



**A STUDY ON EDUCATION MANAGEMENT OF RURAL LEFT-BEHIND CHILDREN IN HUBEI PROVINCE: TAKING HUANGMEI DISTRICT AS AN EXAMPLE**



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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF  
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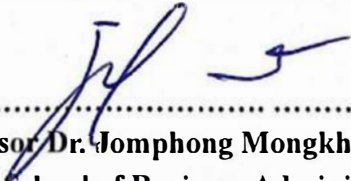
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This Independent Study has been Approved as a Partial Fulfillment of the Requirement of International Master of Business Administration in International Business Management

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## ABSTRACT

This paper took Huangmei District in Hubei Province as an example, and conducted a study on the education and management situation of rural left-behind children, and puts forward two research objectives: 1) To analyze the current situation of education and management of left-behind children in rural schools in Huangmei District, Hubei Province; 2) To explore the countermeasures for the existence of problems and causes of the education and management of left-behind children in rural schools in Huangmei District, Hubei Province.

This paper mainly adopted the quantitative research method, using the hierarchy of needs theory as the guiding basis, and conducts a survey on 450 students in five schools in Huangmei District, placing 450 questionnaires in total, focusing on the status quo of education and management of left-behind children in rural areas.

After research and investigation, this paper found that: 1) Huangmei District rural left-behind children in the education and management had a significant decline in academic performance, learning motivation is more ambiguous, the attitude to learning has declined; 2) Based on Maslow's hierarchy of needs theory, this study puts forward the following suggestions for the education and management of left-behind children in rural areas: strengthen the responsibility of family education; create a harmonious campus atmosphere; improve the quality of teaching; increase the government's support for the education of left-behind children in rural areas; and strengthen the self-education of left-behind children in rural areas.

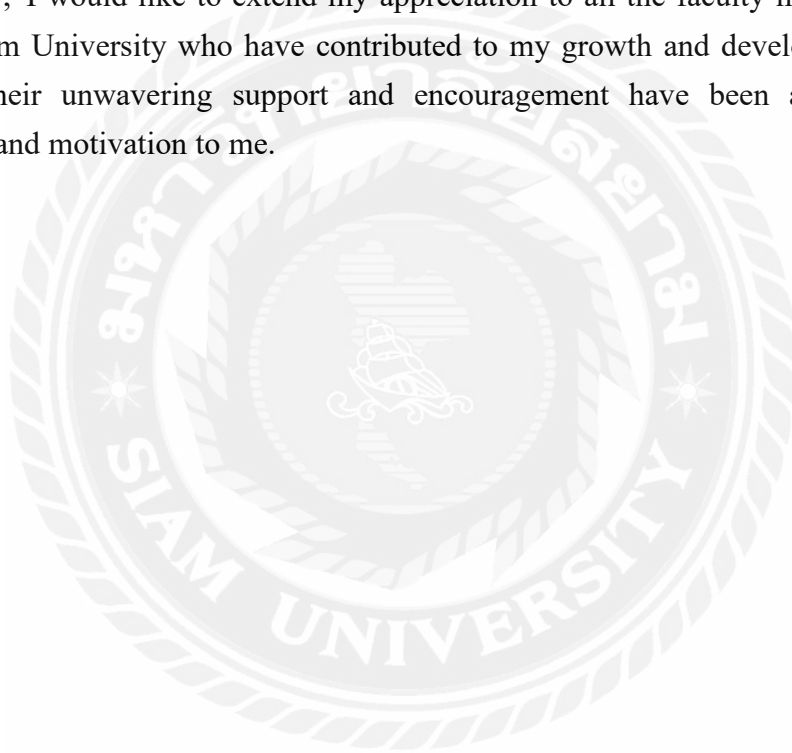
**Keywords:** Children left behind in rural areas, education and management of left-behind children, learning state

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## DECLARATION

*I, Wang Sihan, hereby certify that the work embodied in this independent study entitled “Study on Education Management of Rural Left-behind Children in Hubei Province: Taking Huangmei District as an example” is the result of original research and has not been submitted for a higher degree to any other university or institution.*

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# Chapter 1 Introduction

## 1.1 Research Background

In the 40 years since China's reform and opening up, the country has experienced rapid economic development, but due to geographic and cultural differences, the spatial distribution of social and economic development has been extremely unbalanced, with the development of impoverished areas being even more worrisome. As a result of poor economic development, a large number of low-income labor groups have begun to flock to large cities, giving rise to a special vulnerable group: "left-behind children." In 2017, the Hubei Provincial Department of Civil Affairs released a report on its mapping and statistical report on the situation of left-behind children in rural areas in the province, which pointed out that as of the end of 2016, the total number of left-behind children in rural areas under the age of 16 in the province had not yet reached 16 years. The report pointed out that by the end of 2016, there were about 740,000 rural left-behind children under the age of 16 in the province, of whom about 260,000 were between the ages of 0 and 5, and about 420,000 were between the ages of 6 and 13; more than 93% of them were under the guardianship of their grandparents, and there were even 11,400,000 left-behind children in a state of unsupervised custody, and the number of those who were in the obligatory stage of education accounted for 85.44% of the total number of left-behind children. It is clear from the above data that the situation of left-behind children in rural areas of Hubei Province is very bleak, and that the problem of education for left-behind children in rural areas is the most prominent, with more than 100,000 of them dropping out of school before completing their mandatory education, which is contrary to the original intent of our country, which was to provide mandatory education for the entire population and to raise the cultural and educational level of the nation, and which also places an additional burden on the community in terms of job placement and security and stabilization (Lin, 2007).

In regard to rural left-behind children, in February 2016 China's State Council issued a document, made important instructions: governments must strengthen the care and protection of rural left-behind children, to further strengthen the care and protection of rural left-behind children need to be further strengthened, by 2020, the whole society generally raise the awareness of the care and protection of children, and children's environment for growing up has been improved even more, and the governments at all levels must Strengthen the rural left-behind children's protection and care work, the protection of the legitimate rights and interests of minors, and promote the healthy growth of minors, but also it is a family and society's common responsibility to strengthen the guardian's sense of responsibility, to strengthen the care and protection of rural left-behind children, and gradually reduce the phenomenon of left-behind children, and to effectively protect the rights and interests of the rural left-behind children in all aspects of the rights and interests of rural left-behind children (Ye, 2008).

The Hubei Provincial People's Government adopted the "Implementation Plan for Strengthening the Care and Protection of Left-behind Children in Rural Areas in Hubei Province" (20161) in July 2016 to further strengthen the care and protection of left-behind children in rural areas in the province. The government's care and protection work are ongoing, but it is difficult to solve the most fundamental problems of left-behind children. At this stage, the large number of left-behind children has resulted in an overly complex and increasingly negative backlog of problems; today, left-behind children are in a low state of learning, are unable to concentrate on their studies, fail to recognize the importance of their studies, and waste their time on things unrelated to their studies, and are frequently bored with school. Many left-behind children drop out of school after completing or before completing their compulsory education, and after dropping out, because they are underage, they are unable to find work through formal channels or find low-paying, hard laboring jobs, and a small number of them go on to break the law and commit crimes, thus adding to the instability of social security. Therefore, in order to promote the positive development of left-behind children in their studies, it is necessary to study the factors affecting the learning status of left-behind children.

## **1.2 Research Problem**

Left-behind children in rural areas are a large and special group whose parents go out to work and leave them in their hometowns to live with their grandparents or relatives. Due to the long-time separation from their parents and due to the lack of parental love and care, these children are prone to a series of negative emotions, such as anxiety, irritability, pessimism and so on, which results in introversion and unwillingness to talk to others. There is no one to explain the children's homework after returning home from school, so these children can't keep up with their studies; due to the lack of parental teaching, the behavior of children left behind is not ideal, such as: they don't like to study and don't come to school. Relevant data show that by the end of August 2018, China's rural left-behind children now number about 6.97 million, accounting for 3% of the country's children. Most of the rural left-behind children can grow up healthily, but they do not live with their parents for a long time, which leads to the growth process of this group has certain special characteristics, which in turn leads to a series of problems in education and management, must pay great attention to it (Zhong, 2019).

The study of left-behind children in rural areas is a long and lengthy process, and the problems of left-behind children in rural areas, especially the difficulties in education and management, these issues, if addressed correctly, will be very beneficial to their growth process. The large number of left-behind children in the countryside will include many talented people who will be useful to the country in the future. Therefore, the future of the country rests on these left-behind children in the countryside, and to properly study, educate, and manage the left-behind children in the countryside is in

fact to cultivate talents for the future of the country and to contribute to the long-term stability of the country (Chen, 2008).

### **1.3 Study of Objectives**

With the acceleration of urbanization, more and more rural labourers are moving to cities, leading to the increasingly prominent problem of children left behind in rural areas. The educational management of left-behind children is one of the current focuses of social concern, with the aim of improving the quality of education for left-behind children and promoting their healthy growth. The educational management of left-behind children aims to improve the educational environment of left-behind children. At present, rural educational resources are relatively scarce, the educational conditions of left-behind children are poor, and the quality of education needs to be improved. By strengthening the education management of left-behind children, the education environment can be improved, the quality of education can be improved, and better learning conditions can be provided for left-behind children. The education management of left-behind children helps to improve the comprehensive quality of left-behind children. Left-behind children often have some psychological and behavioral problems due to the lack of family education. By strengthening the education management of left-behind children, they can develop good study habits, living habits and behavioral habits, improve their comprehensive quality and enhance their social adaptability. Therefore, this paper puts forward the following research purposes:

1. To analyze the current situation of education and management of left-behind children in rural schools in Huangmei District, Hubei Province.
2. To explore the countermeasures for the existence of problems and causes of the education and management of left-behind children in rural schools in Huangmei District, Hubei Province.

### **1.4 Study of Scope**

Based on Maslow's Hierarchy of Needs theory, this paper aims to study the problem of education and management of rural left-behind children. We searched China Knowledge Network (CNN) journal papers, China Knowledge Network (CNN) master's and doctoral theses, China Knowledge Network (CNN) higher education journals and other well-known thesis websites, and searched for "the status quo of left-behind children in the rural areas", "education and management countermeasures for left-behind children in the rural areas", "Rural left-behind children education management" and related content of the literature a total of more than 20, selected Huangmei County, five schools of 450 students for the survey questionnaire 450, so that the current situation of Huangmei County rural left-behind children to organize,

and then sort out the investigation of Huangmei County rural school left-behind children in the education management of the problem, to Problems are summarized and causes analyzed to put forward proposals and measures, through a series of targeted measures to implement, so that the education and management of children left behind in rural areas of Huangmei County and before compared to get a big improvement.

