



**THE FACTORS AFFECTING THE IDEOLOGY AND MORALITY  
OF LEFT-BEHIND CHILDREN IN RURAL CHINA  
-A CASE STUDY OF HUANZHUANG PRIMARY SCHOOL IN  
GUOYANG COUNTRY, ANHUI PROVINCE**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF  
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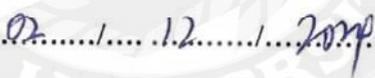
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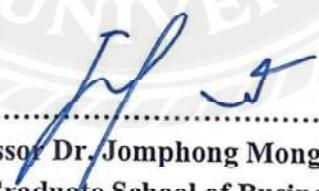
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## ABSTRACT

Since the beginning of this century, the scale of left -behind children in the countryside has continued to expand, and its unprecedented quantity, complex situation and extensive influence have aroused great attention from the government, society and academic circles.

The objectives of this study were: 1) To analyze the factors affecting the ideology and morality of left-behind children in rural China; 2) To examine the impact of the school factors on the ideology and morality of left-behind children in rural China; 3) To examine the impact of the family factors on the ideology and morality of left-behind children in rural China; 4) To examine the impact of the social factors on the ideology and morality of left-behind children in rural China.

This study employed a quantitative research approach, guided by the ecological system theory, which emphasizes the interaction between individuals and their surrounding environments. The research subjects were left-behind children of Huangzhuang Elementary School in Guoyang County, Anhui Province. A questionnaire survey was conducted, resulting in 255 valid questionnaires for data analysis. To facilitate this investigation, this study designed specific measurement items for the four dimensions: school factors, family factors, social factors, and the ideological and moral level of the children.

The results are: 1) The key factors influencing the ideological and moral level of left-behind children in rural China are school factors, family factors and social factors. 2) School factors, family factors and social factors all have a significant impact on the ideological and moral level of left-behind children. For recommendation the school

should :1) Strengthen family education; 2) Improve the quality of school education; 3) Enhance social support network.

**Keywords:** left-behind children, ideological and moral level, school factors, family factors, social factors, rural China



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Finally, I would like to extend my appreciation to all the faculty members and staff of Siam University who have contributed to my growth and development as a student. Their unwavering support and encouragement have been a source of inspiration and motivation to me.

LI HUIRAN

## DECLARATION

I, LI HUIRAN, hereby declare that this Independent Study entitled “The Factors Affecting the Ideology and Morality of Left-Behind Children in Rural China - A Case Study of Huangzhuang Primary School in Guoyang County, Anhui Province” is an original work and has never been submitted to any academic institution for a degree.

(LI HUIRAN)

Nov 14, 2024

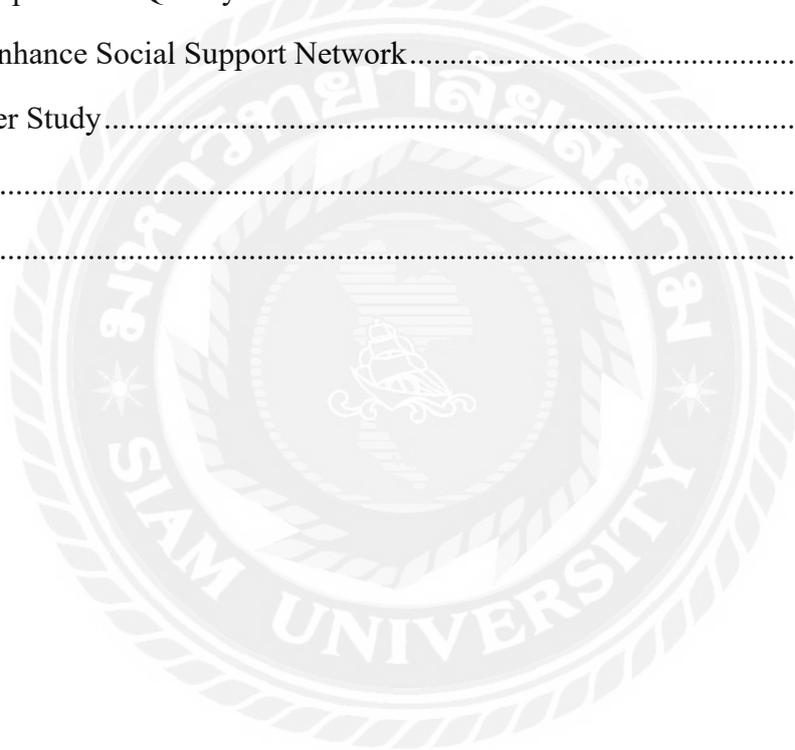


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# Chapter 1 Introduction

## 1.1 Background of the Study

Over the past 40 years, China has made significant progress in modernization and urbanization (Wang, 2024). The demand for labor in urban areas has increased significantly, resulting in the transfer of many rural surplus labors to cities. In this process, due to the restrictions of multiple factors such as policies, economy and life, many migrant workers must leave their children in their registered places of residence, gradually forming a group of left-behind children in rural areas. This is both an inevitable phenomenon in social development and a helpless move (Gao, 2023). The influence of the urban-rural dual household registration system has forced these children to stay in rural areas passively, with their guardians mostly being grandparents or relatives, and unable to grow up with their parents. This has led to a sharp increase in the number of left-behind children, and various educational problems have gradually become prominent (Luo, 2021).

Since the new era, General Secretary Xi Jinping has repeatedly emphasized that "the country will prosper if the youth prosper, and the country will be strong if the youth are strong", which contains ardent expectations for the youth. "Children are the cornerstone of a person's life, and also the cornerstone of the nation, the country and even the human edifice." As an important part of this group, left-behind children are both special and widespread. According to the 2018 census data, there are currently 6.97 million left-behind children in rural areas of China. Although this number has decreased by 22.7% from 9.02 million in 2016, it is still a huge number. (Chen, 2020). In 2007, the Ministry of Education of China, together with the Women's Federation and other key departments, jointly issued the "Important Guidance Document on Deeply Implementing the Instructions and Fully Promoting the Work of Caring for Rural Left-behind and Migrant Children". The document clearly emphasizes the concern for the protection of the rights and interests of rural left-behind children, a unique group, and especially points out the importance of protecting and caring for the rights and interests of such children in the context of rapid social changes, as well as the necessity of coordinated cooperation among various departments. The document further proposes specific and effective safeguard measures to create a social environment conducive to the healthy growth of rural left-behind and migrant children. At the same time, the document also deeply recognizes that the problem of left-behind and migrant children

in rural areas is one of the long-term and complex social challenges we face. In the process of social structural change, such problems are particularly urgent and prominent (Qi, 2018). With the acceleration of urbanization, more and more rural remaining labor force goes out to work. Parents have ignored the concerns of their children's confusion, needs, interaction and interests because of their busy work. From the perspective of school education, left -behind children face many confusions in psychological development (Wang, 2024). Due to funding and teachers, rural schools rarely offer special psychological courses or professional psychological teachers. Under the influence of these multiple factors, Chinese rural society has gradually formed a special group (Liao, 2018). These educational problems make it easy for left-behind children to deviate in ideology and morality and may go astray. The "Opinions of the Ministry of Education and Five Other Departments on Strengthening the Care and Education of Rural Left-behind Children in the Compulsory Education Stage" promulgated in 2013 pointed out that the Ministry of Education will work with relevant departments to establish a family responsibility supervision system, reduce parents' long-term employment, urge parents to visit home regularly, strengthen the guardianship responsibility of left-behind children, and fundamentally alleviate the problem of lack of family environment (Zhang, 2023). As left-behind children, one of their core needs in the process of growing up is to deeply feel the warmth and care of their parents and to have meaningful communication and exchanges with their parents. However, the separation has left a deep mark on learning, life, mental health and spiritual outlook. Many left-behind children show a silent, inferior and even self-abandoning inner world; some children, without proper guidance, embark on the path of fighting and indulging in bad behavior. At the same time, their emotional regulation ability seems to be lacking, which leads to their indifference and selfishness to the outside world, lack of basic courtesy and sense of responsibility, which undoubtedly paves reefs for their future path (Shi, 2017).

Migrant workers leave their hometowns and children, resulting in a lack of family education and cutting off the educational chain between family and school, which seriously affects the healthy growth of left-behind children in rural areas. In this case, the intervention of school education and social education is more needed to further solve the education problems of left-behind children in rural areas in ethnic minority areas. Family education, school education and social education constitute the "three horses" that affect the ideological education of left-behind children in rural areas. Only by forming an educational synergy can this problem be better solved (Zhang, 2023). In

this context, it is particularly important and urgent to strengthen and optimize the ideology and moral level of left-behind children in rural areas. This is not only related to the growth and development of individuals, but also directly affects the pace of new rural construction and the country's future development blueprint. Only when we make substantial progress in the education of left-behind children in rural areas and ensure that they have good moral qualities and personality cultivation, can we accumulate strong human resources for the construction of a socialist new countryside and inject continuous vitality and motivation into the realization of the Chinese dream of the great rejuvenation of the Chinese nation (Zhou, 2020). Therefore, the educational problems faced by left-behind children in rural areas are not only individual challenges, but also educational problems for the entire society, involving the forces of the government, social environment, school and family. The author's hometown is located in Guoyang County, Bozhou City, Anhui Province. I have personally visited Huangzhuang Primary School and found that there is only this school in the village, and left-behind children account for one-fifth of the children. Many highly gifted children drop out of school due to insufficient family conditions or lack of educational awareness among their grandparents, which makes them miss precious learning opportunities. Through understanding these children, we can perceive the interactive influence of family education, school education and social education, and reveal the major problems faced by left-behind children in ideology and moral level.

