left-behind children, hoping to build a protection system for the personal safety and behavioral education of rural left-behind children. Jiang Min (2018) pointed out that good safety awareness of rural left-behind children is a powerful weapon to reduce the frequency of safety problems. Zhang Xiaoli et al. (2018) pointed out that the sensitivity of rural left-behind children in Shandong province to the degree of social support is relatively low, and appropriate social support should be given according to the influencing factors. By studying 35 left-behind children in X Village, Shanxi Province, Zhao Tingting (2018) learned that the safety problems faced by rural left-behind children are mainly manifested as the continuous occurrence of accidents, the most prominent food safety problems, and a lack of safety awareness.

### **The perspective of management research on left-behind children**

The problem of left-behind children in rural areas is not only related to families and schools, in order to effectively solve the problem of left-behind children, it must be paid attention to and managed by the government, society, families, schools, and other aspects. Therefore, management experts and scholars pay great attention to left-behind children. Jia Yonghong (2016) focused on the problems of "low academic performance, irregular behavior, and mental imbalance" faced by left-behind children, and formulated targeted solutions: reducing migrant workers; Reducing left-behind children; Administer education through education. Zhang Zhijun (2017) believes that it is necessary to innovate social governance and give full play to the strength of all sectors of society to ensure the healthy growth of rural left-behind children. Xu Jie, Ma Qian, and Gong Huina (2017) pointed out that the most important way to effectively solve the education problems of left-behind children in rural areas is to construct a perfect sex education service system. Therefore, it is necessary to strengthen the leading role of the government, bring into play the vitality of education and care in schools, enhance the role of education services in rural communities, and make the family atmosphere full of warmth and love. Zhang Yongxia, Li Haitao, and Luo Flag (2018) believe that the measures to solve the education problem of left-behind children are concentrated in three aspects: promoting migrant workers to realize citizenship, vigorously cultivating migrant workers' awareness and ability of family education, and guiding rural schools to enhance the quality of education.

To summarize, research on left-behind children primarily revolves around four perspectives: pedagogy, psychology, sociology, and management.

**Pedagogical Perspective:** focus on family education and school education for left-behind children. The major issues identified include living conditions, physical and mental health, and unclear protection responsibility. To address these problems, strengthening parental guardianship, optimizing teaching staff, and promoting labor practice education are suggested. It is also recommended to improve cultural education, safety education, ideological and moral education, and mental health education for left-behind children through family education, social integration, self-education, and school education.

**Psychological Perspective:** examines their mental health status and individual differences within the group. Findings indicate that left-behind children are more emotionally unstable than non-left-behind children. Factors like family members, contact methods, and learning interests and performance have significant impacts on their mental health. Social adjustment disorders and learning disabilities differ between boys and girls. Social support is identified as a crucial protective factor for depression in rural left-behind children.

**Sociological Perspective:** investigates the impact of parents' migrant work on the socialization process of left-behind children, the safety issues they face, and the role of social support. Social support is found to be directly linked to depression prevention, while safety awareness is critical for reducing safety problems. The sensitivity of left-behind children to social support varies, and appropriate support should be provided based on influencing factors.

**Management Perspective:** emphasizes the role of various stakeholders, including the government, society, families, and schools, in addressing the challenges faced by left-behind children. Solutions proposed include reducing migrant workers, implementing education administration, innovating social governance, constructing a comprehensive sex education service system, and enhancing the quality of education in rural schools. The ultimate goal is to ensure the healthy growth and well-being of rural left-behind children.

## **5. Research Methodology**

In order to carry out the research on the education management of rural left-behind children, understand the current situation of the education management of rural left-behind children, find out the problems in the education management of left-behind children and analyze the reasons, and put forward practical suggestions for the development of the education management of rural left-behind children. The researcher must conduct follow-up research have the following procedures

1. The population/the sample Group
2. Research Instruments
3. Data Collection
4. Data Analysis

### **The population/Sample Group**

#### **The Population**

The left-behind children generated by the actual family situation of primary and secondary school students in Huairou District, Beijing were the research subjects.

#### **The Sample Group**

- 247 left-behind children
- 22 parents of left-behind children
- 76 teachers

### **Research Instruments**

#### **Questionnaire Method**

Questionnaires for parents, left-behind children, and teachers of left-behind children in rural areas are formulated according to the actual situation of the region, and questionnaires are distributed and collected to parents, left-behind children, and teachers of left-behind children in rural areas in an anonymous manner, and problems in home-school cooperation among rural left-behind children in the region are obtained through questionnaire surveys.

#### **Interview Research Method**

Through interviews with family members, left-behind children, teachers, and school administrators of rural left-behind children in the area, we can deeply understand the actual situation of rural left-behind children, discover the existing problems, and explore strategies to solve them.

#### **Data Collection**

The "Questionnaire for Left-behind Children" designed based on the actual local situation was carried out for research and research. The students selected for the questionnaire were left-behind children from A Middle School and Primary B in Huairou District. With the help of the local educational science research center and the school, left-behind children in each class are screened.

### Data Analysis

SPSS statistical software was used to process and analyze the collected questionnaire data. On this basis, charts are compiled to make the obtained data and information more intuitive and clear. The main analysis includes the following sections:

### Descriptive analysis

In view of the lack of cognition in the education management of rural left-behind children, there are certain problems in the understanding and identification of the main participants.

### Significant difference test

Based on different influencing factors such as parental quality and management form, the significance of the education management of left-behind children is tested.

### Correlation analysis

This paper mainly analyzes the relationship among school, family and social responsibility of left-behind children.

