

THE LEFT-BEHIND CHILDREN FAMILY EDUCATION
IN XIANJIE COMMUNITY, ANNING CITY,
YUNNAN PROVINCE, CHINA



CUI ZHANG

MASTER OF PUBLIC ADMINISTRATION IN PUBLIC ADMINISTRATION
MAEJO UNIVERSITY
2024

THE LEFT-BEHIND CHILDREN FAMILY EDUCATION
IN XIANJIE COMMUNITY, ANNING CITY,
YUNNAN PROVINCE, CHINA



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A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF PUBLIC
ADMINISTRATION
IN PUBLIC ADMINISTRATION
ACADEMIC ADMINISTRATION AND DEVELOPMENT MAEJO UNIVERSITY
2024

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THIS THESIS HAS BEEN APPROVED IN PARTIAL FULFILLMENT
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IN PUBLIC ADMINISTRATION

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ชื่อเรื่อง การศึกษาของครอบครัวเด็กที่ถูกทิ้งไว้ข้างหลังในชุมชนเขินเจีย
เมืองอันหนิง มณฑลยูนนาน ประเทศจีน

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อาจารย์ที่ปรึกษาหลัก ผู้ช่วยศาสตราจารย์ ดร.นนท์ น้าประทานสุข

บทคัดย่อ

การศึกษาเชิงปริมาณนี้มีวัตถุประสงค์ 3 ประการ ได้แก่ 1) ศึกษาสถานการณ์ปัจจุบันของ
การศึกษาครอบครัวเด็กที่ถูกทิ้งไว้ข้างหลังในชุมชนเขินเจีย เมืองอันหนิง มณฑลยูนนาน 2) เพื่อ
ศึกษาปัจจัยที่ผู้ปกครองในชนบทใช้ง่ายกับการศึกษาที่บ้านน้อยลง และ 3) เพื่อค้นหาแนวทางสำหรับ
ผู้ปกครองของเด็กที่ถูกทิ้งไว้ข้างหลังในปรับปรุงการขาดการศึกษาของครอบครัวในชุมชนเขินเจีย
เมืองอันหนิง

การศึกษานี้ใช้การออกแบบเชิงปริมาณโดยทำการเก็บข้อมูลจากเด็กที่ถูกทิ้งไว้ข้างหลังที่
กำลังศึกษาอยู่ในโรงเรียนมัธยมเขินเจีย แห่งชุมชนเขินเจีย โดยการใช้แบบสอบถามอิเล็กทรอนิกส์
ทำการวิเคราะห์ข้อมูลโดยใช้สถิติเชิงพรรณนา การศึกษานี้ใช้ทฤษฎีการสนับสนุนทางสังคมเป็นทฤษฎี
หลัก และทฤษฎีโอกาสทางการศึกษาที่เท่าเทียมเป็นทฤษฎีรอง ขณะเดียวกันการศึกษานี้ใช้ทฤษฎี
นโยบายสาธารณะและทฤษฎีธรรมาภิบาลสาธารณะด้วย

ผลการศึกษารูปได้ดังนี้ 1) ผู้ปกครองของผู้ตอบแบบสอบถามออกไปทำงานต่างเมือง
เป็นระยะเวลาานาน ลดการดูแลและติดตามและอบรมสั่งสอนบุตรหลาน ส่งผลให้เด็กที่ถูกทิ้งไว้ข้าง
หลังมีนิสัยการใช้ชีวิตและการเรียนรู้ที่ย่ำแย่และขาดการดูแล 2) ครอบครัวอยู่ภายใต้ความกดดันทาง
เศรษฐกิจเป็นอย่างมาก ผู้ปกครองเพิกเฉยการศึกษาของครอบครัว ทรัพยากรการศึกษาในโรงเรียนมี
ไม่เพียงพอ และไม่ได้รับการสนับสนุนจากรัฐบาล องค์กร ชุมชน และสังคม 3) สภาพแวดล้อมในการ
สอนและการสนับสนุนทรัพยากรในโรงเรียน การศึกษาที่ดีของผู้ปกครองที่ดี และความใส่ใจอย่าง
เพียงพอจากสังคม สามารถส่งเสริมการพัฒนานิสัยการดำรงชีวิตและการเรียนรู้ที่ดีเด็กที่ถูกทิ้งไว้ข้าง
หลังได้อย่างมีประสิทธิภาพ

ดังนั้น เพื่อให้มั่นใจว่าการศึกษาของเด็กที่ถูกทิ้งไว้ข้างหลังและครอบครัวของพวกเขา
รัฐบาลจะต้องกำหนดนโยบายที่ชัดเจน สร้างโอกาสและทรัพยากรทางการศึกษาที่เท่าเทียมกัน และ

ความร่วมมือกันกับโรงเรียน ชุมชน และองค์กรทางสังคมเพื่อสร้างกลไกการสนับสนุนตามชุมชน
ทั่วโลกเหล่านี้จะช่วยจัดหาทรัพยากรที่จำเป็นและสนับสนุนการศึกษาเพื่อเด็กและครอบครัวที่ถูกละเลย
ข้างหลัง

คำสำคัญ : เด็กที่ถูกละเลยข้างหลัง, การศึกษาของครอบครัว, การขาดแคลนการศึกษาของครอบครัว,
การสนับสนุนทางสังคม



Title	THE LEFT-BEHIND CHILDREN FAMILY EDUCATION IN XIANJIE COMMUNITY, ANNING CITY, YUNNAN PROVINCE, CHINA
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ABSTRACT

The research aims to the following 3 objectives: 1) To study the current situation of the left behind children's family education in the XianJie community of Anning City; 2) To investigate factors that rural parents spend less on home education; 3) To find ways for parents of left-behind children to improve the lack of family education in the XianJie community of Anning City.

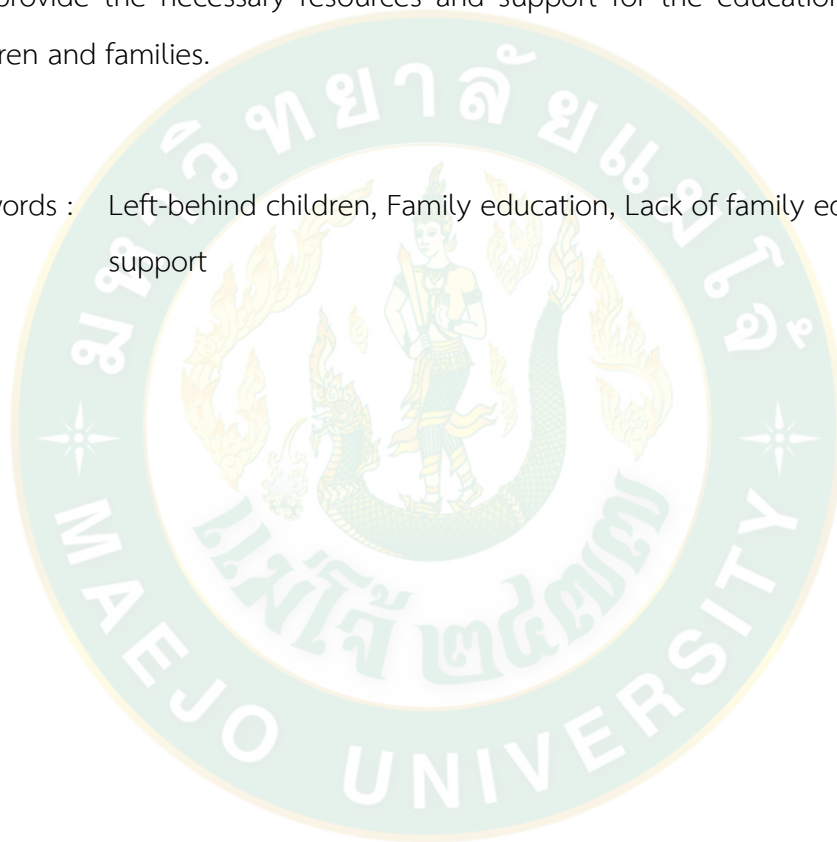
This study utilizes a quantitative design by distributing electronic questionnaires to the left-behind children of XianJie Middle School in the XianJie Community of Anning City, Yunnan Province. The research methods employed include literature review, questionnaire survey, and descriptive statistics for data analysis. This study confidently employed social support theory as the primary theory and equal educational opportunity theory as the secondary theory. At the same time, this study used public policy theory and public governance theory.

