

Psychological Problems of Left-Behind Children in Rural China and Countermeasures

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Abstract: Uneven Social and Economic Development Has Resulted in a Large Number of Labor Migration and Mobility, and the Problem of Left-Behind Children is One of the Most Prominent Aspects. Based on the Analysis of the Causes of the Problems of Left-Behind Children, This Paper Discusses in Depth the Adjustments and Existing Problems Made by the Guardians of Left-Behind Children, Schools and Social Concerns, and Respectively Seeks Some Solutions and Reasonable Suggestions from These Three Aspects, So as to Provide Some Reference for the Policy Adjustment of Left-Behind Children.

1. Introduction

Children Are the Hope of the Family, the Future of the Nation and the Effective Force for the Sustainable Development of the Society. Children's Health is Not Only Related to the Development of the Country, But Also of Great Significance to the Civilization and Progress of the Society. Children's Significance to a Family and Society Even Less Need to Say More. in Recent Years, with the Continuous Development of Chinese Social Economy, a Large Number of Rural Young and Middle-Aged Labor Force Have Gone out to Work or Do Business. Due to Various Reasons Such as Household Registration, Education and Economy, They Have Left Their Children in Their Hometown in the Countryside, Thus Creating a Special Group of "Rural Left-Behind Children". Childhood is the Critical Period of Psychological Development, and the Psychological Development At This Time is Extremely Immature, Showing the Characteristics of Unstable Development and Vulnerability to External Influences. Left-Behind Children Cannot Get Complete Family Care from an Early Age, and Their Lack of Emotion, Coupled with Lack of Good Family Education, Face Particularly Serious Problems in Their Physical and Psychological Growth. Therefore, It is Very Important to Study the Psychological Problems of Left-Behind Children and Left-Behind Children. It is Incumbent on the Society and Researchers to Understand the Current Situation of Left-Behind Children, Find out Their Existing Problems as Soon as Possible and Help Them Grow Up Healthily.

2. Definition of Left-Behind Children

As for the concept of "staying behind", we should consider it from two aspects. First of all, the necessary condition to be able to "stay behind" is whether the parents of the child are all out to work, only one is out, or both. In this respect, different researchers have different views. However, what this article is going to study is that both or one of the parents of the child goes out to other areas. In addition, there is a concept of time, in the end how long is left behind, some scholars believe that more than half a year, while others did not give a clear time limit. The author thinks that the time that can constitute staying behind is generally not less than half a year.

Because of the economic gap between the cities, the guardians of the left-behind children choose to go out to work, either one for each family or both. Therefore, they leave their children in their hometown, entrust their guardianship responsibilities to others, and let others take care of their children on their behalf. At present, the types of guardianship for left-behind children in rural China are mainly divided into the following three situations:

2.1 Single Parent Guardianship Type

Single-parent guardianship, as its name implies, means that only one of the husband and wife is responsible for the guardianship of the children, that is, one of the husband and wife goes out to work and the other stays at home to take care of the children. Some of them are mothers and some are fathers. Under the influence of many factors and the thoughts of male and female owners, most of them are male employees. However, whether the father goes out or the mother goes out, these children cannot live with their father and mother for a long time, thus it is inevitable that children lack father's love or mother's love.

2.2 Alternate Guardianship Type

Interdecadal guardianship is also called grandparents' guardianship, which refers to the fact that the parents of children all go out to work and leave the children to grandparents or grandparents to raise, take care of and educate them. This type of guardianship is very common in rural China as long as the last generation is alive, especially in remote mountainous areas, where it is common for the two generations to live together.

2.3 Previous Generation Monitoring Type

It mainly refers to the guardianship of people of the same generation as the children's parents, such as uncles, aunts, aunts or close friends. In general, these people are basically willing to accept the entrustment only if they have their own children, which can be said to be helping to take care of them by the way. Parents will leave their children's living expenses or regular money when they leave. However, due to the relatively young age of children and other reasons, the proportion of this monitoring mode is relatively small.