## 5. Results of Analysis

This research is a study of the education management of left-behind children in rural areas in Huairou District, Beijing for clarifies the current situation, existing problems, and causes of the education management of rural left-behind children.

The researcher presents the data analysis results in the table. and interpret as follows:

### Symbol and abbreviations

The current situation, existing problems, and causes of the education management of rural left-behind children

### Summary

#### Symbol and Abbreviations

F indicates the level of significant difference.

P represents the probability that a certain statistical indicator of the data (such as the difference between the mean of two groups of samples) is equal to the observed value or more extreme than the observed value under a specific statistical hypothesis model.

Sig. Indicates significance.

The current situation, existing problems, and causes of the education management of rural left-behind children

Figure 5.1 Grade Distribution of survey subjects

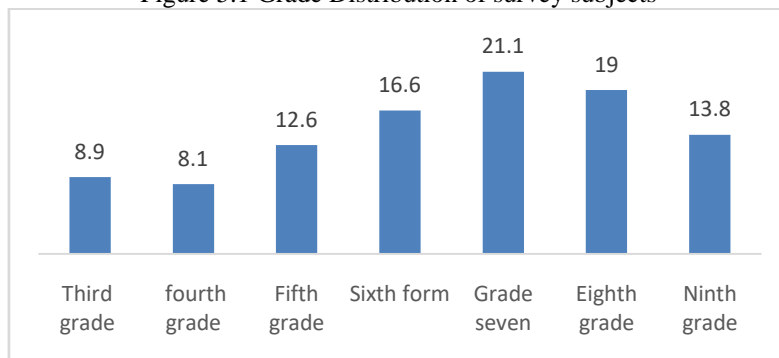


Figure 5.2 Statistics of parents going out to work

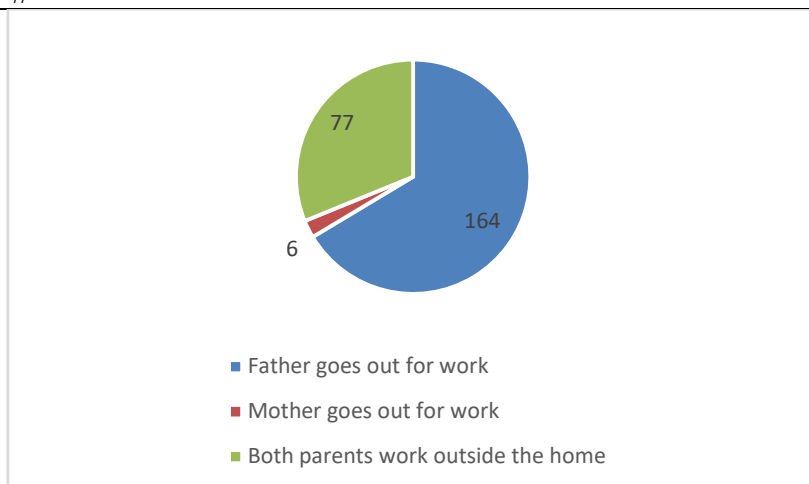


Figure 5.3 Statistics of parents' working hours outside the home

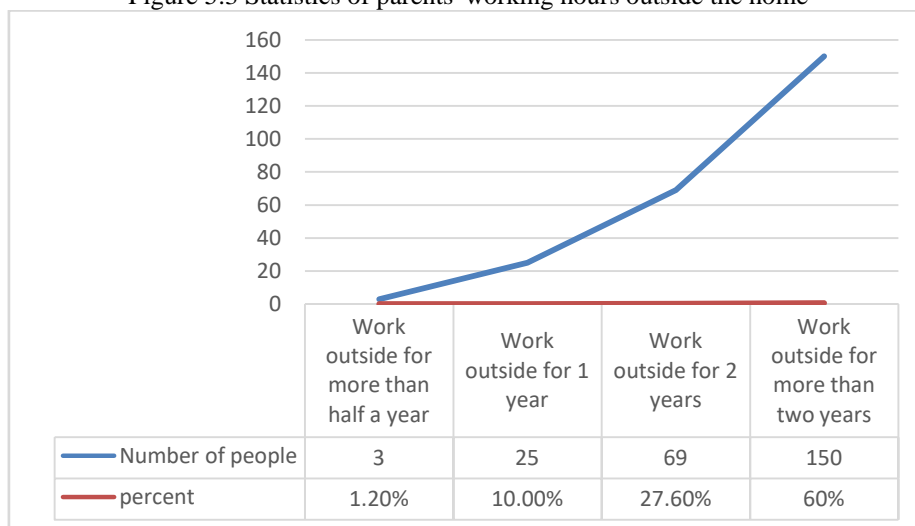


Figure 5.2 and Figure 5.3 show that the parents of left-behind children are migrant workers: 66.4% of the families are fathers, 31.2% are both parents, and only 2.4% are mothers. In addition, the proportion of families who go out for work for more than two years is as high as 60%, and only 11.2% of families go out for less than one year. From the above data, it can be seen that the proportion of parents of left-behind children in rural families is very large, and most of the left-behind children are raised by their mothers alone or by their grandparents.