## **1.2 Questions of the Study**

The education problem of left-behind children in rural areas is complex, involving multiple levels such as politics, economy, society, family and public education. It has become a stage challenge for China's economic and social development. Solving this problem is the responsibility of contemporary researchers (Liang, 2020). Education issues have always been the focus of social attention, among which family and school education are particularly critical. Left-behind children are in adolescence, the initial stage of socialization, and this period is crucial for the formation of their outlook on life and values. However, due to the long-term work of their parents away from home, left-behind children lack proper supervision and face difficulties in moral construction and value cultivation. This impact is becoming increasingly significant, bringing serious negative consequences to their healthy growth and family (Dong, 2024). In-depth discussion of the issue of ideology and moral level for left-behind children in rural areas

is crucial to building a comprehensive and systematic theoretical framework for ideology and moral level for rural children. As the future builders of the country and the source of hope for society, the ideology and moral level of left-behind children in rural areas has gradually become a strategic focus in China's education system. Therefore, how to effectively strengthen and improve the ideology and moral education system for left-behind children in rural areas and improve their ideology and moral quality is not only related to personal growth and development, but also to the long-term planning of the overall talent reserve and training of the society. This topic, due to its complexity and challenges, has become a key issue that urgently needs to be studied and solved in the current education field (Zhang, 2016).

1. What factors affect the ideology and morality of left-behind children in rural China?

2. Do school factors have an impact on the ideology and morality of left-behind children in rural China?

3. Do family factors have an impact on the ideology and morality of left-behind children in rural China?

4. Do social factors have an impact on the ideology and morality of left-behind children in rural China?

### **1.3 Objectives of the Study**

1. To analyze the factors affecting the ideology and morality of left-behind children in rural China.

2. To examine the impact of the school factors on the ideology and morality of left-behind children in rural China.

3. To examine the impact of the family factors on the ideology and morality of left-behind children in rural China.

4. To examine the impact of the social factors on the ideology and morality of left-behind children in rural China.

### **1.4 Scope of the Study**

This study used the social ecological system theory of developmental psychology as the theoretical framework to systematically explore the three main influencing factors which included family factors, school factors and social factors. This study

developed a structured online questionnaire that was distributed for one week in September 2024. The study location was set in Huangzhuang Elementary School in Guoyang County, Anhui Province. In this study, family education is the core factor, emphasizing the importance of parental care, education methods and family atmosphere on the psychological and ideological development of left-behind children. This study used the quantitative analysis method, and a questionnaire survey was conducted to gain an in-depth understanding of family factors and its impact on children's growth.

## **1.5 Significance of the Study**

Anhui Province is a typical province of rural left -behind children in my country. The status and problems of left -behind children in rural areas can be regarded as a microcosm of the country.

From a practical and academic perspective, it is particularly important to thoroughly study this group. This not only helps us accurately understand the challenges of left -behind children, but also provide the foundation for theoretical construction. At present, research on rural left -behind children needs to be further in -depth and breakthrough (Li, 2017). Only by ensuring that "left -behind children" are treated fairly in education and fully guarantee their educational rights, can they provide them with a steady stream of growth. This has important practical guiding significance for promoting the stable development of rural economy and society. (Yang, 2019).

Through this study, family, schools, governments, and society have attached great importance to and worked hard to solve the problems of left -behind children, so that these children can have a healthy attitude and good behavior habits, to actively learn and grow confidently (Li, 2023). This will not only help maintain the stability and unity of society, meet the objective requirements of building a harmonious society, but also help relevant families to relieve their worries. The research results provide valuable reference and reference for the practice of left -behind children's education in rural schools, and have important practical significance for promoting the development of related education and the healthy growth of left -behind children (Teng, 2016).

In response to the research of rural left -behind children's ideological education, it can not only greatly reduce the future crime rate, but also improve the population quality and cultural level of the entire society, and provide good help for the cultivation

of new farmers and the harmonious development of society. In the future, research should focus on how to build an effective support system, promote the mental health and social adaptability of left -behind children, help them integrate into the society smoothly, and become the country's future pillar material.

## **1.6 Definition of Key Terms**

### **Rural Left-Behind Children**

"Left-behind children" refers to children in rural areas whose parents have migrated for work or for other reasons, leaving them in the care of relatives such as grandparents, or sometimes even friends. These children typically face emotional loneliness, lack of parental guidance, and limited access to educational resources. The absence of their parents' care and supervision often results in emotional distress, a sense of abandonment, and a lack of necessary support in their developmental stages. This situation can severely impact their mental health and academic performance.

### **Ideological and Moral Level**

"Ideological and moral level" refers to the framework of ideas, beliefs, and values that shape an individual's or a group's ethical conduct and worldview. This concept includes promoting the formation of correct values, life outlooks, and worldviews in students. Its purpose is to help students develop a strong moral character, guiding them towards understanding social ethics, professional morality, and family virtues.

### **School Factors**

School factors refer to the availability of quality education within the school environment. This includes access to trained teachers, availability of educational materials, and the overall school climate, which encompasses safety, a supportive learning environment, and opportunities for extracurricular engagement.

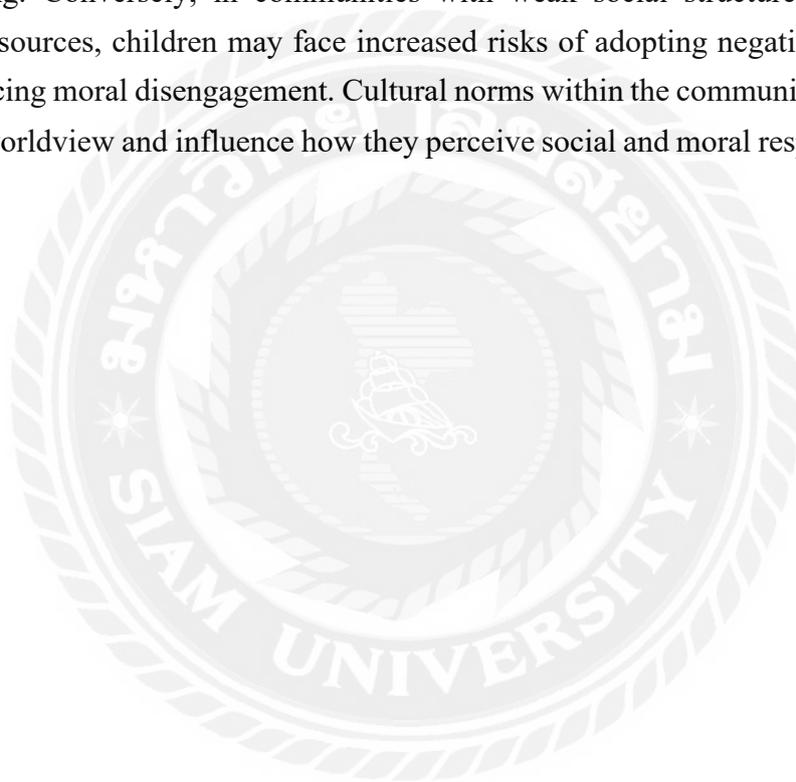
### **Family Factors**

Family factors play a central role in the development of left-behind children, as parental absence is a defining characteristic of their situation. Many of these children are raised by grandparents or other relatives, whose caregiving capacity may vary. The absence of parents often leads to emotional distance, feelings of abandonment, and a lack of consistent guidance, which can adversely affect children's self-esteem and moral development. Without the daily presence of their parents as role models, left-

behind children may find it difficult to internalize strong ethical values. Family education, including parenting style, methods of communication, and the overall family atmosphere, is critical in shaping children's moral values, attitudes, and behavior.

#### Social Factors

Social factors refer to the broader community environment in which left-behind children live. These include community structure, availability of social services, and peer support networks. The social environment can significantly impact children's moral development. For example, in communities with strong social support systems, children are more likely to develop positive moral values, resilience, and a strong sense of belonging. Conversely, in communities with weak social structures and fewer available resources, children may face increased risks of adopting negative behaviors or experiencing moral disengagement. Cultural norms within the community also shape children's worldview and influence how they perceive social and moral responsibilities.



## Chapter 2 Literature Review

### 2.1 Rural Left-Behind Children

The phenomenon of left-behind children (LBC) in rural China has garnered significant attention in recent years, particularly as more than 60 million children have been left behind due to parental migration for work (Ge et al., 2019). At that time, it referred to children whose parents were left behind in China while they worked or studied abroad. Today, this concept has changed a lot (Ma, 2021).

Based on the 0.95 sampling data of the long form of the fifth national census, it can be calculated that the proportion of left-behind children in all children is 8.05%. According to the 2000 census, the total number of children aged 14 and below was 284,527,600. Therefore, it is estimated that the number of left-behind children in the country is about 22,904,500 (Duan & Zhou, 2005). To strictly define left-behind children, the following three basic elements must be clarified: (1) The number of parents who are away from home: Does it mean that children whose parents are both away from home are considered left-behind children, or are children whose parents are only away from home also considered left-behind children? (2) The length of time that parents are away from home: How long does it take for children whose parents are away from home to be considered left-behind children? Is it one year, half a year, three months, or other time standards? (3) The age of children: How old are children considered left-behind children? In existing research literature, there is no unified definition of these three elements. Regarding the number of parents who leave the home, most studies believe that as long as one parent leaves the home, the child should be considered a left-behind child, but a few studies believe that only when both parents leave the home should the child be considered a left-behind child (Wang, 2024).