## **1.5 Study Significance**

### **1.5.1 Theoretical Significance**

The issue of children left behind in rural areas has a bearing on social stability and national development, on the healthy growth of the next generation and on the future of the nation. Along with the imbalance of economic development between different regions of China, a large number of migrant workers are gradually increasing in the remote rural areas. As parents go out to work all year round, they are unable to bring their children with them, and the children can only stay in the rural home where they are registered, which makes a large number of left-behind children emerge. The lack of affection, the increase in academic pressure, and the lack of family education have seriously affected the physical and mental health of left-behind children in rural areas, which further affects the learning behavior patterns of left-behind children (Zhu, 2008).

Through this study, the research results on the education and management of left-behind children in rural schools can be formed initially, effective measures to solve the problems of left-behind children in rural areas can be put forward, relevant theoretical basis can be provided for the education and management of left-behind children in rural areas, the contents of the research on left-behind children in rural areas can be enriched, and certain contributions can be made to the education and management of left-behind children in rural areas.

### **1.5.2 Practical Significance**

The education and management of rural children left behind is a difficult problem; if this problem can be well resolved, it will help to allay the concerns of rural migrant workers, thereby optimizing the rural labour force, better adapting it to economic and social development, promoting urbanization and modernization, narrowing the gap between urban and rural areas, and ultimately realizing coordinated urban-rural development. With regard to the education and management of left-behind children, national education departments, governments at all levels and social forces have paid great attention to the issue and have taken a variety of measures to address it. For example, they have set up specialized files on left-behind children, established counselling agencies and other methods to improve the living and educational environments of left-behind children. However, these measures are universal in nature and are difficult to implement in all places where children are left behind, and are even

less feasible in impoverished mountainous areas. Therefore, it is worthwhile to think deeply about how actions to care for left-behind children should be carried out, what needs to be improved and perfected, and what experiences are worth learning from in the process.

In conclusion, based on the above reasons, the author chooses rural left-behind children in Huangmei District, Hubei Province, as the research object, expecting to understand the current situation of education and management of rural left-behind children in Huangmei District, Hubei Province, analyze the main problems and causes, and try to find countermeasures to solve the problem, so as to play a practical role in the improvement and innovation of the education and management of rural left-behind children in Huangmei District, Hubei Province.



## **Chapter 2 Literature Review**

### **2.1 Introduction**

This paper mainly through the elaboration of Maslow's hierarchy of needs theory and combined with the current psychological characteristics of rural left-behind children to demonstrate the importance and positive significance of the learning state for rural left-behind children's learning and teaching, and accordingly put forward on the effective promotion of rural left-behind children's learning guidance strategy.

### **2.2 Literature Review**

#### **2.2.1 Children left behind in rural areas**

According to the Opinions of the State Council on Strengthening the Care and Protection of Rural Left-behind Children for the definition of rural left-behind children, the object of this mapping is minors of rural household registration under the age of sixteen years old who are not able to live with their parents in a normal way, because both parents are working outside of the country, or one of them is not able to supervise the other.

Duan (2007), in defining "left-behind children", chooses the perspective of the form of going out, and refers to all children who are forced to stay in the countryside because one or both parents go out as "left-behind children"; Fan, & Sang, (2005) qualify the condition of "left-behind" by saying that the condition of "left-behind" is that both parents go out. Fan, & Sang, (2005) qualify the condition of staying behind by saying that the condition of "staying behind" is that both parents go out. Later, some scholars began to further constrain and qualify the concept of "left-behind" from the perspective of time away from home, believing that the parents' time away from home is too short to affect children's education, and cannot constitute the condition of "left-behind", which must be limited to the parents' time away from home of more than half a year, and some even strictly limit it to more than one year.

Left-behind children in rural areas are children who have one or both parents working outside the countryside and stay by themselves to live in the rural areas where their household registration is located and go to school in the rural areas. They live with one of their parents, their grandparents or with other relatives (Cao,2016). The children left behind in rural schools referred to in this paper are a special group consisting of students aged 6-15 years old in primary and junior high schools in rural compulsory education who do not have one or both parents with them.

### **2.2.2 Education management for left-behind children**

The educational management of left-behind children refers to the various incentives and control measures taken by the national education department and local governments, schools, families, social institutions, etc., with regard to left-behind children in rural areas.

The education management of left-behind children by China's education departments and local governments is divided into the following categories: providing conditions for education management, including all kinds of hardware and software equipment, providing the necessary material foundation for the development of left-behind children's education, and guiding the development of left-behind children's family education; optimizing the evaluation system of education in schools; managing the teachers' power, hardware and software equipment of schools, so as to ensure that the left-behind children can receive a very good education in schools; establishing an education responsibility mechanism, and supervising the implementation of various education management measures by schools, and regularly evaluating teachers' education management. Educational responsibility mechanisms are established to supervise the implementation of various educational management measures in schools, and teachers' educational management work is regularly evaluated (Chen, & Jia, 2017).

The educational management of left-behind children by schools refers to the educational management of teachers, left-behind children, software and hardware equipment by the schools in which the children are placed, in accordance with the policies and documents of the education department and the government, to ensure that the left-behind children enjoy the full right to education. In addition, the education and management of left-behind children by their families refers to the education and management of left-behind children by their parents or temporary guardians who go out to work, in terms of their studies and lives.

Social education and management of left-behind children refers to the cooperation between various social care organizations and local governments and schools in educating and managing left-behind children through material assistance or other activities to help them grow up healthily.

### **2.2.3 Learning state**

Learning state is a comprehensive physical and mental state that accompanies the learning process and has an impact on cognitive processing such as perception, memory, thinking and extraction. It is mainly manifested in three aspects: academic performance, motivation, and attitude towards learning.

The learning status of left-behind children in rural areas belongs to the core concern of the education of left-behind children in rural areas. We found that learning status has a direct positive effect on academic performance, motivation and attitude.

Taking the improvement of learning status as a starting point, we propose to improve the learning status of left-behind children in rural areas: focusing on interpersonal communication, psychological feelings and teacher care to optimize the learning environment of left-behind children; taking individual cognition and behavioral performance as a breakthrough point to improve the learning attitudes of left-behind children; and taking interpersonal communication and classroom atmosphere as an entry point to improve the learning atmosphere of left-behind children(Zhao, & Jia, 2018).

### **2.2.3.1 Academic Performance**

Academic performance is used to record the academic results of students for a semester or a school year, which is the result of all subjects, and the academic report card is issued to students by the school at the end of the semester or the school year, which is convenient for students and their parents to understand the learning situation.

Based on the research data of 1010 rural school children in four counties of Anhui and Jiangxi Provinces in 2010, this paper empirically analyzes the impact of both parents working outside the home on the academic performance of rural left-behind children by applying the propensity value matching method to control endogeneity. The study finds that: first, only when both parents go out for a longer time, there is a significant negative impact on children's academic performance, and this impact is mainly due to the lack of parental roles; second, according to the gender regression, the impact of parental outing on children's academic performance is mainly reflected in the left-behind boys, and the difference between the performance of the left-behind and the non-left-behind girls is not significant; lastly, this paper analyzes that, the negative impact on children's performance of both parents' working is less significant than that of the left-behind boys, and the difference in the performance of the left-behind girls and the left-behind girls is less significant. Finally, the analysis in this paper finds that the negative effect of parents' working outside the home on children's performance is unlikely to be offset by increasing family income, because the negative parental care effect is much larger than the positive income effect. The future policy direction is to allow children to attend public schools in urban areas with their working parents through household registration and tax reforms, and to further realize the permanent migration of migrant workers to urban areas, which will not only help to solve the problem of family reunion for the left-behind people in rural areas in the short term, but also alleviate the shortage of labor in urban areas in the medium term and promote the enhancement of the human capital of the future generation of Chinese people in the long term(Tao, & Zhou, 2012).

With the rapid development of China's economy, in recent years, the lack of family education, school education is not in place and other reasons, resulting in some of the rural left-behind children's poor academic performance. Rural left-behind children are mainly left to be raised by their elderly family members, and most of their guardians,



due to their low level of culture and knowledge, are not capable of counseling their children in their studies, and generally only care about their children's food, clothing and warmth (Guan, 2018).

### **2.2.3.2 Academic Motivation**

Motivation is the internal mental process or internal drive of an individual's activity that is guided, stimulated, and sustained by a goal or object. According to many motivation theories, it forms the basis of most human behaviors, and therefore also plays a crucial role in learning effectiveness. In general, strong motivation can stimulate learning to work harder and more actively, but this does not mean that the stronger the motivation, the better the learning effect, and it needs to be moderate. According to Yerkes-Dodson law, there is an optimal level of motivation for all kinds of activities. The level of motivation and learning performance presents an "inverted U-shaped curve", when the level of motivation is too high or too low, both make the learning effect is poor; only when the level of motivation out of the medium, there is a better learning effect (Liu, 2003).

The number of left-behind children in China's rural areas exceeds 60 million, and the overall size has been increasing in recent years. The education of left-behind children has always been a major issue in the field of left-behind children research, but most of the studies are about the lack of educational resources for left-behind children in rural areas, the poor quality of education in rural areas, the lack of after-school tutoring, or the lack of parental care. Few studies have mentioned motivation, which is also a key factor affecting academic performance. This article focuses on the study of left-behind children's learning from the perspective of learning motivation (Li, 2017).

Left-behind children, like other children, are the future and hope of the motherland and require the common concern of society as a whole. However, due to the long-term separation from their parents and the lack of parental care and effective supervision, left-behind children suffer from mental health and learning problems, which seriously affect the healthy growth of left-behind children. It is obvious that the impact of such living conditions on the learning of left-behind children should not be ignored. Therefore, it is imperative to find a way to effectively stimulate the learning motivation of left-behind children. Social work, as a professional activity of "helping people to help themselves", plays an active role in non-governmental organizations, and its intervention in motivating left-behind children in rural areas is a therapeutic and developmental service process. From the professional perspective of social work, this study utilizes casework to intervene in the motivation of left-behind children based on the social support theory and the dominant perspective theory. The author starts from the personal system, family system and school system of the caseworker, systematically analyzes the influencing factors of the caseworker's lack of motivation, formulates specific service goals with the caseworker on the basis of the needs analysis, and assists the caseworker in accomplishing the service goals. At the end of the case, the

caseworkers improved their self-acceptance and regained their self-confidence, established good study habits, and promoted the sustainable development of learning motivation with the accompaniment and encouragement of their parents, the recognition of their school teachers and the support of their classmates. The study found that casework is practical and feasible in motivating left-behind children in rural areas, and can effectively develop their potential and individual initiative while tapping the social support resources around them, creating a harmonious social environment for motivation and promoting motivation of left-behind children (Li, 2018).