Table 5.1 Statistics of guardian types

Guardian	Grandparents	Parent	Other relatives	On one's own
Number of people	98	110	15	6
Percent	39.60%	44.50%	6.10%	2.40%

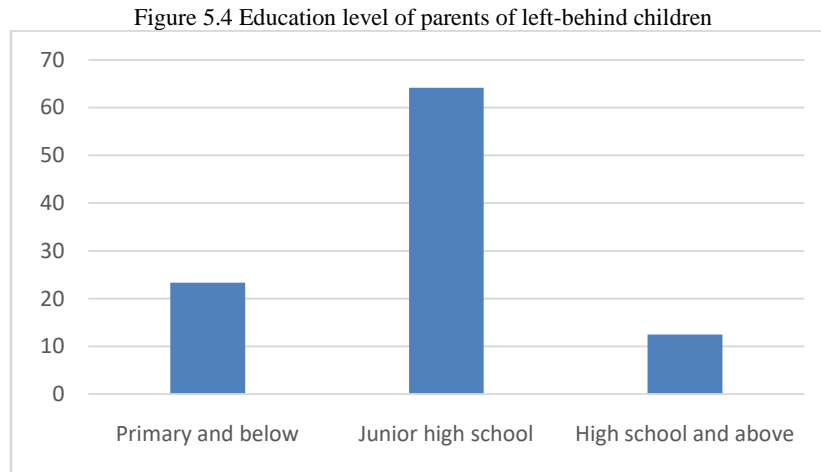
Table 5.2 Frequency of trenches with family members

Communication situation	Once a week	Once a month	Little contact	Indeterminacy
Number of people	47	102	50	48
Percent	19%	41.30%	20.20%	19.40%

From Table 5.1 and 5.2, it can be found that 39.6% of left-behind children are taken care of by their grandparents, and intergenerational education is common. 44.5 per cent were cared for by one parent. The frequency of contact between left-behind children and their relatives who work outside the home is not high,



41.3% of the children only contact their parents once a week to a month, and 20.2% of the children even do not contact their parents or have little contact, which will cause parent-child relationship estrangement, and bring obstacles to the education management of left-behind children.



Through the statistics of the educational level of parents of left-behind children, it can be found that the educational level of parents of left-behind children is mostly junior high school culture, accounting for 64.2% at most. It was followed by primary schools and below, accounting for 23.3%, and high schools and above accounted for at least 12.5%. It can be seen from the data that the educational level of parents of left-behind children is generally low.

Table 5.3 Family Economic Situation Survey of left-behind children (self-assessment of left-behind children)

Family means test	Fine	Preferably	Normal	Poverty	Terrible
Number of people	10	51	149	34	3
Percent	4.00%	20.60%	60.30%	13.80%	1.20%

Through the analysis of Table 5.3, it can be found that 60.3% of the left-behind children think that their family's economic conditions are average, and 13.8% of the children think that their family's economic conditions are poor, indicating that most of the left-behind children think that their family economic conditions are not superior. Analysis of the current situation of home-school cooperation among left-behind children in rural areas

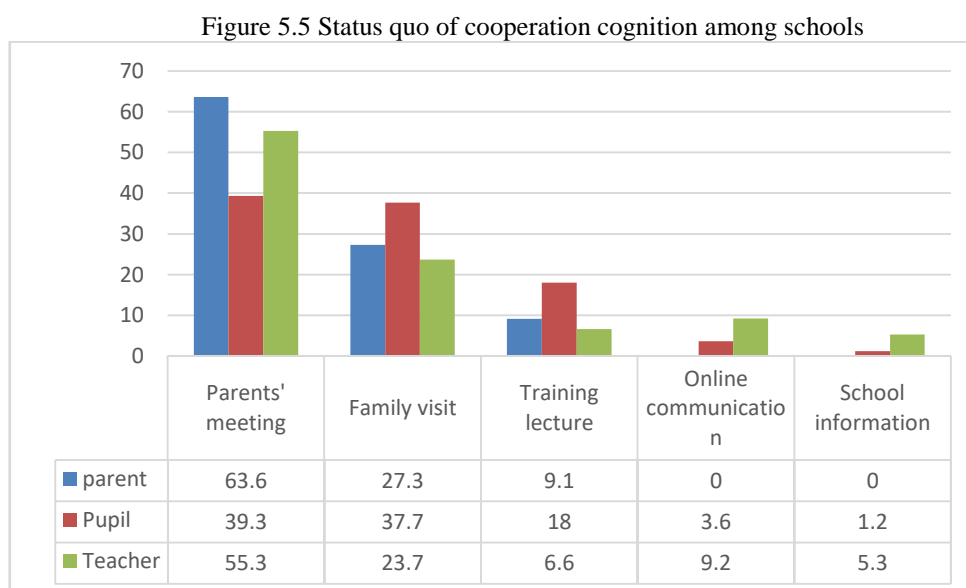
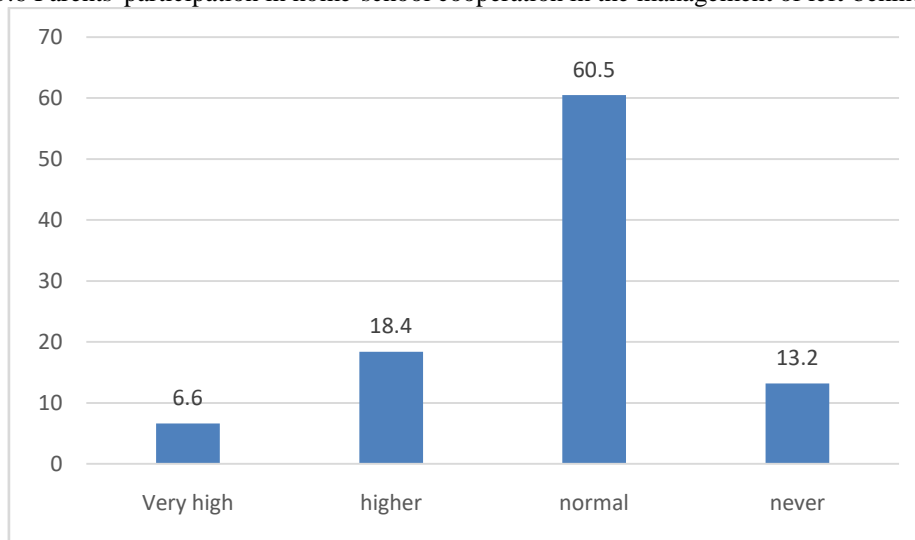