The study has definitively produced the following results: 1) Parents go out to work for a long time, reducing the supervision and accompanying of their children, resulting in left-behind children's poor living and learning habits and lack of care; 2) Families are under tremendous economic pressure, parents ignore family education, school education resources are insufficient, and there is inadequate support from the government, community and social organizations; 3) A fair teaching environment and resource support in schools, good parental education, and

adequate attention from society can effectively promote left-behind children's development of good living and learning habits.

Therefore, To ensure the education of left-behind children and families, the government must formulate clear policies, establish equal educational opportunities and resources, and collaborate with schools, communities, and social organizations to create community-based support mechanisms. These mechanisms will provide the necessary resources and support for the education of left-behind children and families.

Keywords : Left-behind children, Family education, Lack of family education, Social support



ACKNOWLEDGEMENTS

First of all, I would like to express my heartfelt thanks to my thesis advisor, Asst. Prof. Dr. Non Napratansuk. He was very patient and responsible with me even if my English was not very good. With his invaluable guidance, I had the right direction and successfully completed my thesis. I am truly very grateful to him for his guidance and help throughout the whole research process.

Secondly, I would also like to thank my committee members Dr. Pit Jitpakdee and Asst. Prof. Dr. Suriyajaras Techatunminasakul for the valuable time spent by the two professors in proofreading my thesis and for their very useful comments and suggestions.

In addition, I would like to thank the staff of the Graduate School of Maejo University for their help and friendliness during the administrative process. In particular, I would like to thank Mr. Mark for his constant support and help in teaching administration.

Last but not least, I would like to thank my family for their care and tolerance, their help and moral support in my life, and in particular, I would like to express my special thanks to my husband, Mr. Song He, for his constant encouragement, help and advice on my thesis. In addition, I would like to thank Mr. Jun Yin of XianJie Middle School for his help in questionnaire collection and interview arrangement.

My heartfelt thanks to all of the above! Without them, I would not have come this far in my life!

Cui Zhang

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CHAPTER 1

INTRODUCTION

Background of the Study

Family education begins at birth, and the family serves as the first institution where individuals are introduced to the world and begin their peer socialization. During an individual's early growth, family education plays a crucial role in their enlightenment. In a complete family, each member is indispensable to the family unit. However, any absence of one family member or another makes the family incomplete and affects its functioning. A family consists of parents and their children. 'family' refers to the social unit of parents and children who fulfill specific roles. The educational role of the family is weakened when children grow up without their parents. The absence of parents weakens the family's educational function. This is detrimental to the healthy development of the child.

China's rapid socio-economic development and increasing urbanization in recent years have led to the social problem of 'left-behind children'. In some rural areas, Young adults travel far away to improve their families' material living conditions and seek better opportunities. Due to objective constraints, many migrant workers must leave their children in the countryside and entrust them to temporary caregivers. This has led to the emergence and growth of the social problem of left-behind children.

According to the Chinese government website, as of August 3, 2023, the number of left-behind children in China is as high as 66.83 million. Left-behind children in China are a particularly vulnerable group as a result of the rural-to-urban labor transfer process. Due to the prolonged absence of parents, rural left-behind children in China need more family education. These children are prone to various psychological problems and transgressive behaviours and face significant risks to their education, health, and general well-being. Therefore, improving the quality of family education, re-evaluating the concept of education, and improving the content of

education can profoundly impact the quality of life of left-behind children. It also affects the construction, development, harmony, and stability of society in rural areas (Duan and Yang, 2008)

The problem of left-behind children in the Xian Jie community of Anning City affects local rural children's growth, education, and overall development. At first glance, the problem of left-behind children is a family and education issue. However, it has become a focal point during social transformation. Good or bad family education has a bearing on the future development of the individual left-behind child and his or her family, and has a certain impact on the development of society as a whole. If parents educate their children well, family relations will be harmonious and the family atmosphere will be congenial, and society will progress; conversely, the ecosystem of the family and society will be affected. Therefore, This issue has become a shared concern of the government, schools, communities, families, and society (Wei and Xu, 2014).

Statement of the Problem

The lack of awareness and attention to child discipline in the home has led to a lack of child discipline for parents of left-behind children because their parents have been away from their children for a long time. However, the lack of long-term and practical support for the families of left-behind children from the community and the school has resulted in difficulties in managing the education of such children.

This study aims to explore the current status of family education for left-behind children in the XianJie community of Anning City, to identify the problems and dilemmas faced by the parents of such children living in rural areas, and to suggest ways to improve family education. By conducting research and proposing solutions, the study aims to help the families of left-behind children in XianJie Township, Anning City, overcome their educational and management challenges.

Research Questions

1. What is the current situation of the left behind children's family education in the XianJie community of Anning City?
2. What is the factor that impacts rural parents to spend less on family education?
3. How should parents of left-behind children improve the lack of family education in the XianJie community of Anning City?

Research Objectives

1. To study the current situation of the left behind children's family education in the XianJie community of Anning City.
2. To investigate factors that rural parents spend less on home education.
3. To find ways for parents of left-behind children to improve the lack of family education in the XianJie community of Anning City.

Research Scope

The scope of this paper is the family education of 12-17-year-old left-behind children living in XianJie community, Anning City, Yunnan Province. The families of these left-behind children belong to low-income families. The study focuses on the current situation, influencing factors, and ways to improve the lack of family education for left-behind children in XianJie Middle School, XianJie Community, Anning City.

Research Limitation

1. This research focuses only on families of poor, left-behind children in the XianJie community of Anning City between 2019 and 2023.
2. This research focuses on left-behind children aged 12-17 who live in the XianJie community of Anning City.

Definition

1. Left-behind Children

Left-behind children are minors aged between 3-17 years old whose parents are both working or one of them is working, and the other one has no guardianship. The population studied in this paper is left-behind children between 12 and 17 years old.

2. Home Education

Family education refers to the cultivation, guidance and influence of parents or other guardians on minors' ideology and morals, cultural cultivation, daily behavioural norms, hygiene habits, study habits, life skills (housework) and physical fitness (physical activity); It also involves using the power of role models to promote their all-round healthy growth.

3. Middle School

Middle school is a school where secondary education is practised. It is divided into junior high school and senior high school, which belong to the secondary education category. Middle and high school students should be between 12 and 18 years old. Therefore, the main population of this study is middle school students aged 12 to 17.

4. XianJie Community

XianJie Community is subordinate to XianJie Street in Anning City, Kunming, Yunnan Province, located in the central part of Anning City, bordered by Xishan District in the east, Jinning County in the southeast, Bajie Street in the south, Yimen County in the west, Caopu and Lianran Street in the north, and Jinfang Street in the northeast, XianJie Community is the main urban area of Anning City.

5. Parents of Left-behind Children

The parents of the left-behind children cannot find jobs in the community of XianJie that can cover the family's daily expenses, and they have to go out to work to support the family's living and the children's school expenses.

6. Low-income Family

Low-income families have a low standard of living, lacking primary material and cultural conditions that make it difficult for them to maintain an everyday social life. China's current poverty standard is defined as an annual per-capital living standard of less than 2,300 yuan for rural residents, i.e. a household with a per-capital yearly living standard of less than 2,300 yuan for rural residents is considered a poor household (National Bureau of Statistics News, 2023).

7. Hukou

Hukou, the identification of each of our Chinese citizens, is generally divided into two types in China: agricultural hukou and urban hukou. Urban hukou refers to the hukou registration of residents living in urban areas. Rural hukou refers to the hukou registration of residents living in rural areas. People with rural hukou can own contract land and homesteads in the countryside, build houses on their land, and receive various housing subsidies. However, people with rural hukou who live in cities need access to public housing subsidies, public health insurance, government benefits, and public education beyond primary school, which are available to people with urban hukou. Residents who register their household in the metropolitan area of

Anning City, Yunnan Province, China, are called urban hukou. In contrast, those who register their household in the XianJie community are called urban hukou.