Regarding the length of time that parents leave the home, many studies use half a year as the standard, and regarding the age range of left-behind children, most studies do not make a clear discussion, and generally limit the research subjects to the compulsory education age group (Zhou & Duan, 2006; Huang & Li, 2007). The emergence of left-behind children is closely related to the emergence of migrant population. The main reasons include: parents cannot afford the high tuition fees in the destination, the high cost of living in the city, and the increased burden on the family; the high work pressure leads to parents' lack of energy to take care of their children; the instability of parents' work makes it impossible for children to achieve stable learning outside; and children's inability to adapt to life outside, especially language barriers, etc (Duan et al., 2005).

Several studies indicate that the mental health status of left-behind children is concerning. For instance, Wu et al. (2019) conducted a meta-analysis revealing that left-behind girls generally experience poorer mental health outcomes compared to their male counterparts. The findings suggest that factors such as depression and loneliness are prevalent among left-behind children, with higher incidences of these issues reported in children whose parents are away for extended periods (Antia et al., 2020). Ding et al. (2019) further confirmed this, indicating a strong correlation between parental absence and elevated levels of depression among these children. The absence of parents not only affects mental health but also significantly impairs educational outcomes. Mao et al. (2020) found that left-behind children often perform worse in cognitive tests compared to peers who are not left behind. This study highlights that educational achievement is adversely affected by parental absence, which may be due to a lack of support and guidance at home. Furthermore, Chang et al. (2019) emphasized that the educational experience of left-behind children is influenced by both school and familial factors, suggesting that interventions should focus on improving educational support systems. Research by Hong and Fuller (2019) illustrated how social organizations and volunteers can positively impact the well-being of left-behind

children. They argue that increased community support can mitigate some of the negative effects associated with parental absence. Similarly, Gu (2022) discussed how governmental policies and community programs aimed at supporting LBC can enhance their overall welfare and sense of belonging.

Despite the challenges faced, some studies have highlighted the resilience exhibited by left-behind children. Dong et al. (2019) conducted a meta-analysis demonstrating that many left-behind children develop coping strategies that enable them to navigate their unique circumstances. This resilience can be attributed to familial relationships, social networks, and community support, suggesting that targeted interventions could bolster these protective factors.

Although rural left-behind children account for many of all left-behind children in China, the difference between the two concepts is mainly reflected in the region. In recent years, as society has gradually increased its attention to the issue of left-behind children in rural areas, the number of scholars studying this field has continued to increase, and the country has also attached more and more importance to this issue, and the relevant cognition has gradually begun to unify (Cheng, 2020).

## **2.2 Education of Left-Behind Children**

There are some differences in the definition of the concept of education in the educational community, which can be mainly explained from two different perspectives: society and individuals. Education can be divided into narrow education and broad education. Broad education refers to the purposeful improvement of individual knowledge and skills, improvement of ideological and moral character, and enhancement of physical and mental development. Whether this activity is organized or systematized, it can be regarded as education. It covers purposeful influence

activities in many aspects such as family, school, relatives and friends, and society. Narrow education refers to the form of education specifically implemented by organizations, such as online education, correspondence education, and school education.

According to the different places where education is implemented, education can be divided into school education, family education and social education. These three forms of education coordinate with each other and complement each other, forming a complete education system (Li, 2024). The education of left-behind children involves four aspects: self-education, family education, school education and social education. Among them, self-education aims to improve the personal quality of the educated; family education focuses on enhancing the communication ability and emotional development of the educated, school education is committed to improving the knowledge level of the educated; and social education focuses on cultivating the good qualities and moral accomplishments of the educated. These four educational methods are integrated with each other to form a complete whole, which plays an important role in the growth of minors. The lack of any aspect may have a profound negative impact on the growth of minors (Yang, 2019). "Left-behind children's education" refers specifically to the concept in a narrow sense, that is, purposeful, systematic and planned educational activities designed and implemented specifically for left-behind children. It is the act of organizing and orderly transferring knowledge and information, and tapping the intellectual and physical potential of left-behind children based on social needs and goals in a specific social environment.

The core of this educational activity is to balance and coordinate the various unfavorable conditions that left-behind children face in their growth process, such as lack of effective supervision and unequal educational resources. Through educational intervention, it aims to promote their all-round development, including but not limited

to knowledge acquisition, emotional support, and social skills training. In practical operations, it may be necessary to adopt diversified strategies, such as strengthening collaboration with families and communities, using technology to provide remote education support, adding special education assistance projects, and optimizing the allocation of existing educational resources to ensure that every left-behind child has access to fair and high-quality educational opportunities (Li, 2018).

### **2.3 Ideological and Moral Level**

Ideological and moral level refer to the systematic approach within educational systems aimed at instilling values, beliefs, and ethical principles in students (Liu et al., 2023). The integration of ideological and political education (IPE) within higher education institutions has garnered significant attention in recent years. Binalla and Chavez (2020) explored the various ethical ideologies that business students adopt and how these ideologies serve as predictors of their moral behavior. The study identifies key ethical frameworks—such as utilitarianism, deontological ethics, and virtue ethics—and examines how these perspectives shape students' responses to ethical dilemmas. The findings suggest that strong family support and clear moral guidance contribute to the development of a robust ethical ideology. This is particularly relevant for left-behind children in rural China, where the absence of parental figures may hinder the development of ethical reasoning and moral behavior. Zhu and Tao (2021) highlighted the crucial interplay between general education and ideological education. Their study posits that the fundamental mission of moral education extends beyond mere knowledge transmission to fostering critical thinking and civic responsibility among students. They advocate for a curriculum that not only imparts ideological knowledge but also encourages students to engage with moral dilemmas, thereby promoting a deeper understanding of their social responsibilities. Zhang (2022) addressed the challenges of moral behavior among college students in the context of

digital environments. The study investigates how the history of ideological and political education influences students' online moral behaviors, particularly in the age of deep learning technologies. The study also highlights the importance of ongoing assessment and feedback mechanisms to improve the effectiveness of online moral education.

Zheng (2024) emphasized the need for educators to adapt to technological advancements and incorporate digital resources into their teaching practices. In the study by Zheng (2024), the role of intelligent digital education in facilitating ideological and political education is examined. Zheng argues that digital tools can enhance the effectiveness of IPE by providing dynamic and engaging platforms for learning. The study contrasts traditional educational approaches with innovative digital strategies that promote ideological and moral cultivation.

## **2.4 Social Ecological System Theory**

The social ecological system theory is a basic theory that closely combines systems theory, sociology and ecology, and is deeply influenced by Darwin's theory of evolution. As an open theoretical system, it integrates many different theoretical concepts at different stages of development and continues to develop and improve (Zhou, 2014). Social ecological system theory is one of the important frontier theories of modern developmental psychology. The theory emphasizes that individual development stems from the interaction between people and the environment, and this process determines the development trajectory of individuals. Ecological system theory is influenced by system theory in biology, ecology and sociology.

Since the 1970s, it has gradually developed into an important theoretical perspective in sociological research. Psychologist Bronfenbrenner is an early proponent of social ecological system theory. He constructed this theoretical model in the book

"Ecology of Human Development" and believed that children's growth is affected by multiple micro-systems, meso-systems, exo-systems and macro-systems (Ling, 2023). One research used the perspective of social ecological system to focus on the relationship between people and the influence of the social environment, and places people in their environment for comprehensive analysis (Yao, 2020). With the reform of the urban-rural dual structure and the education mechanism, the employment environment and work experience of parents have also changed significantly, which has a profound impact on the micro and meso systems of left-behind children (Tang, 2023). Therefore, to fully understand the mental health of left-behind children, it is necessary to consider the complexity of multiple factors and their interrelationships to more effectively evaluate this issue (Wang, 2023).

The ecosystem theory emphasizes the interaction and mutual influence between individuals and different systems, and believes that individual changes are not only directly affected by the interaction with the environment, but also by the operation of other surrounding systems (To et al., 2019). Therefore, the ecosystem theory focuses on systems at different levels, attaches importance to the two-way exchange relationship between people and the environment, and believes that the interaction between individuals and the environment is reflected at multiple levels, and there are complex interactive exchanges (Song et al., 2022). This theory advocates integrating individuals into the environmental system in which they are located and analyzing and studying them (Li, 2022). On the other hand, the ecosystem theory emphasizes that individual changes in thoughts and behaviors are not only affected by the microenvironment they are in direct contact with, but also by the larger level of environment they are in indirect contact with. This larger level of environment indirectly affects individuals by affecting the microenvironment that individuals are in direct contact with. Outside this level, there is a broader outer system, and so on, forming a complete system of mutual interaction and influence (Wang, 2023).

