

A Study to the Educational Management for the Left-behind Children in Rural Areas in China of the New Era

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Abstract: *A large number of people flooding into urban areas from rural areas come along with a series of derivative problems such as the left-behind children in rural areas. Over the years, the proportion of left-behind children in China has been on the rise. The most urgent problem facing left-behind children is the lack of education. It is noticed that in the new era, the education problem of left-behind children in rural areas in China is in a severe situation, and this article discusses the educational management of left-behind children.*

Keywords: new era; rural areas; left-behind children

1. Introduction

In recent years, China has carried out urbanization which leads to a large amount of surplus labors in rural areas migrating into cities. In the major labor exporting provinces in the central and western China, a large number of peasants become floating population. Subject to their family financial situation and the social networks, the migrant workers have to make decisions of whether to bring their children with them. Thus, the generation of the group of migrant works brings about many migrant children in urban areas and left-behind children in rural areas [1].

For a long time, the academic circle treats left-behind children as “problem children” and tends to exaggerate their problems and label them. This article attempts to raise effective measures for educational management of left-behind children in China of the new era.

2. The definition of left-behind children

Academic standards for left-behind children are not uniform, and the differences come from three aspects. First, in some family, only one of the parents goes out while in the other both of them work out in cities. Second, the times of parents'

going out are different. The situation changes from six months to one year. Third, the age of the left-behind children are differentiated from under 18 years old to 12 years old[2].

Considering the above conditions, the article gives a definition of left-behind child as one of which at least one parent choose to work in urban areas for more than one year and who is still receive compulsory education. Under this definition, the article is to analyze the educational management problems of left-behind children in rural areas in China of the new era.

3. Problems of the education of the left-behind children in rural areas in the new era

3.1 Psychological problem

Be it left-behind children or non-left-behind children, they have an urgent need for affection, attention and psychological dependence on their parents. They hope to have parents' support when they suffer from difficulties and to share their joy of successful moments. Therefore, their parents are absent from their growing process resulting in the loss of affection and love.

Due to the lack of interaction and communication with their parents, the left-behind children have no one to speak to, so they often show a tendency of self-contained and insecure and they have a strong sense of self-protection. These would result in various degrees of personality defects and psychological problems more or less. If the situation goes on, it is difficult for the children to establish normal ego values, and they are likely to become inferior and coward and easy to give up.

3.2 Study problem

Objectively speaking, children are lack of self-control. When they are off-school, they cannot pay attention to studying without parent's supervision. In addition, some parents in rural areas have lag-behind educational concepts that it is enough to receive compulsory education and they don't pay much attention to their children's study. They hope that their children finish studying as soon as possible and go out for work to earn money for the family. The children would be affected by their parents' thought thus lack interests in studying and reject to go to school.

The left-behind children might violate the school discipline more often than non-left-behind children and they have weak discipline awareness due to the negligence of parents' supervision. They find it no fun at school and no supervision when they have psychological problem. Some children even refuse to go to school or study. It is evident that non-left-behind children receive better supervision than their counterparts, thus it is worthy to discuss how to strengthen the education supervision of left-behind children.

3.3 Moral issue

Parents are best teachers for children. It is known for a long time that parents are key to children's education. However, the left-behind children's parents are out for a long period of time and they cannot act as a good example for their children. Without supervision, the school would become incubator of bad behaviors. Without parent's guidance, the children would lack moral and discipline constraints and be together with the "like-minded" children and thus pick up bad habits.

In this process, the lack of parental supervision would gradually lead to moral, emotional and behavioral deviation.

The children would have personal values that deviate from the mainstream morals and even commit crimes such as fighting.

4. The reasons of educational problems of left-behind children in rural areas in the new era

4.1 In the school

Firstly, the relationship between school and family education is not close. The school in rural areas has limited human and material resources, so the school cannot know well every student's family situation. Therefore, the left-behind children would not be given enough care from both family and school which would indulge in bad habits. Furthermore, due to the long time absence of parenting, there is a lack of communication between school and parents, and school education and family education cannot be organically integrated.

Secondly, quality education in rural areas lags behind. For a long time, the education department has been advocating education for all-round development, but the school only focuses on students' examination grades if the examination system still exists. Under this education system, the students' moral education will be neglected and they cannot study and be cultivated in an environment of morality. Instead, students just learn knowledge from textbooks. Thus, the left-behind children lack moral education in the school and it is difficult to avoid their immoral behaviors.

4.2 Social environment

Firstly, there is not enough social support. Nowadays, more and more left-behind children are exposed to the society by media and they have attracted much attention and care. However, these attention and care bring them merely material support. This is actually a cognitive mistake. What the left-behind children really need is an all-around development and good education, so the society should put more emphasis on their educational problem rather than materials.

Secondly, there is poor social environment. The social environment is complex in remote rural areas where

juveniles are allowed to go to internet bars, poolrooms and other places of games for profits. In addition, the left-behind children's parents absent themselves from being a good example for their children, the children would be addicted to these games and infected with bad habits.

5. Improving educational management for left-behind children in the new era

5.1 For the family

If condition permits, the migrant works should take their children with them rather than satisfy or remedy their children with material needs. They should spend more time accompanying their children to fill up the lost of affection. In the process of children's growth, the absence of either side of parents will result in children's personality disorder.

If the parents cannot take their children to work due to realistic conditions, it is a necessity to arrange everything for their children. They should choose the guardian who is capable, energetic and with high-quality, and they need to coordinate the relationship among the guardian, children and school.

5.2 For the school

Firstly, it is a necessity to strengthen school's boarding system. The teachers in charge should pay special attention to the left-behind children in class and give them care and encouragement. The school should strictly prohibit children from internet bars and other bad habits. The boarding system should be well-managed by providing the children with life-guard teacher. In addition, the school should pay attention to students' moral education, attach importance to left-behind children's psychological conditions and correct their behavioral deviation.

Secondly, under certain circumstances, the school needs to give support to the family by instructing parents the correct education methods and reminding the parents of their responsibility to educate their children in an all-around way. Although they cannot accompany their children, they must supervise and treat the education of their children seriously.

5.3 For the government

The government should improve legislation and provide migrant workers more convenience. In the process of urbanization, it is of great importance to accelerate the population urbanization through helping the migrant works to bring their children to live and study in cities, removing the enrollment restrictions and giving appropriate financial subsidies to students from rural areas. The problem of left-behind children in rural areas and the issue of education for the children of migrant works should be combinedly solved in a systematic approach.

6. Conclusions

The problem of education for the left-behind children in rural areas in China has always been existed during the period of rapid economic development. The large number of migrant workers moves into the cities result in the appearance of a large number of left-behind children in rural areas. The social community should give the children more care, and the government should take this problem into consideration and figure a way out. Through a series of educational management methods, it is possible to cultivate left-behind children in rural areas into pillars of the nation in the new era.

References

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