8. Equity in Education

All individuals should have equal access to education and be treated fairly throughout the educational process. This means that citizens have the right to education regardless of their race, ethnicity, gender, occupation, social status, property status, religious beliefs, or any other personal characteristic. For instance, equal opportunities to enroll in school are provided. During education, students receive free learning materials, teaching equipment, and study counselling services. Schools prioritize students' interest in learning and the development of good qualities and habits. The curricula for students' studies and teachers' evaluations are standardized.

9. Social support

Social support is a multidimensional and complex concept that involves the interactions and relationships between individuals and society, as well as the impact of such relationships on the physical, mental health, and social functioning of individuals. Social support specifically includes the coordination and organization of appropriate activities by the government, school, community, and society to care for left-behind children. Additionally, emotional and material help is provided for these children. Schools invite the parents of left-behind children to participate in online and offline parent education activities. Communities provide support to help left-behind children communicate with their parents and improve their relationship with them.

Research Benefit

This study combines the Equal Educational Opportunity and Social Support Theory with literature and questionnaire research to gather and integrate substantial data and content resources on family education for left-behind children. According to the author, The researcher considers the following implications for this study:

First, This study explores the integration of various elements that affect the family education of left-behind children and conducts in-depth research on the issue of family education of left-behind children to provide specific suggestions for the government, schools, communities, and social organizations to carry out care activities for left-behind children.

Second, The study can help improve family guidance for the education of left-behind children and parent-child relationships. It can help families of left-behind children strengthen their children's learning and development environment. It can also help parents update their parenting concepts, cooperate with school education and social interventions, and fill gaps in parenting education for left-behind children.

Thirdly, This study helps schools and society to establish an intervention mechanism and allows society to work closely with families. It creates a trinity monitoring network for left-behind children in school, family, and society and works together to correct the undesirable behavior of left-behind children. At the same time, it helps to compensate for the lack of emotional love for left-behind children.

In conclusion, The education of left-behind children is crucial to the future and development of the country. Their healthy growth is of great significance to the prosperity and stability of the country. The study of the problem of left-behind children is of great significance to the promotion of children's all-round development, the enhancement of the quality of the nation and the promotion of social harmony.

CHAPTER 2

LITERATURE REVIEW

With the rapid growth of China's economy and the acceleration of urbanization, many adults are moving from rural to urban areas in search of better employment opportunities. However, according to the government website, they may live in a city for years without obtaining an 'urban hukou' (Liu, 2005). With an urban hukou, they are eligible for subsidized public housing, public health insurance, government benefits, or public education beyond primary school. As a result, parents may leave their children behind, creating a vulnerable group of children known as "left-behind children".

I will answer the research questions:

1. What is the current situation of the left behind children's family education in XianJie community of Anning City?
2. What is the factor that impacts rural parents to spend less on family education?
3. How should parents of left-behind children improve the lack of family education in the XianJie community of Anning City?

I will use several theories and other concepts to answer the research questions posed and to support my study as follows:

1. Equal Educational Opportunity Theory
2. Social Support Theory
3. Left-behind Children
4. Family Education
5. Related Research

Equal Educational Opportunity Theory

The concept of equal opportunity in education is complex and has a long development history in the United Kingdom, the United States, and our own country. Individual interpretations of the concept affect its connotation, which varies considerably depending on the temporal and spatial environment. Significant differences in the concept's meaning arise from the temporal and spatial environment. In different countries, the development of equal education opportunities is also related to their political, economic, social, and cultural environments and educational systems. The development of equal opportunity in education is closely associated with the country's political, economic, social, and cultural environment and its education system (Yang, 2009).

Coleman (1968) argued that educational opportunity has a distinct meaning focused on equality. These elements are part of the meaning:

1. Provide free education up to a certain level, the main entry point into the labor market.
2. Providing a standard curriculum for all children, regardless of background.
3. Partly by design and partly because of low population density, providing that children from diverse backgrounds attend the same school.
4. Providing equality within a given locality since local taxes provided the source of support for schools.

Many still hold this conception of equality of opportunity, but some assumptions must be more obvious (Coleman, 1975).

Achieving equality in education is an ongoing human endeavour. In recent years, compensatory education has gained global attention to address inequalities in access to education. Below are some prominent perspectives on equalizing educational opportunities. John Rawls and the Swedish educator Torsten Husen strongly advocate the concept among them.

Rawls's Theory of Justice was published in 1971. Rawls examined the issue of justice in the distribution of social benefits from an ethical perspective, which significantly impacted the theory of educational equity. Rawls proposed two

principles of justice: first, the principle of equal liberty. Everyone has an equal right to the most comprehensive range of fundamental freedoms, i.e., everyone is equal before education and has an equal right to education. The second principle is that everyone should have equal opportunities and differentiation in education, i.e., everyone has an equal right to education, and everyone should receive the education they need according to their abilities and interests (Scanlon, 1973).

Rawls argues that arrangements promoting social and economic inequality can benefit everyone and align with justice as long as they favour the least advantaged and reasonably ensure equal access and opportunities to all positions and statuses (Prasad, 2018).

Rawls highlighted the differences in individuals' talents and abilities and the importance of the unequal distribution of resources to those who are least advantaged to achieve equitable outcomes. Rawls's concept of fairness requires equal freedom and opportunity for all and the unequal distribution of 'compensatory benefits' to those who are least advantaged (Zhang and Zhang, 2006). Rawls's notion of educational equity is crucial in enhancing the academic conditions of disadvantaged groups. On the one hand, educational equity should guarantee fair access and equal treatment for all in the educational process. On the other hand, it should address the disadvantages caused by non-social factors like talent, family's economic status, race, etc., through compensatory measures to eliminate inequalities.

The Swedish educationalist Husén (1972) first noted that, The theory of equality of results, which emphasizes equality of opportunity for academic success, refers to the substantive equality that is ultimately reflected in students' academic performance, i.e., equality in the quality of education and equality in the level of goals.

Later, Husén (1975) added that, The education is closely related to social life, so equality of opportunity in education is strongly influenced by various social factors. He believes that "equality of opportunity in education", like equality of opportunity in other social fields, can be divided into the theory of starting point equality, the theory of process equality, and the theory of outcome equality:

1. The theory of starting point equality refers to equal opportunities in school enrolment, which means equal rights and opportunities in education.

2. Process Equality Theory, which refers to the equality of educational conditions, not only refers to the continuous embodiment and maintenance of equality in education through appropriate systems and policies in the reality of inequality of starting points but also includes the equality of micro levels in the educational process and the equality of teacher-student interactions.

However, scholar Peter Weston offers a different view of access to education in the United States, emphasizing equality.

Weston (1985) mentioned that the concept of equal opportunities consists of four different elements, which are:

1. The mode of distribution, i.e. equality;
2. A description of the subjects to which the model applies, such as all members of a region or all citizens of a country;
3. The object of distribution around which the model is organized, such as jobs, resources, or benefits;
4. A description of the obstacles, such as gender, wealth, physical strength, or skin colour, that should be removed or eliminated while achieving the goal.

In the meantime, Schooling is widely recognized as the primary tool for social engineering and the most appropriate way to address societal ills (Ratcliffe and Grace, 2003). Also, Hemelsoet (2012) discusses four different concepts of equality in education, i.e., meritocracy, distributive, social, and discipline-oriented positions.

Equal opportunity in education goes beyond similar investment in education. It emphasizes academic achievement that is not influenced by students' family background. The assessment of school quality should focus on how well it unlocks students' potential and prevents students from facing unequal opportunities based on their background and social environment. Ultimately, this reduces dependency on opportunities based on social background (Lazenby, 2016).

With the continuous development of the times, the theory of equal opportunity in education has been improved.