One study is guided by the social ecological system theory, and combines the actual situation and plight of left-behind children to conduct a systematic intervention analysis (Song et al., 2022). The study divides the social ecological system of left-behind children into three levels. The macro system includes social policies and social resource networks, focusing on the profound impact of the current social environment on left-behind children (Song et al., 2022). Specifically, the defects of social policies and the uneven allocation of resources may aggravate the plight of left-behind children. Secondly, the meso system mainly involves the family level and school level of left-behind children (Chen, 2020). Children who have been left behind in rural areas for a long time rely on grandparents for support. Although they are materially guaranteed, they lack the care of their parents and the guidance of behavioral norms (To et al., 2019). In addition, schools pay insufficient attention to left-behind children, and teacher and student resources are relatively scarce, which affects their all-round development. Finally, the micro system focuses on the behavioral and psychological levels of left-behind children, exploring their personal characteristics such as deviant behavior, ideological and moral level, and how these factors are mutually influenced and restricted by the above systems. Through in-depth analysis of these levels, the influencing factors of ideology and moral level of left-behind children in rural China are analyzed.

#### **2.4.1 Social Factors**

Social factors include community structure, such as the availability of social services, peer support networks, and community engagement (Song et al., 2022). Cultural norms also play a role, shaping children's views on morality and ideology. Social environments profoundly influence perceptions of right and wrong, in communities with limited support, left-behind children may adopt negative behaviors (Wang, 2024). Social education is an important supplement and continuation of school

education, and it is an effective way to achieve fair education area (Hong & Fuller, 2019). Its influence on individuals is often subtle, especially in terms of children's lifestyle, psychological quality, and moral quality, social education plays a silent role (Wang, 2024). However, it is regrettable that most of the rural left -behind children's community education resources are lacking, lack of integration and attention, and social atmosphere supports them.

#### **2.4.2 Family Factors**

Family factors encompass parental absence, as many children remain in rural areas while their parents migrate for work, leading to emotional and physical distance (Hong & Fuller, 2019). Caregiver dynamics, particularly the roles of grandparents or other relatives, are also vital (Chen, 2020). The absence of parents can foster feelings of abandonment and insecurity, negatively impacting children's self-esteem and moral values (Wang, 2024). The mid -view system refers to small -scale groups formed by individual unique experiences and emotions and affect individuals, including family members, friends, and other social groups (Chen, 2020). The mid -view system referred to in this article is mainly the schools, family environment and friends who are living in left -behind children. These middle -view factors play an important role in the growth of left -behind children, which directly affects their emotional development, social ability and mental health.

In terms of family factors, most left -behind children are raised by their ancestors. Although the next generation can replace the parent's breeding function to a certain extent, it cannot replace the inherent emotions and attachments between the children and the parents (Hong & Fuller, 2019). The absence of parents has led to the lack of family education, and a series of problems have occurred, such as bad communication models, negative education methods, and lack of understanding between parent -child

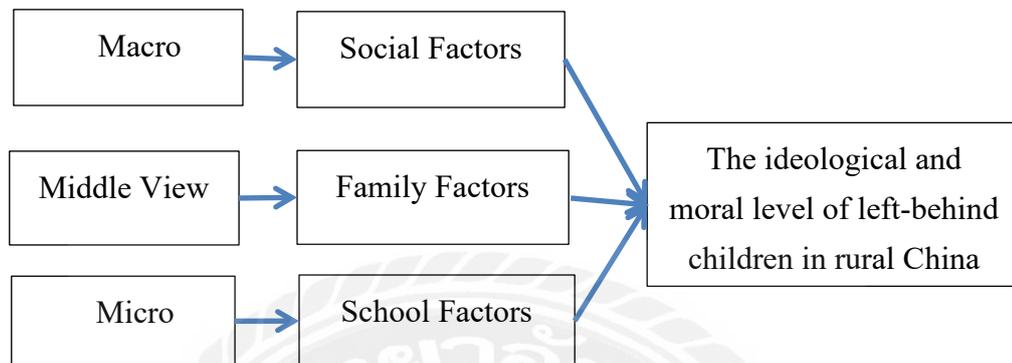
(Song et al., 2022). These problems seriously affect the emotional development and mental health of left -behind children.

### **2.4.3 School Factors**

School factors refer to access to quality education, including the availability of trained teachers, educational materials, and adequate facilities (Song et al., 2022). Additionally, the school climate—characterized by supportive learning environments, safety, and mentorship programs—plays a crucial role. Poor educational quality can limit these children's critical thinking and moral reasoning, while a lack of engagement in school activities often leads to feelings of isolation and a diminished sense of belonging, adversely affecting their ideological development (Wang, 2024). The macro system refers to a class of social systems larger than small -scale groups, including culture, communities, and various organizations (Chen, 2020). These macro systems provide important places for the entertainment and cultural needs of left -behind children, and their cultural and ecological environment plays a vital role in the growth of left -behind children (Song et al., 2022). However, for a long time, the education and care of left -behind children living in these systems have often been ignored, resulting in their needs failed to be fully met. Conversely, strong community bonds can promote positive moral development and resilience. In terms of schools, the survival, study and growth of left -behind children are inseparable from the support of family and schools (Chen, 2020). Due to the serious lack of family education, the school plays a vital role in the education of left -behind children. The survey shows that the age of left -behind children in Bozhou City is distributed between 6 and 18 years old and mainly studying in primary schools and junior high schools in towns and towns. However, the conditions for running schools in the countryside are relatively limited, and school resources are generally lacking (Hong & Fuller, 2019). Most schools have not taken "special" measures for left-behind children, which leads to the lack of management and support for left -behind children.

## 2.5 Conceptual Framework

The research framework is illustrated in Figure 2.1.



**Figure 2.1 Conceptual Framework**

## **Chapter 3 Research Methodology**

### **3.1 Research Design**

This study is quantitative research focusing on the factors affecting the ideological education of left-behind children in rural China, based on the ecological system theory: This theory emphasizes the interaction between individuals and the environmental system in which they live. The independent variables in the research model are determined as school factors, family factors and social factors, and the dependent variable is the ideological and moral level of left-behind children. A questionnaire survey was conducted, and hypotheses were proposed based on the relationship between variables.

### **3.2 Population and Sample**

The population of this study was the left -behind children in the Guoyang County of Anhui Province. These children come from different family backgrounds, including children whose fathers are migrant workers, mothers are at home, mothers go out to work, fathers are at home, both parents go out to work, as well as other special circumstances (such as single -parent families, orphan families, etc.). The survey was conducted in the spring of 2024. At this time, the school started shortly, which was convenient for communicating with schools and families and collecting relevant data. The research location was set in Huangzhuang Elementary School in Guoyang County, Anhui Province.

The sampling method used in the study was a mixed-method of random sampling and convenient sampling. Random sampling ensures the representativeness of the sample, while convenient sampling improves the feasibility and efficiency of research. Specifically, in each selected class, the research team selected a certain number of children based on random methods such as the school number or seat number. At the same time, the balance of gender, age, and family background is also considered to ensure the diversity and comprehensiveness of the sample. A total of 268 children was determined for this study.

### **3.3 Hypothesis**

Hypothesis 1: School factors have a positive impact on the ideological and moral level of left-behind children.

Hypothesis 2: Family factors have a positive impact on the ideological and moral level of left-behind children.

Hypothesis 3: Social factors have a significant impact on the ideological and moral level of left-behind children.

### **3.4 Research Instrument**

The research instrument consists of a structured questionnaire designed to assess the factors affecting the ideological and moral level of left-behind children. The questionnaire incorporates measurement items based on established scales and is categorized into three main dimensions: school factors, family factors, and social factors. Each dimension includes specific questions aimed at capturing the participants' perceptions and experiences.

The questionnaire consists of two main parts, totaling 16 items. Part 1 gathers Basic Information with 4 items, including whether the respondent is a left-behind child, the parents' work situation (with 4 options), and the gender of the respondent. Part 2 addresses the Independent Variables (Influencing Factors) with 12 items, categorized into three dimensions: School Factors (4 items), Family Factors (4 items), and Social Factors (4 items). Additionally, the dependent variable, Level of Ideology and Morality, includes 4 items.

Overall, there are 4 items in the Basic Information section and 12 items in the Independent Variables section, encompassing the dependent variable. To assess respondents' levels of agreement, a 5-point Likert scale is used, where 1 represents "Strongly Disagree" and 5 represents "Strongly Agree." The response options range from (1) Strongly Disagree to (5) Strongly Agree. The final design of the questionnaire is presented in Tables 3.1 to 3.4.

**Table 3.1 Design of School Factor Measurement Items**

Dimension	Measurement items	Question
School factors	My school provides adequate moral education courses and activities for left-behind children	Q1
	The teachers in the school pay enough attention to and support the ideology and moral level of left-behind children.	Q2
	The school's moral education methods are diverse and can effectively improve the moral qualities of left-behind children	Q3
	I think the communication and cooperation between school teachers and parents/guardians of left-behind children is frequent and effective enough	Q4

**Table 3.2 Design of Family Factor Measurement Items**

Dimension	Measurement items	Question
Family factors	My parents/guardians frequently discuss moral and ethical issues with me	Q5
	The good moral atmosphere in the family has a positive influence on me	Q6
	The way my parents/guardians raised me helped me develop positive values and morals	Q7
	The education method in my family (such as encouragement, support, understanding, etc.) is very important for me to form positive thoughts and morals.	Q8

**Table 3.3 Design of Social Factor Measurement Items**

Dimension	Measurement items	Question
Social factors	Social organizations and volunteers often pay attention to and support the ideology and moral level of left-behind children	Q9
	Community cultural activities have a positive effect on improving my ideology and morality	Q10

Positive information in the media and on the Internet helps me develop correct moral values	Q11
The society's attention and support for left-behind children made me feel warm and powerful.	Q12

**Table 3.4 Design of Items for Measuring Ideological and Moral Level**

Dimension	Measurement items	Question
Ideological and Moral Level	I think I have a high level of moral character	Q13
	I can consciously abide by social ethics and moral standards	Q14
	I think my moral character and ideas are constantly improving.	Q15
	I think I have a strong sense of social responsibility and civic awareness	Q16

### 3.5 Data Collection

This study used a self-compiled questionnaire. According to the research requirements, a total of 16 questions were designed. These questions involved the three influencing factors of school, family, and society as well as the ideological and moral level of left-behind children. A total of 268 questionnaires were issued, a total of 255 valid questionnaires were obtained, with a total efficiency of 96.96%.