### **2.2.3.3 Academic Attitude**

Learning attitude is the learner's more lasting positive or negative internal reaction tendency to learning. Learning attitude is subject to the constraints of learning motivation, which is acquired by learners through certain experiences in learning activities and can be changed. Similarly, it is also an important factor that affects the learning effect. Therefore, it is very important for learners to develop a good learning attitude.

As young and middle-aged people in rural areas of China go to the cities to work, a large number of left-behind children appear in rural areas. At present, most of the left-behind children in the rural areas of China do not have a proper learning attitude in their daily study due to the lack of parental management, which not only affects the development of education in the rural areas, but also affects the educational level of the students, and seriously affects the cultivation of the students' ability. In order to improve the poor learning attitudes of rural left-behind children, this paper analyzes the current problems of rural left-behind children in the learning process, and proposes appropriate countermeasures to improve the learning attitudes of rural left-behind children and enhance the efficiency of teaching in rural areas (Lai, 2019).

Learning environment has a direct positive effect on learning attitude, learning attitude has a direct positive effect on learning atmosphere and learning effect, and learning atmosphere has a direct positive effect on learning effect. Taking the improvement of learning environment as the starting point, we propose to improve the learning status of left-behind children in rural areas: focusing on interpersonal communication, psychological feeling and teacher care to optimize the learning environment of left-behind children; taking individual cognition and behavioral performance as the breakthrough point to improve the learning attitudes of left-behind children; and taking interpersonal communication and classroom atmosphere as the entry point to improve the learning atmosphere of left-behind children (Zhao, & Jia, 2018).

## 2.3 Related Theories

### 2.3.1 Hierarchy of needs theory

Maslow, an American psychologist, believed that all human behaviors have their particular goals, which are derived from the needs of the behavioral subjects. In the hierarchy of needs theory, Maslow's human needs are divided into seven types, namely physiological needs, safety needs, belonging and love needs, respect needs, knowledge needs, aesthetic needs and self-actualization needs. These seven needs are arranged in a pyramid-like hierarchy from high to low, and lower-level needs must be at least partially satisfied before higher-level needs arise, and higher-level needs are established on the basis of the satisfaction of lower-level needs. The first four missing needs are indispensable in our existence and must be satisfied to a certain extent, and once they are satisfied, the resulting state will disappear. From this point of view, it is possible that the lack of learning status of left-behind children is caused by the fact that a certain deficiency need has not been fully satisfied. For example, if a family is poor and cannot afford tuition fees, it is likely that the child's physiological needs and safety needs are not satisfied. The last three needs are growth needs, which are different from deficiency needs in that they are never satisfied. Spiritual needs do not appear until material needs are satisfied, because the human state focuses on material needs, and only when they are fully satisfied will higher needs appear. Therefore, when parents and teachers pay attention to the learning of left-behind children, they should pay more attention to the students' emotion and life, eliminate the factors that affect the positive and effective learning of left-behind children, and promote their self-realization (Qiao, & Duan, 2009).

Ausubelia points out that "the relationship between state and learning is typically a mutually reinforcing one, and never a unidirectional one." And realizing how to effectively stimulate students' learning states in science education has been a problem for many teachers and parents (Wu, 2017).

Therefore, the following points about learning status are proposed:

1) Ambiguous motivation for learning: left-behind children lack motivation for learning. For example, without the encouragement of parents around, without parental guidance and nudging, without parental companionship, then it is likely that he will not be able to satisfy his physiological needs as well as his security needs and his needs for belonging and love.

2) Decline in learning attitude: Left-behind children have a negative attitude towards learning. For example, if they do not get good communication from their families and schools when they are faced with puzzles and problems, which may dampen their enthusiasm for learning, they may not be able to satisfy their needs for respect and job-seeking.

3) Decline in academic performance: The academic performance of left-behind children declines significantly. For example, if their ability to learn is low and they start to indulge themselves in their studies, they may not be able to satisfy their aesthetic needs and self-realization needs.

Therefore, when paying attention to the learning of left-behind children, we should pay more attention to the students' emotion and life, eliminate the factors affecting the improvement of positive and effective learning of left-behind children, and promote their self-realization.

The psychology of learning holds that human beings learn in pursuit of self-actualization, i.e., learning to fully develop and realize the value and meaning of one's life, personality and potential. From this perspective, self-actualization is an important learning state. Stevick (2000) pointed out that cognition and emotion are interdependent. Emotional information is stored in the brain along with various other information such as visual, verbal, auditory, and olfactory information. What students lack most in school is love and self-esteem. If students feel that they do care and have self-esteem, they will not turn their attention to their studies, especially the children left behind in rural areas.

To summarize, Maslow's Hierarchy of Needs Theory provides a theoretical basis for evaluating the impact of academic achievement, motivation, and attitude toward learning. By evaluating academic performance, motivation and attitude to learning, we can show the problems in the family, school, society and the left-behind children themselves, so that the evaluation can help to improve the academic performance, motivation and attitude to learning of the left-behind children, and promote the development and improvement of the left-behind children.

### **2.3.2 Educational Management Theory**

Educational management theory has gone through four stages, of which Taylor's scientific theory of educational management is very representative, Taylor's scientific management theory has had a greater impact on the United States of America's educational management, improving the efficiency of educational management, promoting the institutionalization, standardization and standardization of educational management work, and to a certain extent, improving the productivity of education. However, scientific management theory has also brought some unfavorable factors. While focusing on the economic efficiency of education, the humanistic value of education should be neglected; educational issues are not suitable for all business management model, completely copying the scientific management concepts may ignore their own characteristics and suitable for their own management; administrators are no longer effective decision-makers in education, and teachers have changed from education experts to efficiency experts and feel the pressure and resentment of the standardized workload and operating procedures; students more often become the packaged, produced, and the students are the ones who have to pay for their education.

Students are more often packaged and produced than they are as fully developed individuals. Although scientific management theory arose in the early 20th century, its sound ideas can be found everywhere in today's management theories (Du, 2018).

Li (2012) takes Change Middle School, a model unit for left-behind children's education in Feidong District, Hefei City, as an example, and bases herself on how to give full play to the important role of school education in the socialization process of rural left-behind children. It describes in detail the basic situation of rural left-behind children in terms of their parents' going out, daily life, study, type of guardianship and interpersonal interaction. On this basis, analyze the problems that left-behind children may encounter during their individual growth, such as incomplete family structure and lack of family education; unsatisfactory academic performance and lack of interest in learning; ineffective supervision by guardians; inactive interpersonal interactions; and hidden dangers to personal safety.

Martinl (2007) states that other types of guardians also have an impact on child development. The influence of other guardians on children is different from that of their biological parents in that children have very different personalities, behaviors, and lifestyles under the custody of their biological parents than under the custody of other guardians, which affects the development of children's personalities to a certain extent. Separating children from their parents for long periods of time does not provide children with timely life guidance, making it impossible for children to solve the puzzles and problems they face, which further negatively affects their psychology, thus dampening their enthusiasm for learning, making their motivation for learning aimless, and adversely affecting their growth. However, there is also a positive side to this phenomenon. Parents who work outside the home can improve the economic situation of their families and have the ability to provide a better quality of life and education for their children, which in turn has a positive impact on children's education.

Through the statistical analysis of left-behind children's questionnaires and interviews with guardians and teachers, Wen Kai (2013) found that left-behind children do not listen attentively in class, do not complete their homework after class, and some of them are serious truants who often go to Internet cafes, game halls and other undesirable places. Compared with non-left-behind children, the attitude and purpose of left-behind children towards learning are not optimistic. The reason for this is that the parents who go out to work and the society do not pay enough attention to the left-behind children, the guardians do not have strong responsibilities, and the management and education of the left-behind children rely heavily on the schools, while the rural schools are facing problems such as lack of education funds, rigid education contents and education methods not in line with the actual situation, which make the left-behind children have education vacancies and the learning situation of the left-behind children is worrying. He believes that parents of left-behind children should have regular contact with their children, guardians should take the responsibility of education, schools need to strengthen education management and change the rigidity of education, and the

government needs to pay more attention to the education of left-behind children and educate left-behind children to improve their own cognitive level.

Specifically, the family teachers society and self-constitute the micro-environment of education; the parents' workplace, community and school administration constitute the meso-environment of education; and social values and customs constitute the macro-environment of education. These influences are two-way; they are not only passively received, but often processed and fed back in some way. Using system management theory, we break through one-sided thinking with a global viewpoint, and break through closed research with an open viewpoint, so as to recognize the problem of education of rural left-behind children more clearly and grasp it more accurately.

## 2.4 Related Studies

Domestic research has focused on the following areas:

Taking China Knowledge Network as the main way of literature search, with the theme of education of left-behind children in rural schools, about 342 materials were retrieved, and with the theme of management of education of left-behind children in rural schools, about more than 40 materials were retrieved, and after filtering and organizing, the related literatures, which are summarized in the following six aspects:

1. Studying the problem of left-behind children from the aspect of education management science

It mainly focused on two aspects: family education and school education. From the aspect of family education, Ye Feng has done a lot of work in detail and carefully understood the education of children left behind in the countryside at home. He mainly expresses that: there are still a small number of children left behind in rural areas who will not often feel love and care from their parents, and they may develop a series of problems such as bad behavior, personal safety is not guaranteed, and emotional indifference and so on (Ye,2006).Li Heishou and Liao Yunsheng pointed out in their study that the atmosphere of left-behind children's family education is poor, and their parents or guardians don't care enough about their children's education, and in their family education they In family education, parents or guardians do not care enough about their children's education, and they mainly stay in meeting the simple requirements of life such as having food to eat and clothes to wear. Parents do not have high requirements for their study, and due to the lack of strong interest in study, their academic performance is generally poorer than that of non-left-behind children in rural areas (Li, 2005). Wu Ni studied rural left-behind children from the aspect of school education, and she believes that there is no big difference between rural left-behind children and non-left-behind children in terms of mental intelligence (Wu, 2004). Yu Shenhong pointed out in his article "Exploring the Education Problems of Rural "Left-

behind Children"" that because of the limitations of the school environment, teachers' ideology and the teaching force, there is a lack of effective and targeted countermeasures for the education of rural left-behind children in schools (Yu, 2006).