Huang (2016) studied modern theories of educational equity, which have become more comprehensive and now encompass both macro-level and micro-level educational equity. Macro-level educational equity concerns the distribution of educational opportunities, ensuring equal access to education without discrimination based on race, gender, age, or social status. It focuses on the equitable distribution of educational resources, aiming for a balanced distribution across regions and schools, including those in urban and rural areas. This is achieved by ensuring fair investment in education, education funding, teaching staff, hardware, and facilities. Educational equity at the micro level, on the other hand, focuses on equity in the educational process and in teacher-student interactions in the classroom. In the educational process and teaching practice, teachers treat each student equally, give each student fair attention, and interact with each student to provide appropriate development opportunities consistent with personality development. Equity in educational outcomes does not mean the same constant higher education for every student but equal opportunities for every student to advance to higher education and achieve personality development following their level of intelligence and ability.

The theory of equity in education has gradually refined from a historical point of view to become a relative concept of reality. Rather than focusing on egalitarianism, equity in education is now about how inequality is dealt with fairly.

Social Support Theory

The theory of social support originated in social pathology, was first linked to individuals' physical, psychological, and social adaptability, and was proposed for socially disadvantaged groups. Some of the more representative views include:

Zhan (2021) believes that the main body of social support in China can be divided into the following four categories:

1. Those led by the government or formal organizations;
2. Provided by social professionals or civil organizations;
3. Dominated by the community;
4. Provided by personal networks.

Each of these four types has advantages and disadvantages in practice, and they work in cooperative interaction with each other in actual social support work. Social support theory refers to vulnerable groups, which is a relative concept (Zhan, 2021)

Wen and Zhu (2013) suggested that they co-authored the book *The Handbook of Social Work Practice*, which refers to interpersonal connections through which individuals can maintain their social identities and receive emotional support, material help, services, and information. They argue:

Putting social support theory into practice can effectively link the resources available to service users and use them to provide emotional and material support. At the same time, access to these social resources can satisfy service users' needs, facilitate improved problem-solving skills, and promote continued growth. Social support refers to the collective behavior of a social network that uses material and spiritual resources to help socially disadvantaged groups without compensation. In general, social support represents all resources beyond the individual and includes behaviors that assist and support disadvantaged groups.

The concept of social support suggests that the more support an individual receives from society, the better they will be able to cope with personal difficulties. An individual's resources can be divided into personal and social aspects. Personal resources refer to an individual's abilities, while social resources refer to the help and support individuals give each other in social settings. According to social support, when individuals lack sufficient personal resources, help and support from capable individuals can increase their social resources and help them cope better with social difficulties.

Social pathologist Cobb (1976) states that social support refers to behaviors or messages that help an individual feel cared for, respected, valued, and loved by members of their social network. Homeschooling is not confined to the family realm but has a public dimension.

The theory of social support emphasizes that specific social networks provide unpaid material or moral help to particular objects in society to facilitate the objects' better adaptation to culture. The more social support an individual receives, the

better they can adapt to the environment. Good social support can help the individual solve current crises and emergencies so that the pressure can be reduced and relieved, thus protecting the physical and mental health of the individual. It can also improve the individual's ability to solve problems. Based on the social support theory, it can provide the necessary social support for the children left behind in the countryside and effectively compensate for the material and emotional deficits caused by their parents going out to work.

Xiao and Yang (1987) categorized social support into three aspects based on the subjective and objective relationships of social support. The first aspect is accurate and practical support, which includes direct material assistance, participation in social networks, and accessibility to family, friends, relatives, temporary social interactions, etc. The second aspect is subjective and experiential support, which refers to the individual's sense of being respected, supported, and understood and the emotional experience and satisfaction that results from this in society. The third aspect is the extent to which the individual uses social support, i.e. whether they proactively seek and actively accept social support.

The 2015 Guidelines by the Ministry of Education for enhancing family education stresses the importance of establishing a social support network for families. Family education necessitates social support in two main areas:

Factors influencing the success or failure of family education are not limited to the parent-child relationship, parenting style, and family integrity but also include social factors such as the negative impact of undesirable cultures on children, social norms, pluralistic values, and the influence of new media on children. This study argues that family support is essential to informal social support and that family education plays a crucial role in supporting 'left-behind' rural children. Furthermore, when left-behind children face difficulties in family education, the family subsystem also needs support from other aspects of society. This support can take the form of material support, such as resources and financial assistance, or emotional support, to ensure that left-behind rural children feel the community's compassion.

Parents of children who are left behind should focus on family education and use the few opportunities for continuous learning to improve their ability to provide family education. Parents who lack the educational ability and level to provide good family education for children who are left behind should seek support from society and help from schools. Today's social environment is constantly changing, and as a result, the family education of left-behind children is likely to face new problems. With learning modern concepts, methods, and means of family education, parents may find it easier to be effective in family education. A social support network for family education must be established to achieve these goals (People.cn, 2022).

According to research needs, social support can be categorized in different ways. From the viewpoint of the source, social support includes government support, family support, school support, and community support; from the perspective of nature, social support can be divided into subjective support, objective support, and support utilization; from the viewpoint of the mode of influence, social support is further divided into proximal support and distal support. Left-behind children in rural areas can receive support and assistance from the government, school, family, and community as they grow up, with more frequent contact than urban children.

Thus, it is evident that the social support theory is widely used in the family education of left-behind children. Under the guidance of social support theory, the problems encountered in the family education of left-behind children can be effectively solved through community support, school support, professional organizations and institutions, and other forms of support, enabling left-behind children to have more resources to protect themselves.

As the capacity of the guardians of left-behind children is not enough to support the education of the whole family, social workers, on the one hand, get the support of schools and teachers at the level of school support. By coordinating with school teachers, they put more energy into making up for the deficiency of parents in family education. On the other hand, they promote the importance of family education for left-behind children in the community and mobilize capable community members to participate in activities for the education of left-behind

children, thus gaining the support of community members at the community support level.

Public policy Theory

Public policy refers to the set of policies that the State uses to coordinate economic and social activities and interrelationships through the strategic use of resources. It is a programme chosen and formulated by the public authorities through the political process with the aim of solving public problems and achieving public goals in the public interest.

The origin and development of public policy theory can be divided into the following stages:

1. Public policy is an emerging cross-discipline that arose in the United States after the Second World War. It is both an inevitable requirement of the rapid social, economic and political development in the contemporary world, and also closely related to the special social conditions of the post-war United States. The main reasons leading to the emergence of public policy discipline are: the pressure of social problems, the need for government management and the development of political science.

2. Initial period (1950-1960): In 1951, the famous American political scientist Harold Lasswell and Rana co-edited the book *Policy Science: Recent Developments in Scope and Methodology* was formally published, which put forward the concept of policy science, and the concept of policy science was introduced in 1951. During this period, public policy science was mainly concerned with the process of policy formulation and implementation, studying the mechanisms of policy formulation, obstacles to policy implementation and methods of policy evaluation.

3. Development stage (late 1960s-early 1970s): public policy science gradually became an independent discipline and began to form its own theoretical framework and methodology. The famous American philosopher of science Thomas S. Kuhn published *The Structure of Scientific Revolutions* in 1962, which played a

role in the liberation of methodology and promoted the rapid development of policy science.

4. Revision period (after the mid-1970s): Policy scientists began to pay attention to the implementation and evaluation of policies after they had been formulated, as well as the adjustment and even termination of public policies. The so-called pre-tendency, which emphasises the significance of policy advice for policy formulation, and the post-tendency, which focuses on the implementation and evaluation of public policies, and the policy termination, have emerged. "Public choice theory, which came to prominence in the 1970s, can also be regarded as an achievement of public policy science during this period.

The theory of public policy has gone through a number of stages from its inception to its development and revision, and has gradually formed a complete disciplinary system and research methodology. It is not only a basic means for the government to carry out public management, but also an important way to solve public problems and realise public interests. With the changes in the social, economic and political environment, the theory of public policy has been constantly developed and improved to meet new challenges and needs.

Public Governance Theory

Public governance theory is a branch of modern governance theory that emphasises the broad participation and cooperation of all parties in society to maximise the public interest. Public governance theory focuses on the joint participation and responsibility of all parties, including the government, civil society, businesses and non-profit organisations.