### 3.6 Data Analysis

The collected data were organized and screened, eliminating the loss of values in the research data, and introducing relevant variables into SPSS software for analysis.

First, the demographic information of the participants was provided in detail to understand the background of the sample group, including their gender and parents' status. This information helps to better understand the characteristics of left-behind children in Huangzhuang Primary School, Woyang County, Anhui Province.

Then, this study focused on descriptive statistics of the questionnaire responses, summarizing the key factors measured in the study: family factors, school factors, and

social factors, while also exploring how participants viewed these factors and their potential impact on the ideological and moral development of children.

In addition, this study also conducted correlation analysis to explore the relationship between family, school, and social influences on children's values, behaviors, and social responsibility. This analysis revealed significant associations, indicating how each of these factors contributes to the overall development of children's ideological and moral levels.

Finally, regression analysis further explored how specific factors, especially family education, predict children's attitudes, values, and moral standards. This section aims to quantify the impact of family, school, and social factors on the ideological and moral development of left-behind children.

### 3.7 Reliability and Validity Analysis of the Scale

#### 3.7.1 Reliability Analysis

**Table 3.5 Reliability Analysis**

Variables	Cronbach alpha	Number of items
School factors	0.843	4
Family factors	0.840	4
Social factors	0.864	4
Ideology and moral level	0.841	4
Overall questionnaire	0.924	16

Reliability analysis is a measure of the credibility of the questionnaire. This study used the "reliability analysis" of the SPSS26.0 tool to detect the internal consistency of the questionnaire data and determine whether the data is stable and reliable. Cronbach's Alpha coefficient is generally used as the reliability value to measure the reliability of the data. The higher the reliability coefficient, the more consistent, stable and reliable the test results are. In general research, if a coefficient of the measurement dimension is higher than 0.8, it means that the internal consistency of the measurement dimension variable is high; if a coefficient of the measurement dimension is between 0.7-0.8, it

means that the internal consistency of the measurement dimension variable is good; if a coefficient of the measurement dimension is between 0.6-0.7, it means that the internal consistency of the measurement dimension variable is acceptable. The reliability test results of this article are shown in Table 3.5.

The overall Cronbach's Alpha coefficient of the scale is 0.924, which is greater than 0.8, and the Cronbach's Alpha coefficients of each dimension are 0.843, 0.840, 0.864, and 0.841, respectively, all greater than 0.8, which indicates that the questionnaire has good reliability.

### 3.7.2 Validity Analysis

**Table 3.6 Validity Analysis**

KMO and Bartlett's test		
KMO sampling suitability measure		0.840
Bartlett's test of sphericity	Approximate Chi-Square	2927.066
	Degrees of Freedom	120
	Significance	0.000

Validity analysis is the measurement of the validity of the questionnaire. In general research, the validity of the questionnaire is to test whether the questionnaire items can reflect the research purpose, that is, to verify whether the questionnaire is accurate and effective for the research. This study used the KMO coefficient to test the validity of the scale in the questionnaire. According to the test results in Table 3.6, the KMO value is 0.840, which is greater than 0.8, and the Bartlett test is significant  $p < 0.05$ , which shows that the questionnaire has good validity.

## Chapter 4 Findings and Discussion

### 4.1 Findings

#### 4.1.1 Demographic Characteristics of Participants

In the study of the factors affecting the ideological and moral level of left-behind children in rural China, demographic variables, as key background information, are of great significance for understanding the characteristics and challenges faced by left-behind children. This study classified and counted the migrant workers of the participants' parents, and the specific results are shown in Table 4.1.

**Table 4.1 Demographic Characteristics of Participants**

Basic Features	Classification	Frequency	Proportion	Cumulative proportion
Parents working away from home	The father works away from home, and the mother stays at home	98	38.4 %	38.4 %
	The mother works away from home, and the father stays at home	70	27.5%	65.9%
	Both parents work away from home	76	29.8%	95.7%
	Other situations	11	4.3%	100%
Gender	male	131	51.4%	51.4%
	female	124	48.6%	100%

Regarding the parents' working situation, 38.4% of the children have fathers who work away from home while mothers stay at home. 27.5% of the participants have mothers who work away from home, with fathers staying at home. A significant portion, 29.8%, reported that both parents work away from home, leaving them under the care of relatives or caregivers. A small percentage, 4.3%, were classified in "other situations," possibly indicating more unique family arrangements.

As for gender, the sample group includes 51.4% male participants and 48.6% female participants, showing a relatively balanced gender distribution in the study.

This demographic breakdown helps to provide context for the study's findings, reflecting the diverse family backgrounds and gender distribution of the left-behind children at Huangzhuang Elementary School in Guoyang County.

#### 4.1.2 Descriptive Statistics of Variables

##### (1) School factors

In the study of the factors affecting the ideological and moral level of left-behind children in rural China, school factors are an important aspect that cannot be ignored. The specific results of school factors are shown in Table 4.2

**Table 4.2 School Factors**

Question	Average	Standard Deviation
My school provides adequate moral education courses and activities for left-behind children	3.40	0.82
The teachers in the school pay enough attention to and support the ideology and moral level of left-behind children.	3.35	0.69
The school's moral education methods are diverse and can effectively improve the moral qualities of left-behind children	3.28	0.71
I think the communication and cooperation between school teachers and parents/guardians of left-behind children is frequent and effective enough	3.37	0.63

The first question assesses whether the school provides adequate moral education courses and activities for left-behind children. The average score for this statement is 3.40, with a standard deviation of 0.82, indicating a moderate level of agreement. While the participants generally feel that moral education is provided, there is some variation in their opinions.

The second question evaluates the extent to which teachers give attention to and support the ideological and moral development of left-behind children. The average score here is 3.35, with a standard deviation of 0.69, suggesting that while teachers are perceived to offer sufficient attention, the level of support may not be consistent across the board.

The third statement concerns the diversity of the school's moral education methods. It received an average score of 3.28 with a standard deviation of 0.71, indicating that while there is a belief that these methods are varied, there is still room for improvement in terms of their effectiveness in enhancing the children's moral qualities.

The final question asks whether communication and cooperation between school teachers and the parents or guardians of left-behind children is frequent and effective enough. The average score of 3.37, with a standard deviation of 0.63, shows a moderately positive response, suggesting that communication between schools and families is generally considered effective, though not necessarily frequent or ideal.

## (2) Family factors

In the study of the factors affecting the ideological and moral level of left-behind children in rural China, family factors, as the first environment for children to grow up, are of great importance. Through the descriptive statistical analysis of family factors in Table 4.3, this study gains a deeper understanding of the moral education of left-behind children in the family environment.

**Table 4.3 Family Factors**

Question	Average	Standard Deviation
My parents/guardians frequently discuss moral and ethical issues with me	3.20	0.72
The good moral atmosphere in the family has a positive influence on me	3.16	0.75
The way my parents/guardians raised me helped me develop correct values and morals	3.24	0.77

The education method in my family (such as encouragement, support, understanding, etc.) is very important for me to form positive thoughts and morals.	3.22	0.71
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The first question asks whether parents or guardians frequently discuss moral and ethical issues with the children. The average score is 3.20, with a standard deviation of 0.72, indicating that while discussions on moral and ethical issues do occur, they are not particularly frequent or consistent.

The second question assesses the influence of a positive moral atmosphere in the family on the children. The average score of 3.16, with a standard deviation of 0.75, suggests that although many participants feel that the moral environment in their family has a beneficial effect, the influence may not be as strong or pervasive as expected.

The third statement concerns whether the way parents or guardians raise their children helps them develop correct values and morals. With an average score of 3.24 and a standard deviation of 0.77, this indicates that, overall, participants agree that their parents' or guardians' upbringing has had a positive influence on their moral development, though there is some variation in the responses.

The final question examines the importance of family educational methods, such as encouragement, support, and understanding, in helping children form positive thoughts and morals. The average score is 3.22, with a standard deviation of 0.71, showing that most participants believe these educational methods play a crucial role in shaping their moral values, although the degree of influence may vary across families.

### **(3) Social factors**

In the study of the factors affecting the ideological and moral level of left-behind children in rural China, the importance of social factors cannot be ignored. The specific results of social factors are shown in Table 4.4.

**Table 4.4 Social Factors**

Question	Average	Standard Deviation
Social organizations and volunteers often pay attention to and support the ideology and moral level of left-behind children	3.23	0.76
Community cultural activities have a positive effect on improving my ideology and morality	3.22	0.67
Positive information in the media and on the Internet helps me develop correct moral values	3.16	0.64
The society's attention and support for left-behind children made me feel warm and powerful.	3.41	0.84

The first question explores whether social organizations and volunteers frequently pay attention to and support the ideology and moral development of left-behind children. With an average score of 3.23 and a standard deviation of 0.76, the data suggests that while social organizations and volunteers do offer some level of support, this assistance may not be frequent or consistent for all participants.