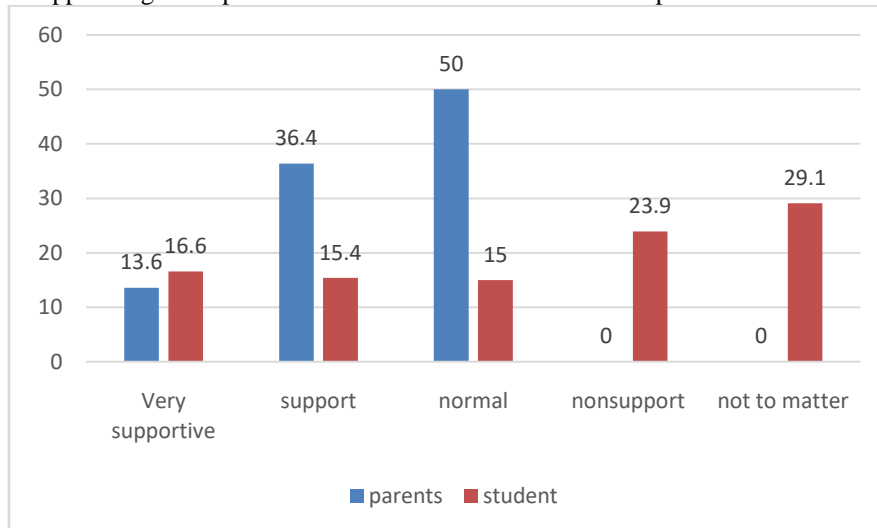
Figure 5.5 analyzes the cognition of left-behind children's home-school cooperation participants from the perspectives of parents, teachers, and students. As can be seen from the above table, most parents or guardians of left-behind children do not have a good understanding of home-school cooperation, 63.6% of parents think that parents' meeting is home-school cooperation, and 23.7% of parents think that home visit is home-school cooperation. Teachers and students have a more comprehensive cognition, and they also believe that online communication and school information belong to the scope of home-school cooperation. Although teachers and students have a more comprehensive understanding of home-school cooperation, they also think that parents' meeting is the main way of home-school cooperation, which is the same as parents' cognition.

Figure 5.6 Parents' participation in home-school cooperation in the management of left-behind children



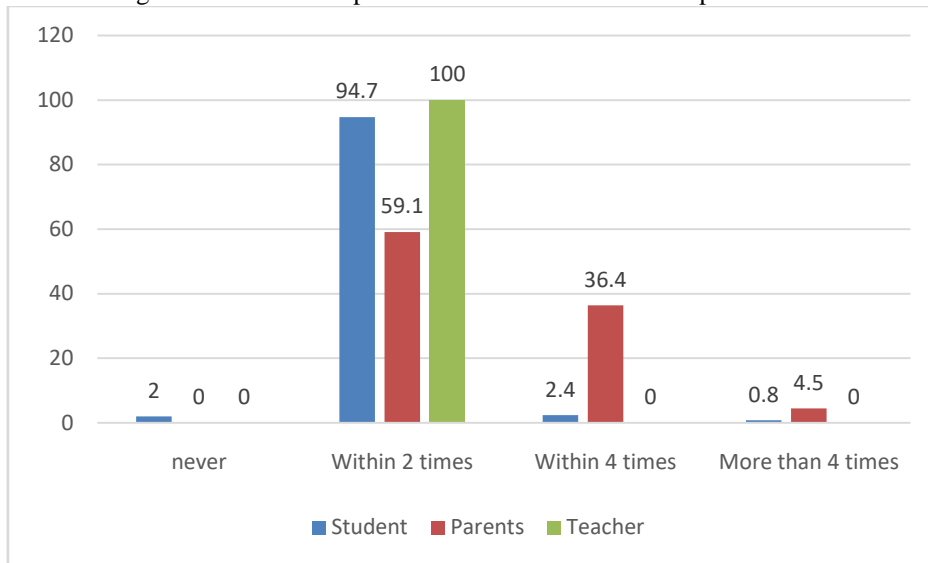
It can be seen from Figure 5.6 that 13.2% of parents of left-behind children do not participate in home-school cooperation and only 6.6% of parents with high participation.