3. Psychological Impact of Different Guardianship Types on Left-Behind Children

3.1 The Possible Influence of Single-Parent Guardianship on Left-Behind Children and the Psychological Problems

In Chinese rural areas, the left-behind children under single-parent guardianship are usually taken care of by their mothers at home while their fathers go out to work. Mother's care and patience are beneficial to the healthy growth of children. However, most rural housewives have to take care of their children as well as farm work, so even as mothers, they sometimes have no patience and enough time and energy to take care of their children. For what the children did well, they did not praise and affirm it in time, nor did they understand and communicate psychologically about the children's performance in school. This is very unfavorable to the growth of children. In the critical period of children's growth, the lack of company and attention will, to a certain extent, make children from normal families more insecure.

3.2 The Influence of Alternate Custody on Left-Behind Children and Their Psychological Problems

Grandparents or grandparents are usually the guardians of the next generation. However, in China, grandparents' supervision of children is often more prominent, and children's demands, whether reasonable or not, will basically meet them, that is, the so-called soft touch. In addition to unconditionally meeting the needs of children, the so-called grandparents have many defects in other aspects of child care. First of all, the older generation's educational ideas are backward and outdated, and they are basically lacking in children's enlightenment and guidance. Secondly, in Chinese rural areas, the cultural quality of the guardians of the alternate generation guardianship is unified on the low side, and they are basically in a semi-illiterate state. They can only be unable to do anything about their children's learning. Due to the great age difference between the two generations, there are various generation gap problems, such as cognitive generation gap, psychological generation gap, etc. Children's nature is imitation, grandparents in children's eyes is slow, rigid, their own things don't want to tell them. As a result, the left-behind children are less

willing to associate with others, and others are also indifferent to what they say.

3.3 The Impact of the Previous Generation of Guardianship on the Left-Behind Children and the Psychological Problems

The mode of guardianship in the previous generation is the way parents entrust their children's guardianship duties to relatives and friends. Children have to leave their parents and live with others from an early age, which is undoubtedly a blow to the children's psychology that yearns for their parents' company. In addition, the previous generation of guardianship also had many problems. First of all, as the entrusted guardian, it is very difficult for me to be too strict in the management and education of the child, which will give the child the psychological impression that the parents are not around and are criticized and bullied. Too loose, it will make the children think that they are not their own children. In such a trade-off between right and left, the best time to guide education correctly is missed. Secondly, under the pressure of public opinion from the people around, the situation between the entrusted guardian and the left-behind children is easy to attract the attention of the neighbors. Therefore, the temporary guardian will turn a blind eye to other matters as long as there is no big problem with the children entrusted to his family. But this kind of discipline method is very easy to cause the children to behave themselves and willfully. Children, consciously or unconsciously, will also perceive slight differences with the children in this family, which will lead to a feeling of dependency, thus easily causing psychological problems such as inferiority and loneliness.

4. Problems Caused by School and Social Factors on the Psychological Development of Left-Behind Children

4.1 School Factor

After entering school age, left-behind children usually choose local semi-boarding or full-boarding schools to study. The development of semi-boarding and full-boarding schools in rural China is still very slow. Most of these schools are private. Under Chinese special national conditions, the environment of private boarding schools in rural China is poor and their teachers' level is low, not to mention there are professional psychological counseling teachers to provide special psychological counseling and dredging for these children. They cannot be accompanied and cared for by their parents at home, cannot get correct and effective psychological counseling at school, and even sometimes they are labeled as left-behind children who are not cared for. Over time, these children are easy to be isolated in this group and gradually develop indifferent psychological characteristics.