The second question assesses the impact of community cultural activities on improving the ideology and morality of the children. The average score of 3.22, with a standard deviation of 0.67, indicates that community activities are perceived to have a positive influence, but again, this influence may vary among participants.

The third statement focuses on the role of positive information in the media and on the Internet in helping children develop correct moral values. The average score of 3.16, with a standard deviation of 0.64, reveals that while media and online content contribute to the development of moral values, the impact is relatively moderate.

The final question examines whether society's attention and support for left-behind children has made the participants feel warm and empowered. The average score is 3.41, with a standard deviation of 0.84, showing that most participants feel society's attention and support has a meaningful and positive impact on their sense of well-being and

motivation, although there is some variation in the responses.

#### (4) Ideological and moral level

Regarding the ideological and moral level of left-behind children, Table 4.5 provides the means and standard deviations of a series of self-assessment indicators, providing valuable data for us to understand the inherent qualities and moral development of this group.

**Table 4.5 Ideological and Moral Level**

Question	Average	Standard Deviation
I think I have a high level of moral character	3.37	0.79
I can consciously abide by social ethics and moral standards	3.29	0.74
I think my moral character and ideas are constantly improving.	3.37	0.79
I think I have a strong sense of social responsibility and civic awareness	3.45	0.71

The first question examines the participants' self-assessment of their moral character, with an average score of 3.37 and a standard deviation of 0.79. This suggests that the participants generally perceive themselves as having a moderate to high level of moral character, though there is some variation in how individuals assess their own morals.

The second question evaluates how consciously participants feel they abide by social ethics and moral standards, with an average score of 3.29 and a standard deviation of 0.74. The results indicate that most participants believe they follow social ethics and moral guidelines to a reasonable degree, but there are some differences in how strictly they adhere to these standards.

The third question focuses on the participants' belief in their ongoing moral and ideological improvement. The average score of 3.37 (with a standard deviation of 0.79) reflects a positive self-perception, showing that most students feel their moral character

and ideas are evolving and improving. However, there is a slight variation in the responses, indicating some students may feel their growth in this area is more limited.

The final question assesses participants' sense of social responsibility and civic awareness, with a higher average score of 3.45 and a standard deviation of 0.71. This indicates that the participants generally feel a strong sense of social responsibility and civic duty, with relatively little variation in their responses, suggesting a shared belief in their role as responsible members of society.

### 4.1.3 Correlation Analysis

Correlation analysis is often used to measure the closeness of the relationship between the two or more variables when they have a certain correlation. It is often expressed by the Pearson correlation coefficient. The value of the Pearson correlation coefficient is between -1 and 1. The larger the positive value or the smaller the negative value, the stronger the correlation between the two variables; the closer the value is to 0, the weaker the correlation between the variables. The results of the correlation analysis of the 255 questionnaires collected are shown in Table 4.6.

**Table 4.6 Correlation Analysis Results**

	School factors	Family factors	Social factors	Ideological and moral level
School factors	1			
Family factors	0.593 **	1		
Social factors	0.449 **	0.578 **	1	
Ideological and moral level	0.550 **	0.580 **	0.704 **	1

Table 4.6 shows the results of the correlation analysis of the relationship between different factors in the 255 questionnaires collected and the ideology and moral level of left-behind children through the Pearson correlation coefficient. These results provide us with an in-depth understanding of the relationship between school factors, family factors, social factors and the ideological and moral level of left-behind children.

#### 4.1.4 Regression Analysis

**Table 4.7 Regression Analysis Results**

	Unstandardized coefficients		Standardized coefficient	t	Significance
	B	Standard Error	Beta		
(constant)	0.371	0.170		2.179	0.030
School factors	0.248	0.055	0.234	4.511	0.000
Family factors	0.147	0.058	0.143	2.523	0.012
Social factors	0.521	0.052	0.517	10.116	0.000
R <sup>2</sup>			0.575		
Adjusted R <sup>2</sup>			0.570		
F				F=113.239, p<.001	

The regression analysis results in Table 4.7 provide us with an in-depth understanding of how school factors, family factors, and social factors jointly affect the ideological and moral level of left-behind children. Through regression analysis, we can quantify the specific impact of these factors on the ideological and moral level and evaluate the significance of these impacts.

## 4.2 Analysis of the Findings

### 4.2.1 Analysis of Demographic Characteristics

Through a detailed analysis of the sample data, this study reveals the diversity and complexity of left-behind children in rural China in terms of their parents' migrant work and gender distribution. Among the participants, the largest number of children were those whose fathers were migrant workers and whose mothers were at home, with a total of 98 children, accounting for 38.4% of the total sample. This proportion highlights the prevalence of fathers working away from home as the breadwinner of the family, and reflects the importance of mothers' responsibility for taking care of their children in the family. However, the long-term absence of the father's role may have a negative impact on children's emotional development, gender role identity, and family education integrity. In addition, 27.5% (70) of the children had their mothers working away from home and their fathers at home, and 29.8% (76) of the children had both parents

working away from home. These changes in family structure have had a unique impact on children's ideological education and behavior patterns. Finally, 4.3% (11) of the children came from single-parent families, orphan families, or other special family backgrounds, and their ideological education problems were more complex and diverse.

In this study, there were 131 male children, accounting for 51.4% of the total sample; and 124 female children, accounting for 48.6%. This relatively balanced gender ratio helps reduce the impact of gender bias on research results. At the same time, gender differences cannot be ignored in the ideological education of left-behind children. Boys and girls differ in emotional expression, social role cognition, and learning motivation. These differences need to be fully considered and targeted in the ideological education process.

#### **4.2.2 The Impact of School Factors on the Ideological and Moral Level of Left-Behind Children**

This study examined the impact of schools on the ideological and moral level of left-behind children, focusing on moral education courses and activities, teacher attention and support, moral education methods, and home-school communication and cooperation.

Respondents generally believe that schools have provided moral education courses and activities for left-behind children to a certain extent, but there is still room for improvement. The average score was 3.40 and the standard deviation was 0.82, indicating that schools have deficiencies in the allocation of moral education resources, curriculum design or activity implementation, which need to be further optimized. Most teachers can pay attention to and support the ideology and moral level of left-behind children to a certain extent, but there are differences in the degree of attention and support. The average score was 3.35 and the standard deviation was 0.69, reflecting that the performance of the teacher group in this regard is relatively consistent, but there are still a few teachers who need to strengthen their attention and support for left-behind children. The diversity of the school's moral education methods needs to be strengthened, and some respondents believe that these methods are not effective in improving the moral qualities of left-behind children. The average score was 3.28 and the standard deviation was 0.71, suggesting that schools need to continuously innovate moral education methods to improve their pertinence and effectiveness. School teachers

have achieved certain results in communication and cooperation with parents/guardians of left-behind children, but there is still room for improvement. The average score was 3.37 and the standard deviation was 0.63, indicating that effective communication and cooperation between home and school is of great significance to promoting the all-round development of left-behind children. Schools should further strengthen their work in this regard to ensure the frequency and effectiveness of communication.

In summary, schools have made some efforts in the ideological and moral level of left-behind children, but there are still many shortcomings. In the future, schools should further optimize the design of moral education courses and activities, enhance the level of teachers' attention and support, innovate moral education methods, and strengthen communication and cooperation between home and school to better promote the all-round development of left-behind children.

#### **4.2.3 The Impact of Family Factors on the Ideological and Moral Level of Left-Behind Children**

This study examined the impact of family factors on the ideological and moral level of left-behind children, focusing on the communication between parents or guardians and children on moral and ethical issues, family moral atmosphere, educational methods, and the specific role of these factors in the development of children's ideology and morality.

The average score of moral communication between parents/guardians and children was 3.20, with a standard deviation of 0.72, indicating that most parents or guardians of left-behind children would discuss moral and ethical issues with them to some extent, but there were differences in the frequency and depth of communication. This kind of communication is of great significance for children to form correct moral cognition and values, but there is still room for improvement. The average score of family moral atmosphere was 3.16, with a standard deviation of 0.75, indicating that most left-behind children believed that the moral atmosphere in the family was positive, but the intensity and influence of this atmosphere varied from family to family. The large standard deviation reflects the significant differences in moral atmosphere between different families and the different impacts of this difference on the development of children's ideology and morality. The average score of parent/guardian education method was 3.24, with a standard deviation of 0.77, indicating that the

education method of parents or guardians played a certain role in helping left-behind children form correct values and morals, but the effect was not very prominent. This may be related to the diversity, scientific and pertinence of education methods, suggesting that we need to pay attention to and optimize the specific practice of family education. The average score of the importance of positive education methods in the family is 3.22, with a standard deviation of 0.71, which emphasizes the importance of positive education methods in the family (such as encouragement, support, understanding, etc.) to the development of children's ideology and morality. These positive education methods help children build self-confidence, cultivate positive qualities such as empathy and responsibility.

In summary, family factors play an important role in the ideology and moral level of left-behind children, but many families are still deficient in moral education. To promote the all-round development of left-behind children, families should pay more attention to moral education, improve the daily and in-depth level of moral education, optimize the education method, and create a positive family moral atmosphere.