Figure 5.7 Support degree of parents and students in home-school cooperation of left-behind children



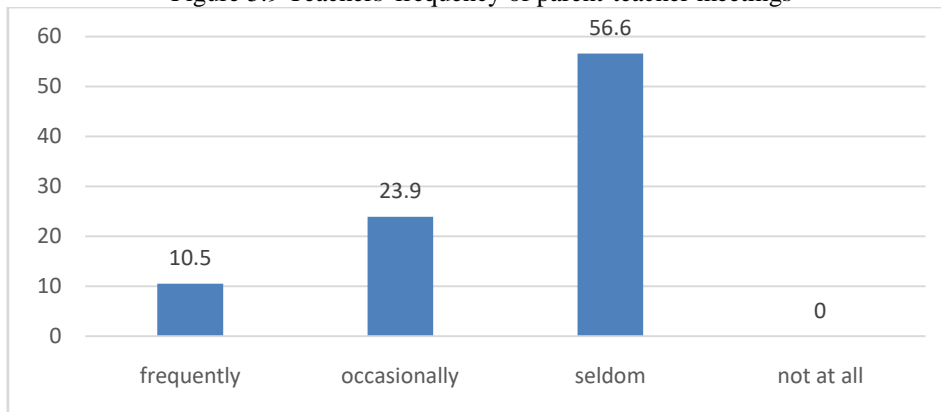
As can be seen from Figure 5.7, 50% of parents are very supportive or relatively supportive of home-school cooperation, while the rest of parents feel so-so. In the student group, support for home-school cooperation is not high, do not support or indifferent to more than half of the people. To sum up, left-behind children and their parents' support for home-school cooperation is not optimistic.

Figure 5.8 Number of parent-teacher conferences held per semester



According to the data in Figure 5.8, 100% of teachers and 94.7% of parents believe that the school holds parents' meetings less than twice a semester. Through interviews with teachers, the author found that the parents' meeting was held at the request of the school leaders, basically twice a semester, after the mid-term exam and the final exam.

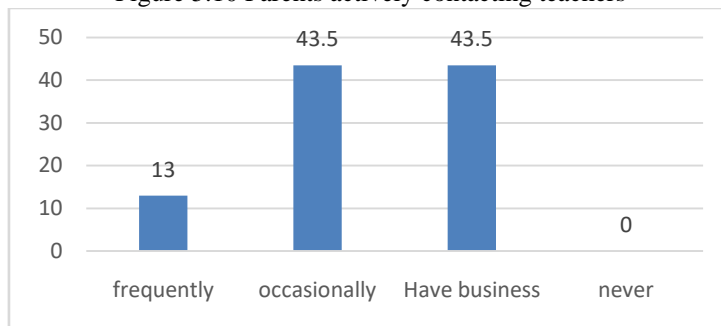
Figure 5.9 Teachers' frequency of parent-teacher meetings



From the questionnaire analysis of teachers on the frequency of parent-teacher meetings in Figure 5.9, it can be seen that 55.6% of teachers think that the school rarely carries out home-school cooperation, 32.9% of teachers think that the school occasionally carries out home-school cooperation, and only 10.5% of teachers think that the school often carries out home-school cooperation. This shows that most teachers believe that the school does not often carry out home-school cooperation activities.

The manifestation of the initiative of home-school cooperation in the education management of left-behind children.

Figure 5.10 Parents actively contacting teachers

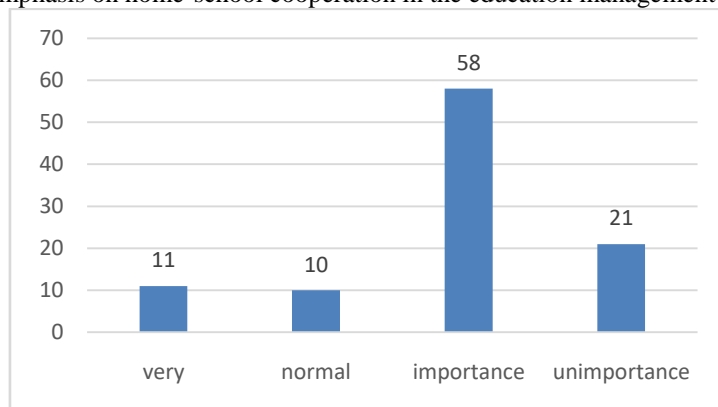


As can be seen from Figure 5.10, only 13% of parents will take the initiative to contact teachers often, and 43.5% of parents will contact teachers occasionally or only when something goes wrong.

**Cognition of home-school cooperation in education management of left-behind children**

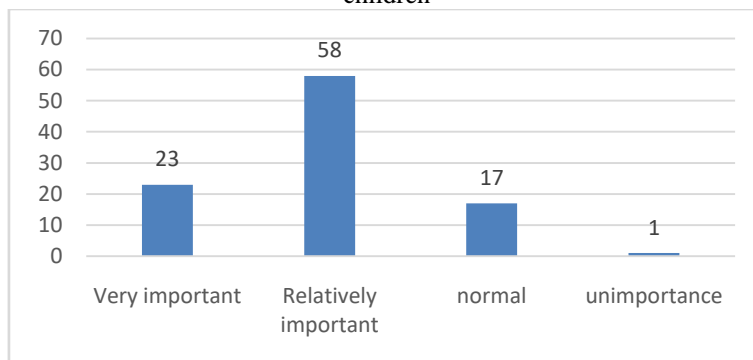
The prerequisite for cooperation is understanding and recognition, and heartfelt recognition of the importance of home-school cooperation is the key to the effective implementation of the education management of left-behind children.

Figure 5.11 Parents' emphasis on home-school cooperation in the education management of left-behind children



As can be seen from Figure 5.11, in the process of home-school cooperation in the education management of left-behind children, less than 21% of parents think that it is not important. Parents are indispensable participants in home-school activities, and parents can truly realize the importance of home-school cooperation from their hearts, which is a necessary condition for home-school cooperation. Although most parents have a positive attitude towards cooperation, there are still a small number of parents who do not realize the importance of home-school cooperation.