## 2. Study of the problem of left-behind children from a demographic perspective.

Yuan Ailing and Lin Peimiao divided the concept of left-behind children in rural areas into seven aspects: education level, region, time left behind, age, family structure, parents' time out of the home, and primary guardian, which are mainly related to the distribution of left-behind children in rural areas, their life patterns, concepts and genders, and types of residences (Lin, 2008); Ye Jingzhong and Pan Lu pointed out that the concept of left-behind children in rural areas should be defined in terms of the length of time that their parents have been working outside the home, the age of the children, and the area in which they live and study (Ye, 2008); Duan Chengrong and Zhou Fulin believe that a large number of left-behind children are a special group to which the whole society should pay great attention, and the proportion of left-behind children in rural areas is 87%; this study is more comprehensive and systematic. The vast majority of left-behind children in rural areas are unable to live with their parents for a long period of time, and the lack of parental care may have a negative impact on their growth (Duan, 2005); Wang Yuqiong and Ma Xinli pointed out that the number of left-behind children in rural areas is very large, and there is a tendency to increase year by year (Wang, 2005).

## 3. Studying the problem of left-behind children from the psychological aspect.

The psychological condition and individual differences of rural left-behind children are the main content of psychological research. Liu Ya and Sun Xiaojun, in their article "Left-behind Children's "Matters of the Heart" to Whom to Speak", pointed out that the four psychological problems of low self-esteem, communication problems, rebelliousness, and emotions are the most prominent among left-behind children in rural areas (Liu, 2004); and Wu Ni and other research groups believe that left-behind children in rural areas do not have the means to communicate well with their parents. And at this time, the left-behind children in rural areas are often indifferent to their families and their parents' indifference (Wu, 2004); according to Ye Jingzhong's research, most of the left-behind children in rural areas often feel lonely inside because they miss their parents who are working outside the country, they seldom live with their parents, they lack of common life experiences, lack of sense of security, and little affectionate communication, which directly or indirectly leads to the growing estrangement of the This directly or indirectly leads to the growing estrangement between them and their parents (Ye, 2008).

## 4. Study of the problem of left-behind children in terms of public administration.

In the article "Reflections on China's Household Registration-based Education

Problems", Zhang Liping proposes the establishment of a unified urban and rural resident status system, the implementation of the policy of children of migrant workers moving to urban areas to attend school with their families, the school should provide places for the children of migrant workers, and actively encourage private schools to also participate in the process, so as to provide a good environment for the children left behind in the countryside to study and grow up. The problem of left-behind children in rural areas needs to be solved by the joint efforts of schools, families, government and society (Zhang, 2006); Wu Ni believes that the government should speed up the reform of the household registration system and gradually establish a perfect mechanism for urban and rural household registration to ensure the reasonable flow of surplus labor in rural areas (Wu, 2004); Li Xinggui suggests that the government, villages and communities, or schools set up an organization of surrogate guardians and a set of education, supervision and protection system for left-behind children to help them in their education and growth. children's education supervision and protection system, and together help solve a series of problems encountered by left-behind children in education in rural areas (Li, 2007).

#### 5. Sociological study of the problem of left-behind children.

Research in this area mainly analyzes the impact of parents going out to work on rural left-behind children in terms of their social concerns, socialization process and life safety issues. Cao Jianping has made a comprehensive study on left-behind children in rural areas from the sociological point of view, and summarized the characteristics of the growth pattern of left-behind children in rural areas, including the following aspects: loose management, incomplete parent-child relationship, and closed social interaction, which seriously affects the whole process of development of left-behind children in rural areas (Cao, 2007); Wang Qiuxiang believes that, in the process of socialization, the role of parents working outside for a long time is gradually weakening for the left-behind children. Wang Qiuxiang believes that for left-behind children, the role of their parents, who have been working outside the home for a long time, is gradually weakening, while the influence of intergenerational guardians or peers on the socialization of left-behind children is getting bigger and bigger (Wang, 2007); Zhou Zongkui and Sun Xiaojun believe that the main problems of left-behind children in rural areas nowadays are still in the following areas: personal safety, such as suffering from unlawful bodily injuries or even committing crimes (Zhou, 2005); and the role of the parents, who have been working outside the home for a long time, is gradually weakening.

#### 6. Research on the issue of left-behind children from the government-led aspect.

In July 2006, the All-China Women's Federation issued the Opinions on Vigorously Caring for Children Left Behind in Rural Areas, stating that caring for children left behind in rural areas would be included as one of the priorities in the construction of a new socialist countryside; in 2012, the Communist Youth League



carried out a pilot project on crime prevention for adolescents and youths, which included children left behind in rural areas as a focus group. Governments should continue to pay attention to rural left-behind children, care for and love them more, and in 2016, the State Council also issued a special document to give instructions on further strengthening this work. It is clearly stated that the important responsibilities of governments at all levels include strengthening and protecting rural left-behind children and safeguarding the legitimate rights and interests of minors, and at the same time, this is also the common responsibility of the whole society and the family; on February 19, 2019, the State Council issued a document, which is to say that how to develop a good new outlook of the countryside, how to grasp the agriculture, etc., which is a very important document. The Opinions point out the need to strengthen and improve the care and service system for left-behind children, the elderly and women in rural areas, so as to further enhance the level of public services in rural areas.

In conclusion, after reading a lot of literature, the author learned from it that there are still imperfections in some of the current studies. Most of the researches do not always define rural left-behind children in exactly the same way, there is no one standard, and there are many researches without pointing. In addition to this, there is some literature that is not so comprehensive in studying rural left-behind children, with more negative impacts. Many of the studies have room for further improvement, and they are not practically instructive to the object of this study. From the perspective of multidisciplinary and multidimensional research, only by solving the problem of education and management of left-behind children in rural areas can the problem of healthy growth of left-behind children in rural areas be completely solved, which is also the starting point of the author's research.

The main areas of research in other countries are as follows:

The problem of left-behind children is not only faced by China, but also by many other countries, and it has been troubling some foreign researchers and scholars. So how to deal with a series of problems related to left-behind children, and what kind of good education model can be used to let them finish their studies efficiently, so that they can grow up healthily and happily in their life just like other children who are not left-behind, all countries in the world should need to discuss the topic. Currently, foreign research is mainly in the following areas.

1. Research on factors contributing to leaving children behind.

In developing countries, the large-scale migration and movement of population in order to obtain considerable economic income has gradually made the problem of children left behind a common problem faced by these countries. Therefore, many researchers believe that it is the migrant workers and the continuous movement of population that cause the emergence of a large number of left-behind children. For example, Cheng. Selden mentioned that "Migration and international labor export are

the main factors leading to the emergence of left-behind children in the Philippines, Thailand, Indonesia, and African countries" (Cheng, 1994); In addition, Yang Guocai and Zhu Jinlei mentioned in their thesis that: there are a lot of left-behind children in Africa, and the statistics is a big number, and these left-behind children have been left behind. a big number, and all these left-behind children do not live a long life, and the reasons for this are living in poverty, poor sanitation, and unprotected medical care (Yang,2013).

## 2. Study on the numerical range of children left behind.

When it comes to the numerical range of left-behind children, "in the Philippines, there are millions of children left behind in their hometowns because their parents work abroad" (Parrenas, 2005); in addition, Pan Lu and Ye Jingzhong summarize the research of foreign scholars on the scale of left-behind children in the countryside: "Ku (Kuhn) used data from a survey to show that in Bangladesh, 91% of the approximately six thousand children surveyed had one parent working outside the home, and another 2% had both parents going out; Theodora Lam and Brenda S.A. Yeoh pointed out that in Bangladesh, about 40% of rural households had at least one family member working outside the home. In the Philippines, Parrenas notes that the number of children left behind is close to 9 million, or nearly 30 percent of all children and adolescents, and in Mongolia, of nearly 1,000 respondents, including both migrant and non-migrant families, about 5 percent of the children stayed behind in their rural hometowns because one or both of their parents were away from home" (Pan, 2009).

## 3. Research on the physical and mental health of left-behind children.

The number of left-behind children is alarming in developing countries, and their physical and mental health is affected to a certain extent due to the constant movement of population and going abroad to work. Parrenas showed in his research that effective mitigation of the negative impact of family migration on left-behind children depends on good communication between migrant parents and children, and that strengthening communication between parents and children can enable children to better adapt to the absence of their parents (Pan, 2009); Jolly, Bell, Narayanaswamy, and Jolly, Bell, and Jolly, Bell, Bell, and Jolly, Bell, Bell, and Jolly. communication between parents and children can enable children to better adapt to the situation where parents go out and are not with them (Pan, 2009); Jolly, Bell, and Narayanaswamy argued that mothers spend more time and energy than fathers to maintain relationships with their children (Pan, 2009); and Coronel's view is that that in most of the countries located in Africa, the families are basically men who go out to work to earn money, and those who stay at home are basically women who just take care of the children at home, and the social status and education level of these women are lower, and the children are not as intelligent as the children of other families after living with them for a long time (Philippines, 2005).Batbaatar, after his study Batbaatar concluded that there are also many left-behind children in rural areas in Mongolian countries, and most of them do

not receive good education because of the dilapidated school buildings, poor teaching facilities, and lack of teachers in the local community schools, as well as the large population movement, which has led to a significant decrease in enrollment in some rural schools, and all these external factors have not had a good impact on the left-behind children in the rural areas (Batbaatar, 2005). In addition, a book translated by Ye Jingzhong, which focuses on the concern of left-behind children, was written by Murray. It studies the real-life situation of left-behind children in China, starting from the small area of the neighborhood, observing the living conditions, physical and mental health of left-behind children in the neighborhood, and finally finding out the influence of parents working outside on their children (Ye, 2008).

From this perspective, it can be found that research on left-behind children in other countries started earlier than in China, used a variety of methods, and covered a wider range of topics. Many of these studies have looked at the numerical scope of left-behind children, including the impact on their learning, life and other behaviors. The real-life situations of left-behind children in rural China have something in common with those left behind in foreign countries, so their research is a great inspiration for our research on children left behind in rural China.