#### **4.2.4 The Impact of Social Factors on the Ideological and Moral Level of Left-Behind Children**

This study also examined the impact of social factors on the ideological and moral level of left-behind children, focusing on social organizations and volunteers, community cultural activities, media and the Internet, and society's attention and support for left-behind children.

The average support score of social organizations and volunteers was 3.23, with a standard deviation of 0.76, indicating that social organizations and volunteers showed a certain degree of enthusiasm in paying attention to and supporting the ideology and moral level of left-behind children, but there were certain differences. Their efforts helped to fill the gap in family education for left-behind children and promote their all-round development. The average score of the positive impact of community cultural activities was 3.22, reflecting the important role of the community in enriching the spiritual and cultural life of left-behind children and shaping their good moral character.

However, to further improve the effect, the community needs to continuously innovate the form of cultural activities to ensure that it is closer to the actual needs of

left-behind children. The average score of the potential impact of the media and the Internet was 3.16, indicating that as an important channel for information dissemination, the positive information of the media and the Internet has a potential impact on the establishment of correct moral concepts for left-behind children, but the actual effect is limited. This reminds us that in the information age, it is necessary to strengthen the supervision and guidance of media and network content. The average score of the society's attention and support for left-behind children was 3.41, the highest score among the survey items. This fully demonstrates the society's attention and care for the issue of left-behind children, and the positive impact of this care on the mental health of left-behind children. To translate this care into more concrete actions and support, all sectors of society need to continue to strengthen cooperation.

In summary, social factors play an important role in the ideological and moral level of left-behind children, but there is still room for improvement. To more effectively promote the all-round development of left-behind children, all sectors of society should continue to strengthen cooperation and jointly create a more warm, harmonious and conducive social environment for left-behind children to grow up.

#### **4.2.5 Current Status of Ideological and Moral Standards**

This study also evaluated the status of the ideological and moral level of left-behind children, focusing on the evaluation of their own morality, compliance with social morality and moral norms, improvement of moral quality and ideological concepts, and social responsibility and civic awareness. The average score of self-moral evaluation was 3.37, indicating that most left-behind children had a relatively positive evaluation of their own ideological and moral level. However, the standard deviation of 0.79 showed that there were certain differences in self-evaluation. The average score of compliance with social morality and moral norms was 3.29, showing that left-behind children performed well in complying with social norms. However, some left-behind children still need further education and guidance. The average score of improvement of moral quality and ideological concepts was 3.37, reflecting the positive cognition of left-behind children on self-growth and progress. This positive self-cognition helps motivate them to continue working hard. The average score of social responsibility and civic awareness was 3.45, the highest among the four self-evaluation indicators. This shows that left-behind children generally have a strong sense of social responsibility

and civic awareness, which is of great significance for their all-round development and social integration.

In summary, left-behind children show a relatively positive trend in terms of their ideological and moral level, but we also need to pay attention to the differences in self-evaluation and moral behavior among different left-behind children. To better carry out targeted education and guidance, we need to further understand the ideological and moral development needs of left-behind children and formulate corresponding educational strategies and support measures.

#### **4.2.6 Discussion of Correlation Analysis Results**

When exploring the multiple influencing factors of the ideological and moral level of left-behind children, we found a close connection between several key factors. First, school factors are significantly positively correlated with the ideological and moral level of left-behind children ( $r=0.550^{**}$ ,  $p<0.01$ ), which emphasizes the important role of schools as the main battlefield of education in shaping children's morality. The school's educational philosophy, curriculum setting, campus culture, and teacher-student interaction all have a profound impact on children's formation of correct moral cognition and behavioral habits.

Family factors are also not to be ignored. The correlation coefficient between family factors and the level of ideology and morality is as high as  $0.580^{**}$  ( $p<0.01$ ), which highlights the core position of family environment in the formation of children's morality. Family atmosphere, parents' education methods, parent-child communication quality, etc. are all key factors affecting children's moral development. Therefore, optimizing the family education environment and improving parents' educational literacy are crucial to promoting the ideological and moral development of left-behind children.

It is worth noting that the correlation coefficient between social factors and ideology and moral level is the highest ( $r=0.704^{**}$ ,  $p<0.001$ ), which further confirms the dominant role of the social environment in shaping children's morality. Social factors such as social culture, values, and public opinion not only affect children's moral cognition, but also guide children to form correct moral behavior through the demonstration effect of role models. Therefore, creating a positive social atmosphere

and strengthening attention and support for left-behind children are effective ways to improve their ideological and moral levels.

In addition, this study also found that there is a significant positive correlation between family factors, school factors and social factors, which shows that the three are interdependent and mutually reinforcing in the ideology and moral level of left-behind children. This requires us to fully consider the synergy of family, school and society when formulating educational strategies, form an educational synergy, and jointly promote the all-round development of left-behind children.

#### **4.2.7 Discussion of Regression Analysis Results**

Regression analysis further verified the results of the above correlation analysis. The standardized coefficient of social factors in the regression model was the highest (Beta=0.517), and both the t value and the significance level showed that its influence was extremely significant ( $t > \text{critical value}$ ,  $p < 0.001$ ). This finding once again emphasized the core role of the social environment in the development of the ideology and morality of left-behind children. Therefore, strengthening social support and optimizing the social environment are the key to improving the ideological and moral level of left-behind children.

School factors and family factors also showed significant positive effects in the regression model (Beta was 0.234 and 0.143,  $p < 0.05$ ). This shows that while strengthening social support, this study cannot ignore the important role of schools and families in the ideology and moral level of left-behind children. Schools should continue to deepen the reform of ideology and moral level and improve the quality of education; families should focus on creating a good educational atmosphere and improving parents' educational ability.

In addition, the  $R^2$  value of the regression model is 0.575, indicating that the model can well explain the variability of the ideological and moral level of left-behind children. The adjusted  $R^2$  value (0.570) is close to the  $R^2$  value, which further verifies the stability and reliability of the model. The F value and the corresponding p value also strongly support the overall significance of the regression model ( $F=113.239$ ,  $p < 0.001$ ), which provides a solid statistical basis for us to formulate intervention strategies in the future.

In summary, the regression analysis results show that social factors, school factors and family factors jointly affect the ideological and moral level of left-behind children. To further improve the ideological and moral level of left-behind children, this study should formulate multi-dimensional intervention strategies, including strengthening social support, optimizing school education, and strengthening family education. At the same time, the government, schools, families and all sectors of society should work together to create a more favorable growth environment for left-behind children and promote the healthy development of their ideology and morality.

### **4.3 Discussion**

This study used correlation analysis and regression analysis to explore the impact of school factors, family factors, and social factors on the ideological and moral level of left-behind children. The results not only reveal the close relationship between these factors and the ideological and moral level of left-behind children, but also provide a new perspective for us to understand the complex influencing factors in the growth process of left-behind children.

As the main battlefield of education, schools have a significant impact on the ideological and moral development of left-behind children. The research results show that there is a significant positive correlation between school factors and the ideology and moral level of left-behind children. This shows that the school's educational philosophy, teaching methods, campus culture, etc. have a positive impact on the formation of left-behind children's ideology and morality. Therefore, strengthening school ideology and moral level and optimizing the school environment are important ways to improve the ideological and moral level of left-behind children.

The family is the cradle of children's growth and plays a key role in the ideology and moral development of left-behind children. The research results show that the correlation coefficient between family factors and the ideology and moral level of left-behind children is high, indicating that the family environment, parents' education methods, parent-child relationship, etc. have an important influence on the formation of left-behind children's ideology and morality. Therefore, parents should attach importance to family education, create a good family atmosphere, and adopt scientific

education methods to promote the healthy development of left-behind children's ideology and morality.

Among all the influencing factors, social factors have the most significant impact on the ideological and moral level of left-behind children. The research results show that the correlation coefficient between social factors and ideological and moral level is the highest, and the standardized coefficient in the regression model is also the highest. This shows that society, as a complex environmental system, has a profound impact on the ideological and moral character of left-behind children through its culture, values, and public opinion atmosphere. Therefore, all sectors of society should strengthen their attention and support for left-behind children, create a positive social atmosphere, and provide a good environment for the healthy growth of left-behind children.

The study also found that there is a significant positive correlation between family factors, school factors and social factors, indicating that the three are interrelated and mutually influential in the ideology and moral level of left-behind children. This requires us to fully consider the synergy of family, school and society when formulating educational strategies, form an educational synergy, and jointly promote the all-round development of left-behind children. The results of this study are consistent with previous studies on the factors affecting the ideological and moral development of left-behind children. Previous studies have also pointed out that school, family and social environment are important factors affecting the ideological and moral development of left-behind children. However, this study has deepened and expanded the following aspects: First, through quantitative analysis, this study specifically reveals the correlation coefficient and regression coefficient between each factor and the level of ideological and moral character, providing more accurate data support for understanding the degree of influence of each factor; secondly, this study emphasizes the core role of social factors in the ideological and moral development of left-behind children, providing an important basis for formulating targeted intervention strategies; finally, this study also explores the interaction between family, school and society, providing new ideas for building a comprehensive system of ideology and moral level for left-behind children.