4.2 Social Factors

With the increasing development of Chinese social economy, farming at home can no longer maintain the livelihood and needs of all aspects, so going out to work has become the choice of more and more farmers. Influenced by the household registration system and difficulties in choosing a school, migrant farmers are basically unable to bring their children to school nearby, resulting in these children not being able to live with their parents for a long time. In recent years, the government has paid more and more attention to the left-behind children and has also made some policy adjustments. For example, some schools in big cities allow children of migrant workers to enter schools nearby and set up care and assistance centers for left-behind children in communities. However, taking their children with them to live in big cities will greatly increase the cost of living. In addition, admission of left-behind children as a special group will also have some labeled psychological effects on them to some extent. Therefore, this corresponding policy has not effectively solved the problem of left-behind children.

5. Several Measures for Existing Problems of Left-Behind Children

5.1 Pay Attention to Family Education and Choose Suitable Guardians

The influence of family education on children's growth is undoubtedly very obvious. Words are not as good as deeds. Many good habits and moral characters are deepened under the influence of certain role models. Therefore, it is especially important for the determination and selection of guardians. No matter who entrusts the children to guardianship, the character, living habits and attitude of guardians are naturally of vital importance. The vast majority of left-behind children are managed by grandparents. However, most of the caretaker groups in the rural areas are not well educated and basically do not have the conditions to instruct their children to learn and accept new educational concepts. Therefore, in such cases, they should be more cautious in choosing the structure of staying at home. Parents can adjust to one person going out to work while the other accompanies their children to live and study, or the economic pressure of customer service can bring their children to live with them. In the case that the structure of staying behind cannot be changed and it is impossible to make adjustments when going out to work, the guardian of the child should also be carefully selected or multiple guardians should be added to avoid the problem of staying behind caused by the inability of grandparents.

Parents go out to work, although they cannot accompany their children to study and live, but their love for their children can be transmitted in various ways. They often make phone calls and videos, care about their daily life and psychological state, so that they can feel their parents' love at all times. As left-behind children and normal children, there is no too big difference. When conditions permit, regular home visits and more interaction with children can avoid psychological problems caused by the absence of family ties among left-behind children. The author found in the investigation work of the left-behind children in the agricultural cities of Tongchuan and Weinan in northwest China that the government has made some efforts and work in the family communication for the left-behind children in remote mountainous areas. For example, there is a computer and telephone set up in the village committee to facilitate the stay-at-home children to contact their parents, so that families that do not have contact conditions can communicate with their parents regularly.

5.2 The Implementation of Left-Behind Children's Problems in School Education

When the left-behind children reach the school age, many problems of family education will be transferred to schools. As mentioned above, most of the left-behind children are sent to boarding schools or semi-boarding schools to live and study since primary school due to the limited supervision ability of their guardians. At this time, the absence of family ties among the left-behind children becomes more serious. They do not feel the warmth from their families in their collective life, they begin to become aloof and indifferent, and they begin to gradually feel insecure. Therefore, school education is also crucial to the healthy growth of left-behind children. As a school, we can improve the problem of left-behind children from the following aspects.

5.2.1 Promote Educational Concepts and Avoid Labeling Problem Handling Modes

In recent years, the problem of left-behind children has attracted the attention of the whole society. Schools also focus on this part of the children, led by the civil affairs system and the education system. For this part of the children, the filing and establishment of cards are somewhat inclined in terms of admission policies and subsidies for students. However, because of the attention of the whole society, the schools regard these children with different labels while receiving normal school education: Their parents are not around, their financial situation is not good, they lack care, they are prone to problems in the process of growth, and so on. They are deeply aware of their uniqueness in the care of various social groups coming from the pavement. When the author asked whether a left-behind child was willing to let others know the status quo when his parents were not around, he firmly shook his head and said no. He wanted to be like other children. The concern of the society and the care of loving people are certainly true, but when schools organize these

activities, they should consider more the needs and wishes of children from a psychological point of view, and adopt appropriate ways to let them accept the care from all sides under the conditions of equality and no pressure.