## 2.5 Theoretical Framework

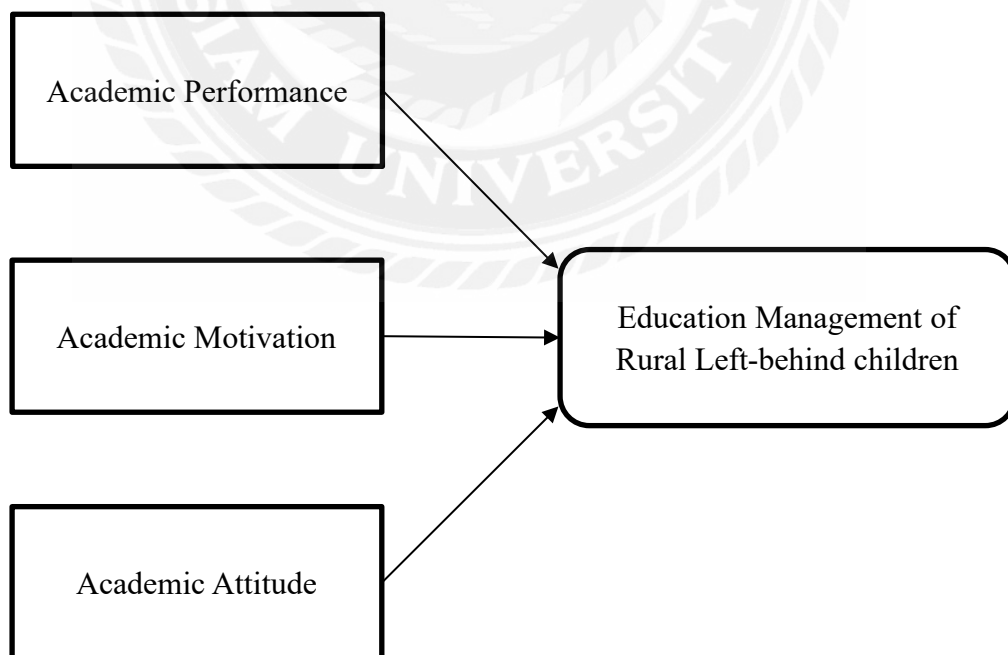


Figure 2.1 The study Framework

## **Chapter 3 Research Methodology**

### **3.1 Introduction**

The research of this paper adopts quantitative method, using questionnaires in the research process, focusing on both theoretical research and empirical analysis to carry out the analysis and research of the paper. It attempts to comprehensively understand the learning status of rural left-behind children through the hierarchy of needs theory, including achievement, motivation and attitude, analyze the current situation of rural left-behind children's school education, conduct systematic research on rural left-behind children's education from different perspectives, and explore the problems of rural left-behind children's education with the aim of exploring the effective and efficient measures to improve the current situation of rural left-behind children's school education, and continuously improve the effectiveness of the management of rural left-behind children's education. Effectiveness of Education Management for Children Left Behind in Rural Areas.

### **3.2 Research Design**

The survey was mainly in the form of questionnaire. A questionnaire survey was conducted on left-behind children in schools in Huangmei District, and a questionnaire on the current situation of education and management of left-behind children in rural areas was designed.

Questionnaire design through the literature review method, the China Knowledge Network, Web of science, Google Scholar and other resource libraries, find, collect papers, books, journals and other literature, classify them, screen the content related to this study, to study and analyze and learn. The questionnaire mainly includes three aspects: basic information survey, survey on the current situation of school education for rural left-behind children, and open-ended survey. Among them, the survey on the current situation of school education of rural left-behind children includes academic performance, motivation, learning attitude, and expectation of school education.

Table 3.1 Questionnaire Design Form

<b>Dimension</b>	<b>Contents</b>
<b>Basic Information</b>	Gender
	What grade are you in
	Which of the parents works outside the home
	Who do you usually live with when your parents go out to work
	How long do parents go out to work each year
<b>Academic Performance</b>	How is your academic performance
	Achievements before parents went out to work
	Have your academic performance changed after your parents left
<b>Academic Motivation</b>	Do you ask others for help with study problems
	What is the main purpose of your study
	Do you complete your homework after school when your parents are out
<b>Academic Attitude</b>	Have you ever been late for school
	Have you ever been late before your parents went to work
	Did you miss school after your parents went out

### 3.3 Sampling and sample size

In this paper, Huangmei District, Hubei Province, Huangmei Third Primary School, Lianchuan Primary School, Dushan Second Primary School, Dushan Second Middle School, Huangmei Third Middle School, and other five schools as a sample of the survey, the use of the "questionnaire on the status quo of education and management of the left-behind children in rural areas," the 450 students were issued 450 questionnaires to the survey.

### 3.4 Data Collection

The distribution and recovery of questionnaires in this survey were managed more strictly. Paper questionnaires were distributed, 450 questionnaires were distributed, 440 questionnaires were retrieved, 424 valid questionnaires were retained, with an effective rate of 96.3%. See Table 3.2 for details.

Table 3.2 Statistics on Questionnaire Distribution and Recovery

Questionnaire distribution	Questionnaire recovery	Recovery percentage	Effective questionnaires	Effective percentage
450	440	97.7%	424	96.3%

### 3.5 Data Analysis

The results of the questionnaire were counted and analyzed according to the requirements of the survey design, and finally through data entry, data processing and analysis using SPSS.

### 3.6 Reliability and validity analysis of the scale

This study utilized SPSS statistical software to verify the data recovered from the questionnaire survey. Reliability and validity, that is, to test whether the results of the study can reflect the solid, consistent and true characteristics of the respondents, consists of reliability and validity. The larger the coefficient in the measurement criteria, the greater the reliability of the measurement. Normally, a reliability coefficient between 0.60 and 0.65 is considered to be up to standard, and a validity coefficient between 0.80 and 0.90 is considered to be very good.

Table 3.3 Questionnaire reliability statistics

Reliability statistic	
Cronbach's Alpha	item count
0.913	12

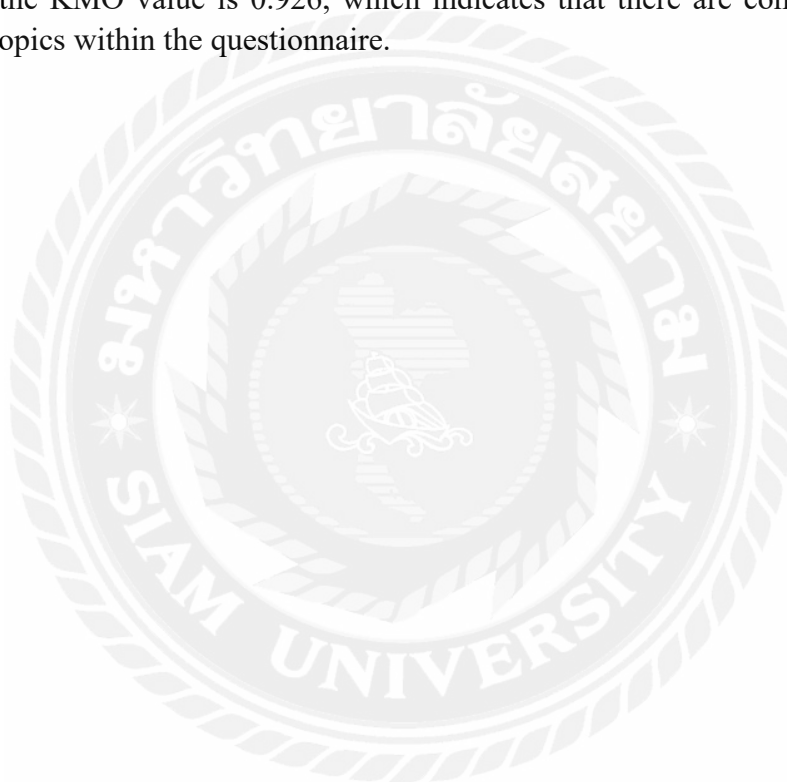
Table 3.4 Learning Status Questionnaire Reliability Statistics

reliability statistic		
Learning state	Cronbach's Alpha	item count
Academic Performance	0.90	3
Academic Motivation	0.80	3
Academic Attitude	0.88	3

Table 3.5 Questionnaire validity Statistics scale

KMO and Bartlett's test		
The KMO measure of sampling adequacy		0.926
Bartlett's test of sphericity	approximate chi-square (math.)	3992.236
	Df	66
	Sig	0.000

According to Table 3.3 and Table 3.5: the reliability of the questionnaire is 0.913 > 0.60, which indicates that the reliability is good, and the exploratory factor analysis shows that the KMO value is 0.926, which indicates that there are common factors among the topics within the questionnaire.



## Chapter 4 Research Findings

### 4.1 Introduction

This study investigates and researches the current situation of education and management of left-behind children in rural areas based on the Hierarchy of Needs Theory, and analyzes the basic situation, academic performance, motivation, and attitude toward learning of left-behind children in rural schools through four dimensions. The results of the analysis are as follows:

Table 4.1 Statistics gender ratio of students

		Children left behind in rural areas		Children left behind in non-rural areas	
		Quantities	Proportions	Quantities	Proportions
sex	male	132	54.4%	100	55.2%
	women	110	45.6%	81	44.8%
grade	secondary schools	137	56.8%	96	53.1%
	junior high school	103	43.2%	85	46.9%
aggregate (424)		242	100%	182	100%

As can be seen from the survey, 54.7% of the survey sample were boys and 45.3% were girls; 62.1% were primary school students and 37.9% were junior high school students; and there were more rural left-behind children than non-rural left-behind children, accounting for 56.8% of the total number of people surveyed. The basic situation of the survey sample is generally consistent with the basic situation of students in the five schools. Therefore, the findings of this paper can represent the basic situation of students in the five schools. This study focuses on statistical analysis through questionnaires, supplemented by daily observation methods, to more comprehensively investigate the current status of school education for rural left-behind children in Huangmei District, and to identify existing problems.

### 4.2 Basic information about students

#### 4.2.1 Gender distribution

While different genders certainly affect children's physiology and psychology, the left-behind status has a greater impact on children's behavior, personality and reaction



to the outside world. In order to ensure the accuracy of the research results, it is necessary to analyze the characteristics of left-behind children of different genders to further reflect the common characteristics of left-behind children in rural areas of Huangmei District, the author conducted statistics on the gender of left-behind children in rural areas of Huangmei District, which is shown in Table 4.1. Boys account for 54.4% of the rural left-behind children, while girls account for 45.6%, with the number of left-behind boys significantly higher than that of girls.

#### 4.2.2 Grade distribution

In Table 4.1, left-behind children in rural areas accounted for 56.8% and left-behind elementary school students accounted for 43.2%, and the survey results are basically the same as the current grade distribution of left-behind children in rural areas of Huangmei District, which effectively ensures the credibility and validity of the survey.