Community governance in China is based on public governance theory, which advocates that in integrating into community governance, the government's comprehensive planning should be taken into account, but it cannot only rely on the government's coordinating and managing role, but also encourages the participation of all the relevant stakeholders, and builds a benign co-governance mechanism that includes the cooperation of the government, enterprises and public

institutions, non-governmental organisations, and schools, so as to promote the effective integration of community education into community governance.

Left-behind Children

“left-behind children” was first introduced in a paper titled “Left-behind Children” in 1994. The definition of left-behind children during that time referred to children whose parents were working or studying abroad; however, the definition of left-behind children nowadays has changed. In recent years, due to the persistent concern of all sectors of society about the issue of left-behind children, there has been a plethora of research on the topic. Different scholars and experts have proposed varying definitions of left-behind children. Among these, the following views are more representative:

Wu (2004), In her Research Report on Rural Left-behind Children, argued that left-behind children refer to those children whose parents have been away from home for a long time and who are in the stage of compulsory education (6-16 years old). Ye (2005), in his article Concerns about Left-behind Children, pointed out that left-behind children refer to those whose parents have been away from home for more than four months each year and who are under the age of 18; Jiang (2006) argued that according to left-behind children are children under the age of 16 whose parents go out to work and who need to be taken care of by other relatives.

Wang (2011) referred to those under 16 years of age, while others referred to those under 14 years of age (Duan et al., 2014). Researchers believed that the duration of abandonment ranges from three months to one year. The current understanding of left-behind children is that they are children under 18 in rural areas. Their parents or guardians work outside the country and cannot live with them for at least six months. They are left to be raised, educated, and managed by one of their parents, grandparents, or other relatives and friends. According to the Ministry of Education, left-behind children in rural areas are defined as 'children and adolescents of school age who are left behind in their hometowns, where their parents or other relatives register them to receive compulsory education when they have worked

outside the country for more than three consecutive months (Ministry of Education News, 2013).

According to the 2013 Research Report on the Situation of Left-behind Children in Rural and Urban China published by the All-China Women's Federation, In rural areas, the term 'left-behind children' refers to those who are under the age of 16 and whose parents have migrated for work, leaving them in the care of other relatives: The term 'rural left-behind children' indicates those who remain in the rural areas of their household registration while their parents, one or both, have migrated to other areas for work, and who are unable to live together with them. Left-behind children are those who have stayed for more than six months with their migrant parents, living and studying outside their place of residence. A child's age is defined as below 18 years (0-17 years) (All-China Women's Federation News, 2013).

In summary, Three-year-old children have limited knowledge of the outside world, and their outlook on life is not fully developed. In China, students must complete nine years of compulsory education, broadening their understanding of the outside world. The influence of parents going out to work is more pronounced for left-behind children. In this study, left-behind children are defined as rural children who are left in the care of their grandparents or other guardians when their parents go to work. This study focuses on left-behind children between the ages of 12 and 17.

Family Education

The definition of family education is understood in many ways by different scholars. The family, as the first social group to which a person belongs after birth, is the initial foundation for the gradual acquisition of the mother tongue by minors, the formation of habits of life, the natural acceptance of love and active love, and thus the laying of the initial foundations for the socialization of the personality and the individual (HeavyRunner and DeCelles, 2002).

On the interpretation of family education, among the more representative views are the following:

The Dictionary “CiHai” defines family education as the education of children and adolescents by parents or other older persons in the family (The Chinese Dictionary (Cihai Edition), 2020)

The Law of the People's Republic of China on the Promotion of Family Education (Xinhua News Agency News, 2021) defines family education as the process of nurturing, guiding, and influencing minors in areas such as moral character, physical fitness, life skills, cultural cultivation, and behavioral habits by their parents or guardians to promote their complete and healthy growth. Family education is grounded in establishing morality, cultivating and practicing socialist core values, promoting the excellent traditional culture of the Chinese nation, revolutionary culture, and advanced socialist culture, and fostering the healthy growth of minors.

Cummings (2014) argues that based on Japan's Ministry of Education, Culture, Sports, Science and Technology, family education pertains to teaching children by their parents or guardians, constituting the foundation point for all education.

Zhao (2019) argued that any purposeful and conscious influence exerted within a family in "Family Education Studies", such as from parents to children, elders to young, children to parents, young to elders, or peers to peers, constitutes family education.

The definition of family education above indicates that the concept's contentious issue mainly concerns family education. While some scholars argue that the educational focus is on children only, others believe it encompasses parents and elders. Since China's current social issues centre around parents' education of their children, this study concentrates on children and adolescents as the subjects of family education. It follows the definition of family education stated in the Family Education Promotion Act.

Related Research

1. Equal Educational Opportunity Theory

A review of a large body of literature reveals the following principal studies on the implementation of parity in education, which are considered by some to be poorly implemented in the country and by others to be better implemented in the country:

Chen (2014) found that migrant children's civilized manners and behavioral habits are different from those of local students, which affects the overall quality of teaching and classroom appearance. In addition, most schools are reluctant to accept migrant children with poor academic records. However, due to pressure from government departments, they can only open the door for migrant children to enter the school and provide superficial guidance and education rather than accepting them from the heart, thus lacking the initiative, relevance, and guidance to develop appropriate educational models in the educational process.

The Changxing County Education Bureau of Zhejiang Province issued the "Notice of the Changxing County Education Committee on the Use of "Education Vouchers" (Sina News, 2006), indicating that the implementation of the education voucher system has effectively solved the problem of imbalance in local education resources, promoted the vigorous development of private and vocational education, and effectively broken the enrolment bottleneck for impoverished students. Therefore, it has issued four types of education vouchers: private school education vouchers (compulsory education stage) with a face value of 500 yuan, vocational education vouchers with a face value of 300 yuan, education vouchers for poor students with a face value of 200 yuan-300 yuan, and education vouchers for rural skills training.

The Shanghai Municipal People's Government News (2022) To increase the opportunities for children of migrant workers moving to urban areas to enroll in school, some private schools in 16 districts of Shanghai have been included in the scope of government-purchased school places, and tuition fees of 87 private schools will be reduced or exempted.

Chen (2014) conducted a study on the education of children accompanying migrant workers in Zhenjiang City. He found that Zhenjiang Migrant Workers' Children's Schools provide study, recreation, and care services for migrant workers' children after school at 4:00 p.m. The services are based on homework tutoring, supplemented by activities such as music, art, culture, sports, and comprehensive quality development.

2. Social Support Theory

In recent years, the benefits of social support work, a specialized social service activity, have become increasingly apparent in supporting left-behind children. The main areas of study are as follows:

Wang (2020) conducted a study on social work. He found that social support is a professional practice activity in the field of social work, based on which a systematic theoretical premise, practice model, and working method have been integrated and formed to promote the maturity of the discipline of social work and to form a proven theoretical-practice model based on the profession of social work, which is of significant theoretical and practical guidance.

Dou (2022) investigation of community family education issues revealed that while urban communities have established infrastructure such as reading rooms and activity centres, which benefit left-behind children's development in cities, attention to these children and their caretakers must often be improved. This neglectful attitude towards left-behind children in urban areas undermines the community's ability to support family education effectively, creating various problems. When the community fails to provide the necessary support, the family education of urban left-behind children is likely to face multiple issues.

Hu (2011) investigated the social support situation of rural left-behind children in junior high school, analyzed the effects of guardianship and parents' working hours on the social support of rural left-behind children, and found that left-behind children whose guardian was one of their parents scored significantly higher on social support than other guardians and left-behind children whose parents had

worked for less than one year had significantly lower subjective social support than left-behind children whose parents had worked for more than one year .