Figure 5.12 Teachers' emphasis on home-school cooperation in the education management of left-behind children



Teachers are another important executor of home-school cooperation activities in the education management of left-behind children, and their recognition of home-school cooperation is the basic guarantee for promoting home-school cooperation. The data reflected in Figure 5.12 shows that 98% of teachers have a very positive attitude towards home-school cooperation, and only 2% of teachers think it is not important or indifferent.

In the process of home-school cooperation, teachers have a certain degree of dominance, so teachers' attitude towards home-school cooperation largely determines the effect of home-school cooperation. Through interviews with school teachers and leaders, the author can feel that teachers attach great importance to home-school cooperation and are eager to improve the level of home-school cooperation. One teacher even made an analogy: "The lack of family education for left-behind children is like a complete education that has broken a leg and simply cannot walk fast."

Figure 5.13 Responsibility distribution in the education management of left-behind children

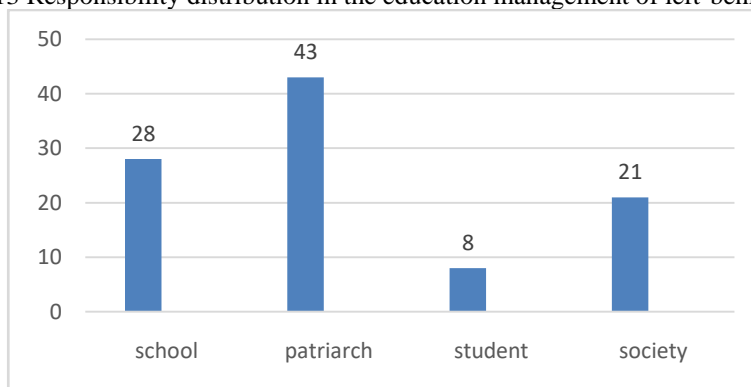


Figure 5.13 reflects the distribution of responsibilities in the education management of left-behind children. 43% of the teachers believe that parents are mainly responsible for the education management of left-behind children, 28% of the teachers believe that the school is mainly responsible, and without exception, they think that they have little responsibility in the process of home-school cooperation.

However, according to the survey of parents, the majority of parents hold the following view: "Education and learning should be the teacher or school's business, and have little to do with themselves." Because in the minds of parents, teaching has always been the job of school teachers."

### Summary

The objects of this survey are all left-behind children with only one or both parents not around their children. From the perspective of family education, this growth situation is analyzed. The lack of responsibility of parents in the growth process of children will bring different degrees of impact on the psychological and physiological development of children. According to the statistical data in the questionnaire, 39.6% of the left-behind children in this survey have no parents around them. Most of these children live with their grandparents, lack parent-child education, and receive education from other generations. Through the investigation, it is found that the grandparents' supervision of children is only limited to eating enough and dressing warmly. In addition to food and clothing in the growing process of children, there are intellectual and non-intellectual factors such as personality, psychological quality, and cognitive degree that need to be cultivated by parents.

## 6. Conclusion

### School factors:

#### The school's cognition of the education management of left-behind children is insufficient

In rural areas, schools play a leading role in the education management of left-behind children, especially in home-school cooperation. Whatever form of cooperation is held by schools, parents participate in whatever form of cooperation. From the school's point of view, what mode of educational management to carry out is decided by the school. To sum up, whether schools attach importance to education management affects the form of education management for left-behind children to a certain extent.

#### Lack of quantitative evaluation criteria

In addition to daily teaching, most of the education management for left-behind children is in the form of parent-teacher meetings, home visits and other forms of communication between family

and school, which does not have a unified standard to quantify it, resulting in the failure to guarantee the benefits of home-school cooperation for left-behind children. It is precisely this form of cooperation that cannot be quantified, leading to the inability to evaluate and distinguish the pros and cons of the work of left-behind children. Home-school cooperation for left-behind children is also an educational activity, which needs to be carried out continuously, link by link.

### **There is a lack of special funds for the education management of left-behind children**

Although the state has invested more and more in education in recent years, the education funds for schools in rural areas are still insufficient. Each education allocation has a corresponding budget, but there is no budget for the education management of left-behind children in the budget. In the process of carrying out education management activities for left-behind children, if funds are involved, other funds can only be occupied, but it is unrealistic for rural areas where education funds are not abundant. Therefore, the lack of special funds for the education and management of left-behind children is also one of the restricting factors.

### **Family factors:**

#### **The cultural quality of parents of left-behind children is generally low**

From the perspective of management, parents' participation in school education decision-making can enhance parents' sense of responsibility in school management and improve the quality of education. Parents are the main participants in the education management of left-behind children, and their educational level determines the breadth, depth and effect of home-school cooperation. Through the cultural level statistics of parents of left-behind children, it is found that the cultural level of fathers and mothers of left-behind children is mostly junior high school and primary school culture. The higher the education level of parents, the more subjective initiative for the education management of left-behind children. On the contrary, the lower the education level of parents, the lack of self-confidence in the education of children, the level of education is not enough to support its analysis of the problems encountered by children, and it will be powerless to solve the problem.

Due to the lack of educational ability, parents with low education level are difficult to participate in the education management of left-behind children, and they cannot know how to use effective educational methods to cooperate with schools, so they form a blind dependence on schools and teachers. This blind reverence makes it difficult for most parents to really participate in the school's education plan, which is very unfavorable to the development of education management activities for left-behind children. In general, the educational level of parents affects the actual effect of the education management of left-behind children to some extent.