#### 4.2.3 Type of guardianship

As parents go out, the types of guardianship for rural left-behind children are different, and the care and education that rural left-behind children receive are also different. Therefore, the author categorizes the guardianship relationship between guardians and rural left-behind children into self-guardianship, mother's guardianship, father's guardianship, grandparent's guardianship, and relative's guardianship. To explore the impact of different types of guardianship on the study and life of rural left-behind children. The findings are shown in Table 4.2. At present, it is more common for rural left-behind children to have grandparents' custody, accounting for 47.2%, followed by fathers going out to work and mothers having sole custody. On the whole, it seems that the proportion of both parents going out to work is significantly higher than that of one parent going out. However, it was also found that the guardianship of rural left-behind children changes dynamically, with some rural left-behind children stating that their parents entrusted them to a relative's home closer to the school, and some students stating that "their grandparents are in poor health", so their mothers return to their place of origin to become single guardians.

Table 4.2 Guardianship on the rural left-behind children

Type of guardianship	Quantities (n)	Proportions (%)
Self-guardian	0	0%
Custody of mother	86	35.6%
Paternal custody	10	4%
Paternal guardianship	114	47.2%
Custody of a relative	32	13.2%
Aggregate	242	100%

#### 4.2.4 Parents' working hours

The time left behind defined in this paper is more than half a year, so the author divides the time of parents' labor into three stages: six months to one year, one year to two years, and more than two years. The results of the survey are shown in Table 4.3. More than 77% of the rural left-behind children's parents have been working outside the home for more than one year. Although this data does not fully reflect the number of primary and secondary school students' parents working outside the home in Huangmei District, Hubei Province, the duration of working time reflects the actual situation very objectively, with more and more Hubei migrant workers going to the cities to work and leaving their children in the countryside to receive education.

Table 4.3 Survey on work condition of parents

Parents' working hours	Quantities (n)	Proportions (%)
6 months to 1 year	55	22.8%
1 to 2 years	73	30%
More than 2 years	114	47.2%
Aggregate	242	100%

#### 4.3 Academic performance

The academic performance of rural left-behind children is not only related to the students' own personality, gender, and attitude toward learning, but is also affected by the type of guardianship, the literacy level of the guardian, and other factors. The survey on the academic performance of rural left-behind children and non-rural left-behind children is shown in Table 4.4. Non-rural left-behind children's academic performance is moderate and above in 84.3%, while rural left-behind children's academic performance is moderate and above in 76.4%. Thus, horizontally, non-rural left-behind children have better academic performance than rural left-behind children.

Table 4.4 Comparison of academic record between left-behind children and non left-behind children in rural areas

Academic performance	Children left behind in rural areas (242)		Non-rural children left behind (182)	
	quantities	proportions	quantities	proportions
Upper	22	9.2%	42	23.2%
Upper Intermediate	59	24.4%	50	27.4%
Intermediate	104	42.8%	61	33.7%
Lower Intermediate	40	16.4%	20	11%
Lower	17	7.2%	9	4.7%

At the same time, the academic performance of the rural left-behind children before and after their parents go out has also changed significantly, and the results of the survey are shown in Table 4.5. After their parents went out to work, the academic performance of rural left-behind children had a significant decline, and analyzing various reasons together, it was found that the reason behind the situation might be that after their parents went out, the burden of household chores of some rural left-behind children became heavier, and the time for study was not sufficient, which led to a serious decline in their academic performance, or that their parents went out and reduced the supervision of them, coupled with the lower self-consciousness of children's ability to study, and they began to self-indulgence in learning, resulting in a significant decline in performance. In addition, missing their parents, type of guardian, generation gap and conflicts with guardians are all factors that affect the academic performance of rural left-behind children, and all of them work together to lead to a significant decline in performance, with the type of guardianship having a greater impact. Numerous studies have shown that left-behind children under the guardianship of their mothers have better academic performance than the other types.

Table 4.5 Changes of academic record in the absence of parents for the rural left-behind children

Academic performance	When parents go out		Before parents go out	
	quantities	proportions	quantities	proportions
Upper	47	19.6%	30	12.4%
Upper Intermediate	79	32.4%	50	20.8%
Intermediate	97	40%	121	50%
Lower Intermediate	16	6.8%	37	15.2%
Lower	3	1.2%	4	1.6%

#### 4.4 Academic motivation

Children's learning self-consciousness is low, self-control ability is generally low, affected by a number of factors, need to supervise and guide, in the many factors affecting students' learning performance, the proportion of family education is gradually increased, especially the parents' supervision is directly related to the students' learning performance is good or bad, and plays a key role in family education, and the parents of the left-behind children's absence from family education, resulting in the lack of supervision of their learning and learning motivation declines and motivation is seriously lacking. Some left-behind children do not have the encouragement of their parents after they have made certain achievements in their studies, while some encounter resistance in their studies without the guidance and instruction of their parents, resulting in their achievements not being able to be improved. The survey on the study motivation of rural left-behind children in Huangmei District is shown in Table 4.6. In the question "Do you ask others for help with your studies?", 54% of the left-behind children in rural areas said that sometimes they do, sometimes they don't, and 22% of the left-behind children in rural areas said that they definitely do not. Some left-behind children in rural areas who are not supervised or have little supervision encounter more obstacles in their studies, and are very likely to lose interest in their studies or even develop an aversion to them, thus increasing the likelihood of dropping out of school.

Table 4.6 Survey on initiative of study

Sports event	Yes	sometimes	No
Quantities	58	131	53
percentage	24%	54%	22%

At present, with the arrival of knowledge economy, most of the rural left-behind children have clearly realized the importance of knowledge and believe that knowledge can change one's destiny, which inspires good motivation for learning. The results of the survey on learning purpose are shown in Table 4.7. Among the options set, most of the rural left-behind children and non-rural left-behind children focus on the purposes of learning, such as "going to university", "reducing the burden of parents", "bringing glory to the family", "finding a job", "getting a job", "getting a job", "getting a job", "getting a job", "getting a job", "getting a job", and "getting a job". Most of them focus on several options such as "going to college", "reducing parents' burden", "adding honor to the family" and "finding a good job", but a large number of left-behind children in rural areas still choose "never thought about it", with a proportion of no less than 5 percentage points, so the overall situation is not optimistic. This may be related to the guardians of the left-behind children in rural areas. At present, most of the parents of the left-behind children have gone out to work and entrusted them to the care of their grandparents who have a lowered level of education. The grandparents seldom receive any education, and they don't have enough knowledge about the importance of knowledge, neglect the concept of education, and don't help the left-behind children in rural areas to set up a clear goal for their lives, which leads to the students' vague motivation for learning, and the lack of direction of their efforts and endeavor. direction of their efforts. Although the Internet and communication technologies have brought convenience to the communication between parents and children, some parents lack free time and do not communicate with their children on a regular basis, which, coupled with the fact that they are not around their children and are unable to teach them by example, further leads to the lack of a clear purpose for learning among some rural left-behind children.

Table 4.7 The main purpose of study (multiple choice)

Late arrival	Children left behind in rural areas		Children left behind in non-rural areas	
	Quantities	Proportions	Quantities	Proportions
Go to college	152	62.8%	120	65.8%
Brightening up the family	14	6%	16	9%
Reducing the burden on parents	218	90%	153	84.2%
Get a good job.	31	12.8%	28	15.7%
Hadn't thought about it	32	13.2%	14	7.8%

## 4.5 Academic Attitude

Academic attitude is also a key factor affecting the learning situation of rural left-behind children, in order to facilitate the investigation, the author chose the students' tardiness as the basis for evaluation, which has a certain degree of scientific validity in general. Table 4.8 shows that 54% of rural left-behind children are never late, and the proportion of non-rural left-behind children who are never late is 65.2%, which is obviously higher than that of rural left-behind children; rural left-behind children are often late for school accounted for 8.8%, while the number of non-rural left-behind children who are often late for school is 0. From this, we can see that non-rural left-behind children's attitude towards learning is better than that of rural left-behind children.

Table 4.8 The proportion of students being late for school

Late arrival	Children left behind in rural areas		Children left behind in non-rural areas	
	quantities	proportions	quantities	proportions
Often	21	8.8%	0	0%
Sometimes	28	11.6%	22	12%
Rarely	62	25.6%	41	22.8%
Never	131	54%	119	65.2%

## **Chapter 5 Conclusion and Recommendation**

### **5.1 Conclusion**

#### **5.1.1 Current Situation of Education Management of Left-behind Children in Rural Schools in Huangmei District, Hubei Province**

According to the survey on the current situation of education of left-behind children in rural areas of Huangmei District and the difficulties in school education of left-behind children in rural areas of Huangmei District, the author believes that the educational difficulties of left-behind children in rural areas of Huangmei District are the result of the comprehensive influence of multiple factors. Specifically, in the family, school, society and left-behind children themselves.

##### **5.1.1.1 Significant decline in academic performance**

Most of the rural left-behind children's learning ability is low, very little time to study, for new subjects will not take the initiative to pre-study, review, more often chanting teacher "forced" to learn, learning initiative is poor. For the new subject acceptance is slow, in the junior high school stage, added a few courses, too many subjects and more difficult to understand just make the left-behind children can not change their own learning methods in a short time. Left-behind children in rural areas have to fulfill some household chores for their parents and do not have enough time to study. Therefore, most of the left-behind children's academic performance has declined seriously.

Parents or their b-parties go out to work, and as the important guardians of the children are not by their side, more left-behind children lack parental supervision because their parents go out, and left-behind children stay with their grandparents, who are less educated and unable to tutor their children's studies. In addition, the grandparents' supervision of left-behind children is laxer, and some children gradually become bored with their studies, even skipping classes and not doing their homework. The degree of intergenerational supervision is not enough, so that more left-behind children are in a state of laissez-faire.

According to Table 4.2, 47.2% of the left-behind children in rural areas have been living with their grandparents since childhood. The monotonous life of the left-behind children in rural areas and the long-term separation from their parents have resulted in very little contact between the children and their parents, and almost all of the left-behind children are only able to contact their parents by phone, which is only once or twice a month. Almost all left-behind children only contact their parents by phone, and this kind of contact is only once or twice in a month or two. Parents are busy working outside and lack care, so they can only comfort their children by calling them to study well and listen to their grandparents. Left-behind children in rural areas lack the

necessary emotional communication with their parents, and their character is generally introverted, withdrawn, and not good at socializing with others, and in the long run, left-behind children will feel inferior. The psychological and ideological formation of left-behind children is often very different from that of non-left-behind children. Therefore, in the aspect of learning, the overall performance is more serious than the non-left-behind children's performance decline, while the outstanding left-behind children are very few.