Zhan (2021) learned from local township leaders and residents that local social support is provided through the state's Precision Poverty Alleviation or the teaching activities of university students from nearby cities, and some left-behind children from some families may receive some educational support during holidays. However, these efforts are not regularised, and academic support in rural areas is often provided in phases. Most of the support is related to schoolwork, with little involvement in family education. Thus, regarding social support, there needs to be more regular and specialized support for the family education of left-behind children.

modalities of educational support	Sources of educational support
program bringing education underdeveloped areas	Higher education students
Donation of educational resources	Business, government
Funding from individual benefactors	self-employed

Figure 1 Educational support for service recipients
(Zhan, 2021)

3. Public policy Theory

Lasswell (1951) proposed that public policy be viewed as a political behaviour or political action, and that the political behaviour of public policy be studied in stages or procedures through the relationship between politics and policy. The theory emphasises seven important links or functions: intelligence, recommendation, prescription, invocation, implementation, evaluation and termination.

Public policy theory provides a theoretical basis for policy formulation on the issue of children left behind. Through in-depth analyses of the causes and effects of the problem of left-behind children and the social, economic and cultural factors behind it, more scientific, rational and effective policies can be formulated. For example, public policy theory can guide the government in formulating policies to promote rural economic development in order to attract migrant workers to return to their hometowns for employment or business start-ups, so as to reduce the number of left-behind children; or to formulate policies to improve rural education, so as to enhance the quality of life of left-behind children.

Public policy theory emphasises the rational allocation and effective use of public resources. To deal with the problem of left-behind children, the government can formulate relevant policies to ensure that resources for education and psychological care for left-behind children are reasonably allocated and effectively utilised. For example, the government can increase investment in rural schools to improve educational facilities and raise the quality of education; or it can set up a care fund for left-behind children, which can be used to subsidise their lives and studies.

Public policy theory encourages social participation and support. In response to the problem of left-behind children, the government can guide all sectors of society to pay attention to the problem of left-behind children by formulating relevant policies and providing material and spiritual support. For example, the Government can advocate that all sectors of society carry out activities to care for left-behind children, such as volunteer teaching and psychological counselling services; or encourage enterprises to take on their social responsibilities and provide left-behind children with more employment opportunities and space for development.

4. Public Governance Theory

Through his research, Wei (2006) found that interaction and cooperation between multiple organisations solves public problems through through information sharing, resource integration and concerted action. An open policy making process

and democratic decision making mechanism ensures that the interests of all parties are balanced and expressed.

Rhodes (1996) through the study found that, the public sector appears fragmentation phenomenon, the organisation of public functions rapidly multiply, the increase of public affairs and the derivation of public organisations, the tension between public and private relations will be oppositely exacerbated."

Yu (2000) found through his research that the purpose of governance is to use power in a variety of different institutional relationships to guide, control and regulate the various activities of citizens in order to maximise the public interest".

5. Left-behind Children

Through a comprehensive review of the literature on the impact of parents working outside the home for a long time on left-behind children, domestic scholars have done much research to argue the results; they have different views on the impact of left-behind children's parents working outside the home on family education, some believe that the impact is significant, while others think that the impact is not essential, the primary studies are as follows:

Dong (2010) found that parental absence significantly negatively impacts the socialization of left-behind children through the use of quantitative methods.

Cao (2022) also found through his research that the absence of parents can lead to a range of mental health problems in left-behind children.

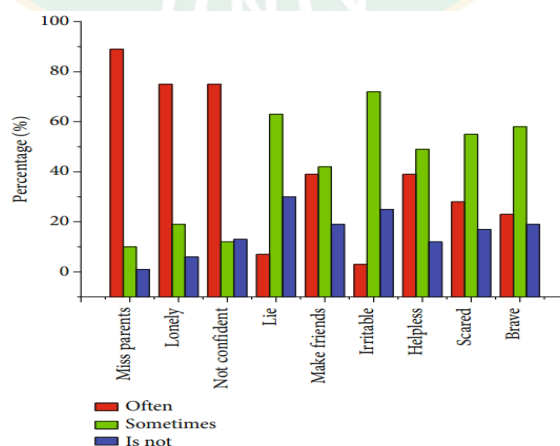


Figure 2 Mental health states of left-behind children

(Cao, 2022)

Luo (2016), Through the investigation of rural left-behind children, also found that parents going out to work on the left-behind children's learning situation has a particular impact, mainly in two aspects: the first is the impact of the psychological aspects of learning, after the parents left, the left-behind children cannot concentrate on their studies, their homework cannot be completed very well, and the second is the persistent low academic performance.

Ye et al. (2006), found through investigation and research that parents going out to work has some adverse effects on the life, study, daily behavioral interactions, psychology, and other aspects of left-behind children, and the phenomenon of the absence of parents in rural left-behind children's family education is still an extreme case. Still, the impact of left-behind children on their parents going out to work is not significant.

The above scholars believed that the parents of the children left behind going out to work impact the family education of the children left behind. However, some scholars have found through research that these parents going out to work still bring some help to the family.

Li (2002) found through a survey of Hunan, Henan, and Jiangxi provinces that parents going out to work made the family economy relatively loose, which increased the ability to pay for their children's education; at the same time, some parents used the summer and winter vacations to take their children to big cities to broaden their horizons, thus motivating their children to study well.

Zhu et al. (2002) found through a survey that the learning situation of rural 'left-behind children' in Jiangxi, Hunan, and Henan provinces did not affect their children's academic performance. The survey results on the learning situation of rural "left-behind children" in Jiangxi, Hunan, and Henan provinces show that parents' work outside the home does not affect their children's academic performance but only their learning motivation and learning environment (Zhu et al., 2002).

6. Family Education

In family education, the lack of father's or mother's love, the inability of both parents to give their left-behind children the love they deserve, the failure of school education to effectively make up for this lack, and the lack of corresponding educational resources in the community. As a result, the guardians of left-behind children need help educating them at home.

Xia (2018) found through a survey and research on the current situation of family education for left-behind children that 89% of guardians want to be guided by scientific knowledge on family education, and 95% of guardians believe that parent-teacher meetings in schools can be of some help to family education. When a social organization called “Messenger of the Heart” is permanently stationed in the community, it will regularly hold parent-child activities and activities related to family relations. The main content of these activities will enable participants to experience the importance of family education and learn advanced concepts and methods of family education from each other.

Wu (2004) found through a research study on the learning problems of left-behind children in rural areas that the learning problems of left-behind children in rural areas are due to the low intervention of guardians in the learning of left-behind children. On the other hand, even if one of the parents is at home, they are busy with farming, taking care of older people, and doing household chores, and need more time to tutor the children in their studies.

Luo (2019) found by investigating the impact of the lack of family education on left-behind children that the lack of parents going out and guardians supervising left-behind children in rural areas would lead to the weakening of the family education function, which shifts the responsibility of educating and managing left-behind children to the school. Rural schools' lack of conditions, resources, and management further aggravates the need for family education for left-behind children.

Li (2002), by studying the impact of parents going out to work on family education, found that parents going out to work affects the emotional exchange and communication between them and their children. In addition, guardians need more

time and energy to pay attention to the studies of children left behind, which seriously affects the full play of the role of family education. Some scholars also believe that the unscientific teaching methods and attitudes of parents of left-behind children in rural areas have, to a certain extent, led to left-behind children's improper learning attitudes, unsatisfactory academic performance, and the emergence of aversion to school and the desire to drop out (Huang, 2014).

Duan et al. (2014) studied left-behind children's family and school education. They found that the split family structure would cause the most significant cost to left-behind children in terms of separation from their parents and lack of affection. The current situation of left-behind children's lack of affection is understood by examining the contact information of more than 10,000 left-behind children with their parents, the content of the contact, and the frequency of meetings in Chongqing.

Cui (2007), through research on the parent-child relationship of left-behind children, found that parents will only be able to fulfill their responsibility of education if the parent-child relationship of left-behind families is broken. The function of family education for left-behind children will decline. In its place, school and social education will gradually play an essential role in the growth of left-behind children.

Cao (2022), by studying the mental health of left-behind children in China, found that 90% of left-behind children often miss their parents when their parents go to work, and 75% of left-behind children often feel lonely, afraid of being helpless, and insecure. More than 50% of left-behind children sometimes feel irritable, lacking in self-confidence, and shy. It can be seen that the less time parents spend with left-behind children, the more significant the impact on their mental health.