#### **The lack of parent-child education and intergenerational education have serious drawbacks**

The physical and mental development of underage left-behind children is not perfect and sound. Children's growth stage is a critical period for children to establish a sense of the world, and the lack of parent-child education in this critical period may lead to a series of serious problems. For example, interpersonal problems, behavioral problems, moral problems, personality problems, learning problems, etc. The negative impact of the lack of parent-child education on the healthy development of left-behind children is obvious. The absence of parental education has caused the problem of intergenerational education. The impact of intergenerational education on the education management of left-behind children is often negative.

Most of the first grandparents are older than 60 years old, their cultural level is generally low, the lack of supervision of children's learning awareness, so that they can take care of the children's daily life is still barely, if need to take care of learning is quite reluctantly, often the heart is willing but insufficient. Second, grandparents generally exist doting emotions, and most of their attitudes on children's education are loose, casual, and laissez-faire. Even if it is discipline, it is often a formality, and even to a large extent, there are communication and communication barriers. Third, with the rapid development of social information, teenagers have a fast ability to accept things, while the elderly are not sensitive to new things, so that children's recognition of their parents is reduced. Precisely because of this, most of the children cared for by grandparents are difficult to cultivate children's active learning attitude, which has caused great educational barriers and barriers to the education management of left-behind children.

#### **The influence of family economic status on the education management of left-behind children**

Economic problems are the fundamental problems of left-behind children, and become an important reason for restricting the educational management of left-behind children. On the one hand, because of the weak economic foundation, families with left-behind children urgently need to improve their economic income. In

rural areas, almost all people regard learning as the main way to increase their economic income, which leads to an excessive focus on academic performance, which neglects other aspects of student development. From the reality of the situation, parents put academic achievement in the first place, which undoubtedly proves that rural areas are eager to translate academic achievement into economic benefits. Through the questionnaire survey on the learning meaning of left-behind children, it is also found that many left-behind children think that the meaning of learning is to earn more money. Parents of left-behind children also revealed in the interview that they usually use such methods to encourage their children to learn.

On the other hand, the weak family economy leads to a single educational management model for left-behind children. Due to the poor family economy, it is inevitable to spend more time and energy to make a living and change the living environment. This will lead to less parental investment in their children's education.

### **Social factor**

#### **The government has not paid enough attention to the education management of left-behind children**

Through the investigation, it is found that the relevant government departments do not pay enough attention to and take care of the special group of rural left-behind children. The economic and cultural environment of left-behind children in rural areas is worse than that of urban children. In order to promote the healthy development of rural left-behind children, the government should pay more attention to rural left-behind children, carry out macro-control, and reduce the negative impact of objective environment on the growth of left-behind children, so as to ensure their fair development.

#### **There is a lack of government-led education management norms for left-behind children**

At present, the education management of left-behind children in rural areas is only carried out by schools and parents independently. The education department of the government only makes some advocacy, and has never formally led the formulation of normative policies, laws and regulations, and lacks institutional support. This leads to the lack of substantive content in the education management of left-behind children in rural areas.

#### **The weak economic conditions in rural areas restrict the education management of left-behind children**

From the source analysis of the factors affecting the home-school cooperation, the poor economic conditions in rural areas is also one of the important factors. The economic downturn in rural areas will affect all aspects of the education and management of left-behind children, such as the outflow of labor force, which will form a large number of left-behind children taken care of by their grandparents in the process. Parents of such left-behind children have very low participation in the process of education management, and most parents have no awareness, let alone communication and cooperation with schools.

On the other hand, the poor economy in rural areas will lead to less regional financial allocation for education. At the same time, the education management of left-behind children in the critical period of growth is even more precarious. Without the support of special funds, it is very difficult to develop the education management of left-behind children. Third, the backward economy of rural areas will cause people in the area to form a phenomenon of "poverty and weakness". Under such a background, most of the left-behind children will only pay attention to their academic performance while ignoring the cultivation of other qualities in the process of education management.

## **7. Discussion**

Based on the educational management of left-behind children in rural areas, this study investigates the actual situation of the educational management of left-behind children in rural areas by referring to relevant research literature, and takes Huairou District as an example to analyze the current situation of the educational management of left-behind children in rural areas, as well as the existing problems and the causes of the problems. The main research is as follows:

First, through the universal research on the education management of rural left-behind children, it is found that the relevant situation of the education management of rural left-behind children is not optimistic, mostly because of economic, cultural, policy, concept and other factors produce resistance.

Second, with the case study of rural left-behind children in Huairou District, the current situation of education management of rural left-behind children and the attitudes of local schools, parents, students and other groups towards the education management of left-behind children are explored. It is found that although there are universal problems in the education management of left-behind children in rural areas. Although parents do not have a deep understanding of the importance of education and management of left-behind children, they also hope that their children can have good development in the future, so as to get rid of poverty.

Third, the unsatisfactory educational management of left-behind children in rural areas mainly has the following important factors. The family aspect mainly reflects the education level of the parents and the

economic situation of the family. The school is mainly reflected in the school cognition, related system, education fund allocation and so on. The social aspect is mainly reflected in the lack of social attention to left-behind children and the lack of government legislation to guide and regulate home-school cooperation.

Fourthly, in view of the problems in the education management of rural left-behind children, the author has carried on in-depth thinking about the education management of rural left-behind children and put forward relevant strategies.

## **8. Recommendations**

The education of left-behind children in rural areas is a systemic and universal problem. In view of the main problems existing in the education management of rural left-behind children, we can explore solutions from the aspects of school, family, society and so on.

### **School strategy**

#### **Clarify the educational responsibility of schools and strengthen the leading role of schools**

The school is an institution specialized in education, with a complete management team and professional teaching staff. It should give full play to the school's active educational function to minimize the impact of the lack of family education on the growth of rural left-behind children.