#### **5.1.1.2 Motivation for learning is more ambiguous**

Parents' shallow awareness of education, the low cultural quality of parents of left-behind children in rural areas of Huangmei District, and the revision of modern primary and secondary school textbooks have made it difficult for parents to manage the education of left-behind children. Especially influenced by traditional habits, parents have a shallow sense of education for their children, do not care enough about the study of left-behind children, cannot tutor left-behind children's learning, not to mention the inability to teach left-behind children in their daily lives. During the wave of reform, many self-employed people have appeared in the countryside, who go out to work before graduating from junior high school or even elementary school, or start their own business and become rich. On the other hand, the current employment situation is grim, and many college students are not assigned jobs. This status quo makes many parents of rural left-behind children think that they can earn money without culture, and higher diploma will not have a stable job, and think that it does not matter whether rural left-behind children are good or bad in study, and they can come out to earn money earlier if they are not good in study, and they are indifferent to the education of rural left-behind children, and they even influence their children with this kind of thinking. Under the influence of this idea of the uselessness of studying, rural left-behind children began to be bored with school, truant, and even drop out of school. The theory of the uselessness of studying has led to the increasingly serious problem of education for left-behind children in rural areas. Modern China is in the era of knowledge economy, where the level of education is directly linked to income, and a low level of education will lead to more and more poverty and more and more urban-rural differentiation. Therefore, under the influence of the idea of the uselessness of studying, the problem of education for left-behind children in rural areas of Huangmei District has shown a vicious circle.

#### **5.1.1.3 Attitude towards learning has declined**

Schools lack concern for children left behind in rural areas, and the living conditions of rural families in Huangmei District have forced substantial changes in the traditional family structure, resulting in a serious lack of school education, moral education, and values education for children left behind, and the influence of the family on children left behind in rural areas is very profound; schools should take over this responsibility from the families of children left behind in rural areas, and strengthen school education and moral education for children left behind in rural areas, The school should take over this responsibility from the families of left-behind children in rural



areas and strengthen the school education, moral education and value education for them. Teachers in rural schools in Huangmei District should know very well the situation of left-behind children in their classes, including the guardians of left-behind children in rural areas and their basic family situation. However, most of the school teachers in Huangmei District do not realize the urgency of solving the current education problems of rural left-behind children and do not give them enough help and care. At the same time, the number of rural teachers in Huangmei District is seriously insufficient, many teachers teach a large number of classes, the grade span of the classes they teach is relatively large, and the teaching task is complicated, under the great pressure of teaching, teachers seldom have time to understand the specific situation of left-behind children in rural areas, and some of the excellent teachers leave the school due to the poor hard and soft environments and other reasons. In addition, most of the rural left-behind children are withdrawn and not good at talking with teachers, making it more difficult for teachers of rural left-behind children to recognize the situation of rural left-behind children in their classes. In short, teachers in rural schools in Huangmei District are burdened with heavy teaching duties, and rural left-behind children are unwilling to communicate with their teachers, so there is very little moral training and value cultivation for rural left-behind children, which is extremely detrimental to the behavioral influence of rural left-behind children in Huangmei District.

As a result, a comprehensive understanding of the learning status of rural left-behind children was carried out, including performance, motivation and attitude, analyzing the current situation of school education for rural left-behind children, conducting a systematic study of rural left-behind children's education from different perspectives, and probing into the problems of rural left-behind children's education with the aim of searching for effective and efficient measures to improve the current situation of rural left-behind children's school education and continuously improve the effectiveness of rural left-behind children's education.

### **5.1.2 Countermeasures**

Based on the analysis of the above findings, this study takes the Hierarchy of Needs Theory as the core concept of the study, and through the assessment of academic performance, motivation, and attitudes towards learning, it can be shown that the factors of family, school, society, and the left-behind children themselves have an impact on the learning of left-behind children in rural areas. Family education, school education and social education are indispensable to the healthy growth of left-behind children in rural areas, and these three types of education are not only interconnected but also affect each other, and the absence of any one of them will bring negative impact on the life and learning of left-behind children in rural areas. In view of these factors, the author, drawing on past experience and combining his own knowledge, proposes the following measures to solve the problem.

### 5.1.2.1 Strengthening family education responsibilities

Although intergenerational guardians have experience in educating their children, the times are different, and the social environment that rural left-behind children come into contact with has fundamentally changed under the new situation, so intergenerational guardians should adopt a reasonable educational approach, take care of the children's psychology as the dominant factor, abandon the shortcomings of the traditional educational approach, improve the quality of education, and eliminate the generation gap between rural left-behind children and their elders. The guardian of one parent at home has changed the education of rural left-behind children by changing simple rewards and punishments, communicating more with teachers and rural left-behind children, and guiding them correctly, so that rural left-behind children can change their bad habits and move forward in the right direction. At the same time, parents still play a leading role in guardianship, and go out to work only to provide more material resources and spiritual conditions for their children and promote the healthy growth of left-behind children; their guardianship responsibilities and legal obligations are always there, and they can't be casually transferred to other people just because they aren't with their children. Where both parents are away, the child should be entrusted to a guardian who has had some education and experience in parenting. If there is no suitable guardian, the left-behind child may be boarded in a school and visited regularly.

Guardians with a higher level of education have a more scientific educational philosophy. Therefore, parents' educational level should be raised, and their educational abilities improved through the cultivation of correct educational concepts, the study of child psychology and modern pedagogy, and other relevant knowledge, so that they can abandon their erroneous educational concepts and provide scientific family education for left-behind children. In addition, the society and schools should also take certain measures to carry out regular training activities, not only to provide opportunities for left-behind children in rural areas to communicate with their parents or existing guardians who have gone out to work, but also to help the parents or guardians to implement the correct family education, so as to promote the healthy growth of their children. Parents should not only respond positively to the call of the society and the school to participate in relevant educational activities and learn educational strategies, but also exchange educational experiences with other parents to promote the common improvement of educational level (Zeng, 2005)

Parents should pay attention to their children's family education, put education in the first place, in the absence of other burdens, try to choose to go out to work when their children are a little older; if the conditions allow, try to choose their own guardianship, bring them to the city where they are working to go to school; if they are forced to leave their children in the countryside due to the pressure of life, they should keep in touch with them, spend more time to go home to see their children, and pay close attention to their children's learning and life. Children's learning and life, to make up for their lack of emotion, so that children in the left-behind state can still feel the

love of parents and family warmth, if for various reasons can not be split up to go back to see their children, parents should make use of the existing communication conditions, through the letter and the network to communicate with their exchanges, and at any time and any place to learn about their children in all aspects of the needs of the situation.

The rapid development of the transportation industry and the popularization of intelligent communication technologies have provided solid conditions for parents to educate rural left-behind children. The arrival of the era of one cell phone per person and the development of the Internet allow parents to send text messages, emails or QQ messages to rural left-behind children at any time, communicate with them unhindered, keep abreast of their children's learning status and life needs, and help them solve the various problems they encounter. It is not easy to work outside the home, so that parents have more spiritual resources and favorable conditions for educating their children. Strengthening parent-child communication can not only cultivate feelings, but also contribute to the shaping of children's good character. In addition, parents should also maintain close contact with their children's school teachers and children's guardians, to fully understand their children's life and learning, and discuss better education methods, to jointly solve the growth problems of rural left-behind children, to create an excellent learning and living environment for them, and to promote the all-round development of physical and mental health.

#### **5.1.2.2 Creating a Harmonious Campus Climate and Improving the Quality of Teaching and Learning**

Schools to develop safety education, legal and moral education, mental health education training programs, increase the education methods and knowledge of rural children left behind, skills learning seminars, give full play to the key role of teachers in the education of rural children left behind. New teacher assessment standards should be formulated to strengthen the construction of the teaching force, so that teachers regularly refreshed knowledge, the implementation of competitive recruitment, the most basic business knowledge and knowledge of safety education, legal education knowledge, psychological education knowledge assessment, assessment failed to be criticized and corrected, and long-term failed to be suspended from duty. Strengthen the interaction of educational resources with urban schools to improve the operational capacity of teachers. The shortcomings in teaching are constantly improved so that teachers can really become highly qualified. At the same time, the school supports older teachers to provide academic and psychological counseling to rural left-behind children, so that rural left-behind children can feel cared for and considered, so that rural left-behind children can live in a warm environment, and so that rural left-behind children can experience a sense of belonging emotionally.

As the parents of rural left-behind children leave their children to work outside the home, the educational function of the family is absent, and rural left-behind children are still young and do not know how to overcome difficulties when they face them on their own, so the role of school education is more obvious, and it has a subtle effect on

their handling of various difficulties. Therefore, schools encourage teachers to set up files on children left behind in rural areas, recording in detail their studies and family situations, and grasping the living and learning difficulties of children left behind in rural areas, so as to have a clear picture of the situation of each child left behind in rural areas, and to educate each child in a targeted manner, taking into account the type of education provided by the family of the child left behind in rural areas.

Improving the internal management system of schools is the institutional basis for focusing on the education and management of children left behind in rural areas, which can effectively eliminate educational hazards. First, archival data should be improved, including information on the names and ages of rural left-behind children, their academic achievements and performance in school, and the work of their parents and guardians. The archival data provides an information basis for education management, and given the fluctuating nature of the information data, it should be updated in a timely manner to ensure its reference value, so as to carry out educational work in a targeted manner according to the students' individual characteristics, and to gain a comprehensive and dynamic understanding of the students' growth, and to provide timely feedback to the students' parents and guardians; and second, to provide extracurricular tutoring. The guardians of left-behind children in rural areas generally do not have a high level of education, and are unable to effectively supervise and guide the learning of left-behind children. Given the special characteristics of left-behind children in rural areas, teachers should take full account of the differences in students when providing them with counseling and education, and teach them according to their abilities, so as to avoid potential problems and educational pitfalls; lastly, the performance appraisal system for teachers should be strictly enforced. Strengthen the construction of systems, establish teaching charters, clarify the duties and tasks of school leaders, classroom teachers and teachers at all levels, so that they can effectively manage the children left behind in rural areas, and implement a performance appraisal system for them, so as to improve the effectiveness of their management and fundamentally reduce or even eliminate hidden problems in education.

### **5.1.2.3 Increased government support for the education of children left behind in rural areas**

First of all, in view of the many shortcomings of compulsory education in China, and the irrational and unfair allocation of educational resources, Governments at all levels should pay greater attention to the education of rural left-behind children and incorporate it into local social development planning. While promoting economic development in rural areas, they should increase their investment in rural infrastructure and teaching staff, and consciously target financial subsidies to impoverished rural areas, so as to safeguard the right to education of rural left-behind children, increase their opportunities for education, and try to ensure that they enjoy the same quality of compulsory education as their urban counterparts.