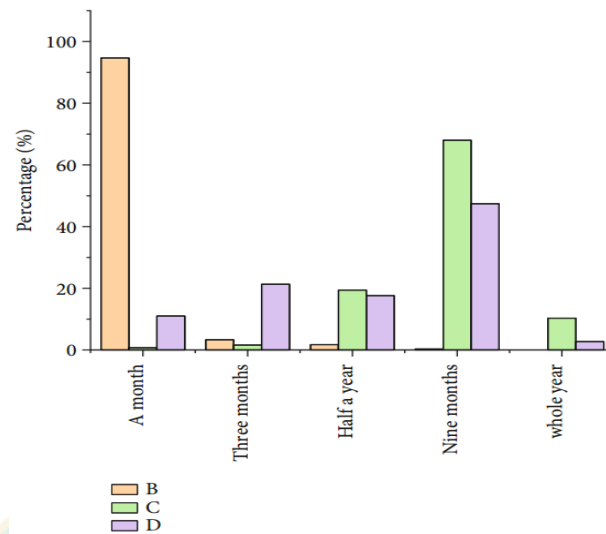


Figure 3 Companionship of left-behind children in the whole year
(Cao, 2022)

Conclusion

In conclusion, for a developing country such as China, where educational development is uneven, it is imperative at this stage to give priority to achieving equality in education for the left-behind children, i.e. to enable the left-behind children of lower socio-economic status to be supported through education and to enhance their ability to participate in society through active compensation and assistance. Naturally, the need for educational support and compensation will vary from region to region, depending on economic, social, and cultural development differences.

The advancement of industrialization and urbanization in China has led to an unstoppable flow of rural labor to cities. Parents who leave their children behind to work may not be able to fulfill their parental responsibilities adequately, adversely affecting the children's well-being. On the other hand, if the parents do not work, their inability to provide a stable source of income for the family could negatively affect the children's psychology and living conditions. Thus, the government, schools, and communities can each contribute to compensate for the deficiency of family education for left-behind children.

Thesis research conducted by domestic scholars on rural left-behind children and their family education is remarkably abundant. They have analyzed the current situation and challenges of family education for rural left-behind children from various perspectives and levels and have provided strategies and recommendations on how to address these challenges in the context of the state, society, community, school, family, and so on. This serves as inspiration for the present study.

At the same time, the targeted intervention of social work can help the guardians of left-behind children to realize the importance of family education and how to get along with their children better and other knowledge of family education, both in the casework intervention and group work intervention, we have found an effective and long term practical road for the development and improvement of social work in China in the new period to bring the direction of reference.

Conceptual framework

This study presents a conceptual framework incorporating Equal Educational Opportunity and Social Support theories. It builds on previous empirical studies in this field. This study aims to investigate the factors that affect the family education of left-behind children in the XianJie community of Anning City, Yunnan Province. The study aims to identify independent variables or influencing factors that impact dependent variables, also known as improvement measures.

The conceptual framework of this study is shown below:

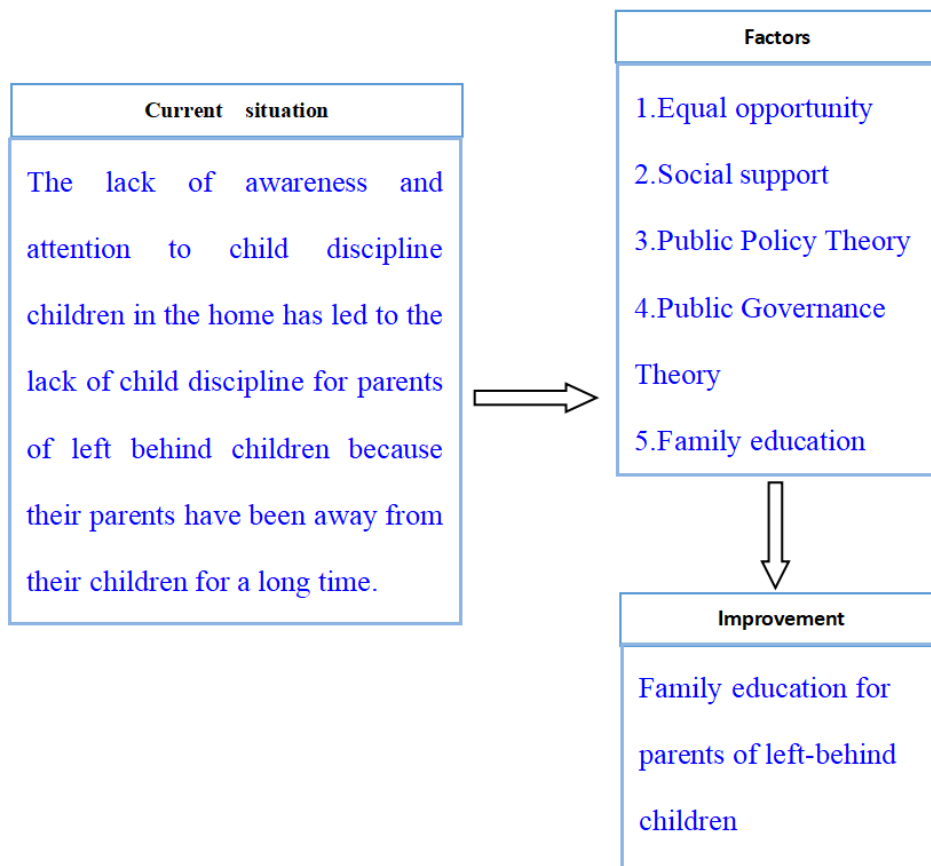


Figure 4 Conceptual framework

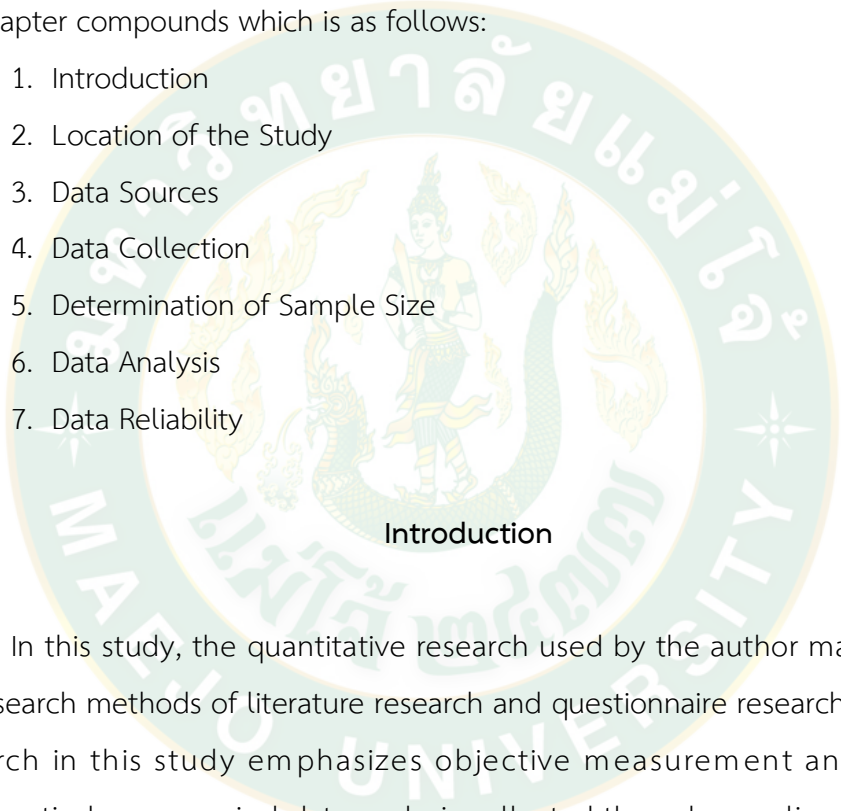
CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this study was to answer the question of how the data were collected and analyzed, what research methods and instruments were used to manage the data, and what research techniques were used to analyze the data.