5.2.2 To Improve the Professional Quality of Teachers and Establish a Good Mental Health Goal for Left-Behind Children

The quality of teachers in schools and their educational concepts have a serious impact on the development of children's physical and mental health. It is necessary to establish a good mental health goal for left-behind children, guide children in accordance with the goal and regulations, and help them grow up healthily.

(1) Children are emotionally stable, do not lose their temper, are more gregarious, and can tell their feelings to their guardians or teachers.

(2) Children have a certain ability of self-care and good health habits. They can do simple things by themselves and do not often rely on others.

(3) Children can actively participate in all kinds of school activities. In the process of activities, they can show themselves bravely.

(4) Children have no strong sense of inferiority, can get along with their friends and care for others.

(5) Children have their own personalities but cannot be willful.

5.2.3 Attention Should Be Paid to Game Activities and Psychological Health Education Should Be Fully Infiltrated into Games

It is children's nature to love playing. In the process of playing, children can feel a sense of achievement and overcome inferiority complex. Therefore, playing is the best way to educate children's mental health, and playing can also be a very effective means to treat children's mental problems. Taking game activities as a carrier, children will constantly show themselves in the process of playing games and enhance their self-confidence. Therefore, in organizing children's games, teachers should not interfere with them too much, give full play to their subjectivity, but also play the role of an observer, pay more attention to children with abnormal performance in games, communicate in time and solve problems in time.

5.3 Pay Attention to Home-School Cooperation and Jointly Promote the Healthy Growth of Children

5.3.1 Teachers Should Keep in Touch with the Parents of Left-Behind Children and Give Timely Feedback on Their School Situation

For the left-behind children, the teacher plays the role of acting as a guardian. The vast majority of the children's time in a day is also within the scope of the teacher's observation. The teacher should pay attention to the abnormal situation of these children. When the left-behind children encounter problems in their life or study, the teacher should communicate with the children's parents or guardians in a timely manner. To understand the situation and characteristics of children in detail, and strive to find solutions to minimize the psychological barriers of left-behind children. Often organize meaningful parent-child activities and invite parents of left-behind children in other places to participate online, so that children and their parents can interact with each other and have mutual affection and communication.

5.3.2 Teachers Make Regular Home Visits to Strengthen Contact with Guardians of Left-Behind Children

When circumstances permit, teachers should regularly go to the home of the left-behind children for home textiles, have in-depth communication with the guardians of the left-behind children, reflect and analyze the situation and existing problems of the left-behind children, and jointly find ways to find solutions to the problems.

5.4 The Society Pays Close Attention to the Problem of Staying Behind and Takes More Reasonable Measures to Help

The development of the society depends on every builder, and we should pay more attention and give special treatment to the left-behind groups who have made contributions to the construction. The differences in economic and labor opportunities between cities have resulted in some special groups: the left-behind elderly, the left-behind women, the left-behind children, etc. Among them, the left-behind children problem has become the most important and sincere problem to be solved among many left-behind problems because the children's body and mind are in a developmental stage. The government should improve relevant policies and assume the responsibility of caring for children left behind. In the course of the author's investigation and visit to the problem of left-behind children, it was found that the civil affairs and education departments of all levels of government have issued relevant policies to give great attention and support to the life and study of left-behind children. However, there is also a problem that occurred in school education, namely, excessive attention and giving the green light are easy to cause psychological labeling to these children. Therefore, in the next government policies should fully consider this aspect, fundamentally adjust and solve the problem, rather than simply stay on the attention and assistance. Such as adjusting measures to local conditions in poor areas, carrying out precise poverty alleviation and developing various industries, thus not only solving the employment problem and developing the rural economy, but also solving the problem of staying behind. In particular, rural left-behind children are no longer separated from their parents, thus fundamentally eliminating the psychological problems of left-behind children. Therefore, the healthy development of left-behind children in rural areas cannot be separated from the joint efforts of families, schools and society, which are indispensable.

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