#### **Establish a home-school communication mechanism to enhance bilateral cooperation and exchanges**

Family and school belong to two different educational units and play different roles in their respective places. Although their forms, properties and methods are different, their ultimate goals are the same. In school education, through well-designed curriculum, children can learn a lot of cultural and scientific knowledge. In the process of family education, through the parents' words and deeds, children can develop unique personality, personality and other psychological characteristics. Although the teaching methods and contents of school education and family education are different, the ultimate goal of their education is to cultivate a healthy person both physically and mentally. The most taboo in the process of cooperation is "unilateral action", so is home-school cooperation. The ideal state of home-school cooperation should be the full cooperation and exchange between the education implementers of both sides. Trust each other. Working together towards a goal.

#### **Formulate an educational management and evaluation mechanism for left-behind children**

As the old saying goes, nothing can be accomplished without rules. To further improve the education management of left-behind children, it is necessary to introduce a corresponding evaluation mechanism and do a good job of supervision and evaluation. If the supervision is not in place, the effect of the education management of left-behind children will be greatly reduced. Establish a set of effective evaluation mechanisms to provide a long-term, continuous work. In the evaluation mechanism, the focus of the education management of left-behind children should be quantified, and the content and quality of the work should be clarified.

### **Family strategy**

#### **Encourage parents to actively participate and play an important role in family education**

Parents are the people who best understand the interests, hobbies and needs of their children. The active interaction and role of parents and children can be a useful complement to school education. If one side of cooperation always leads and dominates the other side, this kind of cooperation is essentially anti-cooperation and fake cooperation. In other words, the leading role of schools and the important role of parents are complementary. In the education management of left-behind children, we should attach importance to the process of home-school cooperation. If the school can involve parents in the development of various plans, it will help the school to develop a more scientific and reasonable, more targeted plan. So as to further promote the development of left-behind children.

#### **Establish a good family atmosphere and encourage positive parent-child communication.**

Although there is a spatial distance between parents and left-behind children, in today's developed modern science and technology, the lack of affection caused by distance can be alleviated and remedied by making full use of modern science and technology. For example, communication through the Internet or telephone can eliminate the gap in space. In the communication, parents should be fully prepared and spare time to cooperate with the school's related work. In the process of communication, parents must first abandon the self-centered concept of paternity or maternal power, honest and equal communication with the child, respect the child's personality, from some small things in life, do not focus on the child's performance at the beginning, and strive to create an atmosphere of mutual respect and equality. In terms of communication precautions, parents can ask



their children about what they have seen and heard at school. If you hear good things, encourage them. When you hear bad things, you should also stay calm, do not easily interrupt or blame at random, and analyze the problem with your child to solve the problem. For the education of left-behind children in rural areas, this is a positive and effective way of interaction and cooperation between home and school.

### **Social strategy**

#### **We will accelerate the introduction of relevant policies and provide strong policy support**

To realize educational equity, the first thing is to realize the equity of rural and urban education. On the one hand, we should increase the financial input and attention to education in rural areas. Special funds should be given to the education management of left-behind children in rural areas where there are many migrant workers, so as to ensure the quality of education management of left-behind children in rural areas. On the other hand, the system of children following their parents to school should be established to fundamentally solve the problem of education management for left-behind children. Reduce the number of left-behind children.

#### **Clarify the obligations and responsibilities of education and management of left-behind children in rural areas**

Relevant social departments should introduce corresponding regulations for the education management of rural left-behind children, and formulate laws for the education management of left-behind children in the future. It is necessary to further clarify and implement social responsibilities, refine the education and management responsibilities of rural left-behind children, so that society, schools, families, and three aspects form a pattern of social coordination, school supervisors, and family assistance, and form a joint force for the education and management of rural left-behind children.

## **9. Future Researches**

On the one hand, the education of left-behind children in rural areas is a very complex social problem, not simply an educational problem. On the other hand, it is also a social problem that needs to be solved urgently in the process of reforming and innovating social governance in China. Properly solving and coping with this problem not only concerns the majority of left-behind children in rural areas to receive education and grow up physically and mentally in a better environment, but also aims to maintain and balance the practical needs of social and stable development of many rural areas and even the country.

In recent years, the education management of rural left-behind children has achieved certain results, and formed some valuable experience and lessons. We will set up homes for left-behind children, carry out actions to help cities and rural areas, and college students and primary school students, and provide more care and guidance for left-behind children. Sports competitions are held to enhance the social interaction and physical fitness of left-behind children. Cultural arts festivals and art exhibitions are held to enrich the after-school cultural life of left-behind children in rural areas. Although there has been some progress in the education and management of left-behind children in rural areas, there is no systematic and scientific logical system and operational paradigm on the whole, and the research on the problem of left-behind children still has a long way to go, requiring more thinking and exploration.

The research on the education management of rural left-behind children is a broad issue, which involves many aspects such as interdisciplinary and social resources. Due to the limitation of my research ability, there are still the following problems in the research: First, the selection of research areas is not comprehensive enough to represent the whole region from a single region, so the conclusions drawn from individual research need to be studied from scientific to comprehensive. If multiple regions can be compared, the reliability of the conclusions will be increased to a certain extent. Secondly, the research methods are literature method and investigation method. Due to the limitation of research methods, the literature collection process may not be comprehensive enough, and the sample of field investigation may not be enough, so the conclusion drawn has certain limitations due to the influence of the research object. The conclusions drawn in this study represent only my humble opinion. The research on the education management of left-behind children in rural areas still has a very large research space.

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