During the research, some unexpected results was found. For example, although school factors and family factors have a significant impact on the ideology and moral

level of left-behind children, their impact is relatively small, while social factors have the greatest impact. This result may reflect the profound impact of the current social environment on the growth of left-behind children, and the limitations that schools and families may have in dealing with these impacts. Therefore, this study needs to have a deeper understanding of the impact mechanism of the social environment on left-behind children and explore more effective intervention strategies to meet these challenges. At the same time, this also reminds us that in the ideology and moral level of left-behind children, this study should pay more attention to the optimization and improvement of the social environment to create a good atmosphere that is more conducive to the growth of left-behind children.

In summary, this study through correlation analysis and regression analysis, deeply explored the impact of school factors, family factors and social factors on the ideological and moral level of left-behind children, providing a new perspective for us to understand the complex influencing factors in the growth process of left-behind children. The results of the study not only revealed the close relationship between these factors and the ideological and moral level of left-behind children, but also provided an important basis for us to formulate targeted intervention strategies. In future research, this study continues to deepen our exploration of this field, to provide more comprehensive and in-depth theoretical support and practical guidance for the ideology and moral level of left-behind children.

## **Chapter 5 Conclusion and Recommendation**

### **5.1 Conclusion**

This study examined the influencing factors of the ideological and moral level of left -behind children in China, and emphasized the challenges faced by their parents who are migrant workers and left -behind children in terms of emotional, educational resources and mental health. Studies have pointed out that left -behind children lack their parents' companionship and care, leading to a significant gap in moral education and psychological development. Through an empirical investigation of Huangzhuang Village, Anhui Province, this study reveals the current situation of left -behind children in ideology and moral level, and provides a basis for future intervention measures to promote their comprehensive development and social adaptability ability

#### **5.1.1 School Factors Have a Positive Impact on the Level of Ideology and Morality of Left -Behind Children**

Through analysis, in the provision of educational resources, the school provides necessary educational resources for left -behind children, including curriculum content, teaching methods and teachers. These resources can help left -behind children get systematic education and guidance in ideological and morality, thereby promoting their ideological and moral development.

Among them, the guiding role of teachers, teachers play an important role in the growth of left -behind children. Through active teacher -student interaction and care, teachers can provide emotional support and moral guidance to left -behind children to help them establish correct values and outlook on life. The impact of the school environment: As a social environment, the school can provide a relatively stable and secure learning atmosphere for left -behind children. In such an environment, left -behind children can better receive ideology and moral level and enhance their sense of social responsibility and moral consciousness.

Therefore, it can be conducted that school factors have a positive impact on the ideological and moral level of left -behind children.

### **5.1.2 Family Factors Have a Positive Impact on the Level of Ideology and Morality of Left -Behind Children**

It can be seen through analysis that in terms of the basic role of family education, family is the first environment for children to grow. Parents' education methods and family atmosphere play a vital role in the development of children's ideological morality. Good family education can help left -behind children to form the correct values and moral outlook.

Through the quality of parent -child communication, research shows that effective communication between parents and children can enhance children's moral cognition and emotional development. Frequently discussing the family environment of morality and ethics helps left -behind children to understand and internalized social norms. Therefore, the active moral atmosphere and the role model of parents in the family can inspire left -behind children to establish a good moral standard. The mutual support and understanding of family members can help children feel a sense of security and belonging emotionally, thereby promoting the development of their ideological and morality. Therefore, the education method of parents directly affects children's behavior and moral judgment ability. Although many left -behind children lack direct family care because their parents go out to work, they can still make up for the care and support of other relatives or guardians. This lack of emotions helps children build positive self -awareness and social responsibility.

In summary, family factors play a good role in providing a good educational environment, promoting parent -child communication, creating a positive family atmosphere, adopting scientific education methods, and providing emotional support. Family factors have a positive impact on the level of ideology and moral level of left -behind children

### **5.1.3 Social Factors Have a Positive Impact on the Level of Ideology and Morality of Left -Behind Children**

Through research and analysis, social organizations and volunteers have played an important role in paying attention and supporting the ideology and moral level of left -behind children. Their participation can fill the vacancies of family education, provide

additional care and guidance, and help children get moral and emotional support. The cultural activities of community organizations not only provide a rich spiritual and cultural life for left -behind children, but also help them cultivate good moral quality and social responsibility in participating. These activities have enriched children's extra-curricular life and promoted their social ability and moral cognition.

#### **5.1.4 Society's Attention and Support for Left -Behind Children Can Enhance Their Self -Confidence and Sense of Belonging.**

Studies have shown that left -behind children generally feel the warmth and power from society, which helps them form a positive self -awareness in their ideological morality. Therefore, the cultural atmosphere, values and public opinion environment of society have a profound impact on children's moral development. A positive social environment can provide good growth soil for left -behind children and promote their ideology and moral level. Therefore, social factors have a positive impact on the ideological and moral level of left -behind children.

## **5.2 Recommendation**

### **5.2.1 Strengthen Family Education**

The school should encourage parents to attach importance to family education, guide parents to create a good family atmosphere, and adopt scientific educational methods, such as encouraging, supporting and understanding their children, giving children greater self -confidence to help left -behind children to internalize the correct values and moral outlook.

### **5.2.2 Improve the Quality of School Education**

The school should deepen the reform of ideology and moral level, pay attention to the diversity and relevance of educational content, improve the education ability of teachers, and ensure that left -behind children get comprehensive moral education and psychological support in schools. Schools can also cooperate with home schools. Family and schools should form an education joint effort, establish a collaborative mechanism, pay attention to the growth and development of left -behind children, and

cooperate with each other to ensure that they have been fully supported in ideology and moral level (Chen, 2020).

### **5.2.3 Enhance Social Support Network**

Social organizations and volunteers should continue to pay attention to left -behind children, provide more psychological counseling and moral education activities to help them fill the vacancy of family education and promote their healthy growth. At the same time, we can enrich community cultural activities at the same time: and organize a variety of cultural activities on a regular basis, encourage left -behind children to participate, enhance their social communication ability and moral cognition, and at the same time meet their spiritual and cultural needs. The moral education information sets a positive example to help left -behind children form a healthy values and outlook on life.

### **5.3 Further Study**

This study has several limitations. The research may be carried out in a short period of time. Long -term development observation and analysis can carry out long -term follow -up research, observe the changes in the ideology and moral level of left -behind children at different growth stages, and analyze the long -term impact of family, schools and social factors on their development. Although this article uses the method of questionnaire survey, it lacks lack the in-depth analysis of qualitative research may not be able to fully capture the emotion and mental state of left -behind children, which leads to insufficient understanding of their ideology and moral level. Through interviews and case research, in -depth understanding of the inner world, emotional needs and moral recognition of left -behind children can be understood. Knowing, further discuss the specific challenges and response strategies they face in actual life. This article is limited to the inside comparison of Huangzhuang Primary School in Guoyang County, Anhui Province. The regionality of the sample may limit the universality of the research results and it is difficult to represent the situation of left -behind children across the country. Leaving children in the development level conducted comparative research, analyzed the impact of regional differences on ideology and moral level, and found effective educational models and strategies.

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## Appendix

### A questionnaire on the factors affecting the ideology and moral level of left-behind children in rural China

Dear Sir/Madam,

Thank you very much for taking the time out of your busy schedule to participate in this survey.

#### Part 1. Basic Information (non-scoring part)

1. Are you a left-behind child?

Yes

No (If you select "No", you can skip the questionnaire)

2. Are your parents working away from home?

The father works away from home, and the mother stays at home

The mother works away from home, and the father stays at home

Both parents work away from home

Other situations

3. What is your gender?

Male

Female

#### Part 2: Independent variables (influencing factors)

Dimension	Item	1. Strongly Disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly Agree
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<b>Dimension 1: School Factors</b>	(1) My school provides adequate moral education courses and activities for left-behind children.	1	2	3	4	5
	(2) School teachers have paid sufficient attention and support to the ideology and moral level of left-behind children.	1	2	3	4	5
	(3) The school's moral education methods are diverse and can effectively improve the moral qualities of left-behind children.	1	2	3	4	5
	(4) I believe that the communication and cooperation between school teachers and parents/guardians of left-behind children is frequent and effective.	1	2	3	4	5
<b>Dimension 2: Family Factors</b>	(5) My parents/guardians frequently discuss moral and ethical issues with me.	1	2	3	4	5
	(6) There is a good moral atmosphere in my family, which has a positive influence on me.	1	2	3	4	5
	(7) The parenting style of my parents/guardians helped me develop correct values and morals.	1	2	3	4	5
	(8) The educational methods in my family (such as encouragement, support, understanding, etc.) are very important to the formation of my positive thoughts and morals.	1	2	3	4	5
<b>Dimension 3: Social Factors</b>	(9) Social organizations and volunteers often pay attention to and support the ideology and moral level of left-behind children.	1	2	3	4	5
	(10) Community cultural activities have a positive effect on improving my ideology and morality.	1	2	3	4	5

	(11) Positive information in the media and on the Internet helps me develop correct moral values.	1	2	3	4	5
	(12) The society's attention and support for left-behind children makes me feel warm and powerful.	1	2	3	4	5
<b>Dependent Variable: Level of Ideology and Morality</b>	(13) I believe that my ideological and moral character is of a high standard.	1	2	3	4	5
	(14) I can consciously abide by social ethics and moral norms.	1	2	3	4	5
	(15) I believe that my moral character and ideological concepts are constantly improving.	1	2	3	4	5
	(16) I believe that I have a strong sense of social responsibility and civic awareness.	1	2	3	4	5

Thank you very much for your participation.