Secondly, the scope of the poverty subsidy should be expanded and its intensity

increased. The "two exemptions and one subsidy" system currently implemented by the State for boarding students does not yet fully cover all boarding students, and the funds and amounts of the subsidies are unable to meet the basic needs of boarding students, resulting in little success. The lack of government finance is a key factor leading to the ineffective implementation of this policy. In this regard, public participation can be strengthened, and the government, through a series of tax exemptions or free services, encourages enterprises and even all walks of life to pay attention to the cause of education for left-behind children in the countryside, increase the subsidy funds to make up for the lack of financial assistance, further expand the scope of the subsidy, improve the quality of life of more boarding students, and let the children be the main beneficiary group, thus making the children become the main beneficiary group. become the main beneficiary group, thus solving the educational problems of rural left-behind children (Liu, 2008).

Huangmei District in Hubei Province should respond positively to the policies and systems of the State, combine with the actual situation in the district, increase the construction of rural grass-roots social organizations, and work with caring people from all walks of life to raise funds to ensure that the normal construction of rural grass-roots social organizations will be carried out, and ultimately serve the community.

China's imperfect social security system has led to the problems of migrant workers and the education of migrant workers' children, and the inadequacy of China's household registration system and the addition to its education system that is not perfect is the root cause of the phenomenon of migrant workers' children being left behind. Therefore, in order to fundamentally solve the problems of children left behind in rural areas, it is necessary to overhaul the dual structure system, the root cause of these problems (Xie, 2010).

Hubei should draw on the successful experience of urban household registration reform and, taking into account the characteristics of rural labour and social security needs in the district, establish and improve the rural labour security system as soon as possible, lowering the various thresholds for children of rural labourers to study, seek medical care and live in the cities, so that they can enjoy equal rights with the children of urban residents. In addition, it should also reform the management system of compulsory education, simplify its enrollment procedures, clarify the charges for receiving education, abolish loan fees, prohibit illegal charges, and adopt a certain fee reduction and assistance policy for children of migrant workers from poor families, so as to further alleviate the problem of education for left-behind children in rural areas of Huangmei District, Hubei Province. At the same time, the government should increase supervision, compare the education standards for children of foreign migrants, evaluate the education of schools, and urge them to do a good job in educating the children of migrant workers (Lv, 2007).

Formulating education plans for children left behind in rural areas, setting up

special personnel to manage the education of children left behind in rural areas, strengthening the construction of libraries, launching rich and varied cultural activities, and organizing the participation of parents and guardians of children left behind in rural areas and children left behind in rural areas in such activities. Strengthen the supervision of rural left-behind children, rural left-behind children are not allowed to enter the Internet cafes, electronic game halls, dance halls, prohibit the dissemination of media with violence, pornography, horror and harmful information, to put an end to the poisoning of physical and mental health of rural left-behind children by these vulgar and bad cultures. Resolutely put an end to superstition and gambling, purify the social environment in rural areas, improve the management of idle youths to prevent poisoning of rural left-behind children, strengthen mental health education, the legal system of moral education, and set up psychological counseling centers, so as to create a good environment for rural left-behind children to be educated. Youth volunteers, outstanding university students and retired teachers have joined community education to help rural left-behind children to love learning, morality and law, and to raise their awareness of self-protection, so as to do a good job of educating rural left-behind children.

#### **5.1.2.4 Strengthening self-education for children left behind in rural areas**

To help left-behind children in rural areas develop a sense of self-education, it is necessary to start with the family, the school and society. Therefore, school teachers and parents and guardians should carefully record the growth of left-behind children according to their files, so that rural left-behind children can refer to their own history of growth, evaluate their own life, academic achievement and performance, psychological state, friendship and moral construction, etc. Teachers and parents are responsible for summarizing them, so as to make rural left-behind children realize their own strengths, weaknesses and progress, self-reflect on their own growth, strictly discipline their strengths and weaknesses, optimize their learning methods, and gradually move towards excellence and superiority. They can reflect on their own achievements and failures, exercise self-discipline, enhance their strengths and avoid their shortcomings, optimize their learning methods, and gradually move towards excellence and distinction, thus achieving the initial goal of education.

In the absence of family education, parents of rural left-behind children should actively take advantage of their return to their hometowns to interact and communicate with their children, to learn about their children's specific situations, to identify problems, to provide practical suggestions for improvement, and to help their children abandon bad habits and develop sound personalities and minds. In addition, they should strengthen education on safety, morality, mental health and values, and collect positive materials to motivate and educate children, so as to enable them to build up a correct outlook on aesthetics, life, values and the world, and to improve their ability to distinguish between the beautiful and the ugly, right and wrong, as well as the good and the beautiful, and to encourage them to pursue the good and the beautiful, and to oppose the false, ugly and the evil. Lastly, legal education is provided to rural left-behind

children, teaching them correct legal concepts, so that they can develop good habits of compliance with the law in their daily lives, standardize their own behaviour, and consciously resist law-breaking and disciplinary actions.

Rural left-behind children are not yet morally sound, have a lower mental capacity, are less capable of self-control, are susceptible to outside influences, and lack basic life experience and social knowledge, so their personal safety is threatened in many ways. In order to provide their children with a relatively safe learning and living environment, many parents simply prevent their children from engaging in activities other than learning, and fully supervise and take care of them, which, in fact, is more likely to induce many problems. In view of the children's plasticity, strong desire for knowledge, full of curiosity about new things, coupled with the nature of the playful, parents of such behavior will inhibit the child's growth, so that the development in the opposite direction. Therefore, in daily educational work, try to let them master the necessary general knowledge of life and safety, as well as moral standards and psychological knowledge, so that when they receive external knowledge, they will learn to automatically filter bad information and grow up better. Therefore, a series of collective social practice activities can be carried out and left-behind children can be encouraged to participate in them, such as joining the Young Pioneers and the Social Communist Youth League, so that they can constantly examine themselves, improve themselves, and even sublimate themselves, enhance their self-protection ability, and ultimately learn self-management, so as to fundamentally solve the educational problems of left-behind children in the countryside, and to promote their positive and healthy growth (Wang, 2008).

## **5.2 Recommendation**

### **5.2.1 Study outlook**

The problem of education for left-behind children is a problem that has slowly developed over the decades of reform and opening up, and it will take some time to solve the problem of school education for left-behind children. As a widespread social problem, first of all, the current situation of school education for children left behind in rural areas should be clearly understood. In view of this, the author takes Huangmei District in Hubei Province as an example and adopts the literature reading method, questionnaire survey method and field research method to analyze the school education problem of left-behind children in rural areas under the new situation, and the main research results are as follows:

1. The personal growth and development of rural left-behind children are influenced by various factors in society, with the family and school having the greatest impact on the growth and development of rural left-behind children. Among them, school education plays a crucial role in the individual development of left-behind

children. Schools take on the important responsibility of providing "dualistic education" for children left behind in rural areas, meeting the survival and developmental needs of children left behind in rural areas as they grow up.

2. A survey of 450 students from five schools in Huangmei District, Hubei Province, including Huangmei No. 3 Primary School, Lianchuan Primary School, Dushan No. 2 Primary School, Dushan No. 2 Middle School, and Huangmei No. 3 Middle School, found that, compared with non-left-behind children, rural left-behind children are at an obvious disadvantage in terms of academic performance, motivation, and attitude. At present, the education of rural left-behind children in Huangmei District also suffers from insufficient funding for activities, a disconnect between family education and school education, difficulties in removing negative social influences, difficulties in providing "round-the-clock" education for rural left-behind children, and a low degree of self-identification and motivation on the part of rural schoolteachers.

3. The problem of education for left-behind children in rural areas is the result of the combined influence of multiple factors, such as family, school, society and the children themselves. Therefore, the author proposes to strengthen the responsibility of family education, to create a harmonious campus atmosphere, to improve the quality of teaching, to increase government support for the education of children left behind in rural areas, and to strengthen the self-education of children left behind in rural areas, with a view to helping solve the problem of education for children left behind in rural areas.

### **5.2.2 Recommendations for Future Investigators**

Due to the limited time and the author's ability, the research in this paper still has a lot of shortcomings, only on the survey of 450 students in five schools in Huangmei District, Hubei Province, the sample is limited, and can only respond to the status quo of school education of left-behind children in rural areas in Huangmei District, and can not fully represent the school education of left-behind children in rural areas in other parts of the country, which is the biggest problem of the research in this paper, and also the direction of the author's further research in the later stage.



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## Appendix

### Questionnaire on the current situation of education and management of children left behind in rural areas

Dear Classmates:

Hello!

We are conducting this questionnaire in order to better understand your studies. Please read the questions carefully and fill in the options you think are most appropriate in parentheses. I promise to keep your answers confidential, so I urge you to answer honestly and carefully. I sincerely appreciate your cooperation!

#### I. Basic information

1. Gender ( )

A: Male    B: Female

2. What grade are you in ( )

A: Middle school    B: Elementary school

3. Which of the parents works outside the home? ( )

A: Dad    B: Mom    C: Both parents work outside    D: No one works outside

Students who chose 4 for question 3 skipped directly to question (6) to do their answers and answered only questions (6) to (10)!

4. Who do you usually live with when your parents go out to work? ( )

A: Father    B: Mother    C: Grandparents/grandparents    D: Living on their own  
E: Relatives

5. How long do parents go out to work each year? ( )

A: 6 months - 1 year    B: 1 year - 2 years    C: 2 years and above

#### II. Academic performance

6. What is your academic performance? ( ) Achievement before your father/mother

went out to work ( )

- A: Upper class      B: Upper middle class      C: Middle class  
D: Lower middle class      E: Lower class

7. Did your academic performance change after your parents went out to work? ( )

- A: got better      B: got worse      C: basically the same

### III. Academic motivation

8. Do you ask others for help with your studies?( )

- A: Yes      B: Sometimes      C: No

9. What is the main purpose of your study (Multiple choices allowed)? ( )

- A: to go to college      B: to add honor to my family  
C: to relieve my parents' burden      D: to find a good job  
E: I haven't thought about it

10. Do you finish your homework after school when your parents go out?( )

- A: Yes      B: Sometimes      C: No

### IV. Academic attitudes

11. Have you ever been late for school? ( ) Before your parents went to work? ( )

- A: often      B: sometimes      C: rarely      D: never

12. Have you ever missed school after your parents went out? ( )

- A: often      B: sometimes      C: rarely      D: never

**This concludes the questionnaire, thank you again for your cooperation!**