This study is a quantitative research design. To answer all research questions, this chapter compounds which is as follows:

1. Introduction
2. Location of the Study
3. Data Sources
4. Data Collection
5. Determination of Sample Size
6. Data Analysis
7. Data Reliability



Introduction

In this study, the quantitative research used by the author mainly includes the research methods of literature research and questionnaire research. Quantitative research in this study emphasizes objective measurement and statistical, mathematical, or numerical data analysis collected through sampling questionnaire survey techniques.

Quantitative research is a deductive method. Its purpose is to determine the relationship between a population's independent and dependent or outcome variables. Quantitative research is concerned with quantifying the relationship between variables, collecting numerical data, and generalizing it to a population or explaining a particular phenomenon (Dongqi et al., 2020)

1. Literature research

Literature research refers to understanding research dynamics at home and abroad by reviewing relevant academic materials, academic journals, and books, summarizing and analyzing the collected literature, and reviewing and discussing it accordingly. The literature in this paper relates to past government policies on the education of left-behind children and families, including published papers, government statistics, and other information.

2. Questionnaire research

In this study, the focus of the research is to study the current situation of home education of left-behind children in XianJie Community of Anning City, to investigate the factors that influence rural parents to spend less on home education and to find ways to improve the lack of home education for parents of left-behind children in XianJie Community of Anning City. In this study, the author investigated the left-behind children aged 12-17 years old in XianJie Middle School of XianJie Community through questionnaires to get more information. To realize this study, the author surveyed through a self-administered questionnaire to collect information.

Data was collected using the questionnaire survey method; the advantages of the questionnaire survey method are listed as follows: firstly, high degree of standardization; secondly, anonymity; and thirdly, efficiency.

The advantages of questionnaire survey standardization are mainly reflected in the following aspects.

1. Standardization of survey instruments. The questionnaires are identical in form and content for all respondents, regardless of their geographical location, level, gender, or family background. The consistency of the questionnaire provides a reasonable basis for statistical analysis.

2. Standardize the survey process. Respondents can only answer the questions according to the questionnaire, so the subjective consciousness of the respondents is avoided in the actual survey process to imply the respondents.

3. Standardization of survey results. With the information from the survey, the respondents can only choose the questions based on their answers (Dongqi et al., 2020)

The second advantage of using questionnaires is their anonymity. This means that questionnaires generally do not require a signature from the respondent for the questions to be answered truthfully.

The third advantage of the questionnaire survey is its high efficiency. When conducting the study, a questionnaire survey can quickly get more information compared to other survey methods to save time, effort, and money.

Location of the Study

The location of this study is XianJie Middle School in Anning City. Anning City belongs to Kunming City, Yunnan Province. Kunming is located in the southwestern region of China, in the middle of the Yunnan-Guizhou Plateau, between 102°10'-103°40'E longitude and 24°23'-26°22'N latitude. Located at the intersection of the North-South International Corridor and the Third East-West Asia-Europe Continental Bridge from Shenzhen, it is the gateway city of China's opening to Southeast Asia and South Asia. It is within the economic circle of the ASEAN "10+1" Free Trade Area, the Greater Mekong Subregional Economic Cooperation Circle, and the Pan-PRD Region. It is the gateway to China's opening to Southeast and South Asia. It is located at the intersection of the economic circle of the ASEAN "10+1" Free Trade Area, the Greater Mekong Sub-Regional Economic Cooperation Circle, and the Pan-Pearl River Delta Regional Economic Cooperation Circle. The China Kunming Import and Export Fair, the China International Tourism Fair, and the China Kunming International Tourism Festival have made Kunming one of the major exhibition cities in China (Zhang et al., 2019).

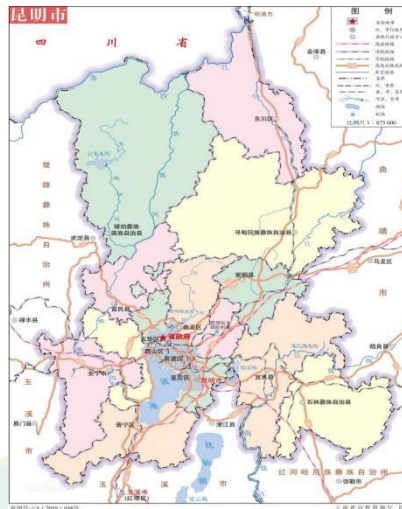


Figure 5 Map of Kunming City, Yunnan Province

Anning is located on the eastern edge of the Central Yunnan Plateau, with a total area of 1,313 square kilometers. Anning is 32 kilometers from Kunming, a central transportation hub connecting to eight western Yunnan prefectures and directly to Myanmar via Wanming. The city is connected to Xishan County in the northeast, Jinning County in the southeast, and Yimen and Lufeng counties in the west (Wang et al., 2022).



Figure 6 Anning City Map

As of 2019, the city has 11,987 young children in kindergarten, 23,755 students in primary schools, 11,724 students in junior high school, 6,399 students in high school, and eight vocational education colleges and universities stationed at the

Vocational Education Base, with 5,203 full-time teachers and 107,435 students enrolled (People's Government of Anning City News, 2023)

Anning XianJie Middle School is 10 kilometers from downtown Anning, located at No. 24, Anden Road, XianJie Street. XianJie Middle School is a public secondary school. This means that all school development decisions will be left to government ownership.

Through the researcher's survey, it was found that the number of students enrolled in XianJie Middle School for the last five years is 1,355 in 2019, 1,269 in 2020, 1,434 in 2021, 1,327 in 2022, and 1,314 in 2023.



Figure 7 XianJie Middle School Map

Data Sources

The primary data in the first preparatory stage of this study came mainly from books, articles, municipal governments, statistical bureaus, and relevant official websites related to the critical terms of care for left-behind children and home education for left-behind children; in the second stage, the data came mainly from the school office of XianJie Middle School and online questionnaire surveys; and in the third stage, the data came from the questionnaire surveys analyzed by SPSS analytical software.

It should be added that all the questionnaires were conducted in Chinese, which meant that the author had to translate the collected data into English. In addition, some data were also sourced in Chinese and translated into English.

The questionnaire was designed not only to understand the current situation of home education of left-behind children in Anning XianJie Community but also to investigate the factors that influence rural parents to spend less money on home education, to find out the ways for parents of left-behind children to improve the lack of home education in Anning XianJie Community. Therefore, the author used a structured questionnaire to answer objective 3 of this study. The questionnaire was used as a combination of Objective 1 and Objective 2.

The questionnaire was designed in three steps:

Step 1: Students from low-income families aged 12-17 years old who have been studying at XianJie Middle School in XianJie Community, Anning City, for three months or more were selected as the respondents. The researcher found that several left-behind students from low-income families aged 12-17 years old who have been studying at XianJie Middle School in XianJie Community for three months and above is 300 by going to the school office of XianJie Middle School in XianJie Community. The researcher used random sampling to determine the number of students and selected 244 left-behind students from low-income families for the questionnaire survey.

Step 2: Determine the main content of the questionnaire form. The content of the structured questionnaire consists of two parts: the first part is information on demographics and other variables, such as gender, age, physical health status, left-behind status, annual income, and the age, health, and education of the parents, etc.; The second part is the current situation, such as the impact of their parents going out of the country for work, the development of good study and hygiene habits, disciplinary behaviors, and the time and distance to the school, etc.; The third part is the influencing factors, such as equal educational opportunities and social support, and factors in family education, including schooling opportunities, fair treatment, participation in left-behind children's care activities and family education methods and approaches, and the content of family education.

Step 3: Formulate methods and strategies to improve the lack of family education and help families with left-behind children solve some problems in education management. It also provides suggestions for the establishment of a long-term and effective support mechanism.

Data Collection

Data collection for this study was mainly based on sampling techniques. The questionnaires for the study were randomly selected based on the total number of left-behind students in XianJie Middle School. The researcher was required to complete the questionnaire from a sample of 244 left-behind students from low-income families aged 12-17 years who have been studying at XianJie Middle School for three months and above out of 300 left-behind students.

Determination of Sample Size

The data for this study were obtained mainly through face-to-face questionnaires. A random sampling method was used to conduct the questionnaire survey. The survey was sampled based on the total number of students left behind in XianJie Middle School.

To determine the actual sample size of respondents, the sample size formula used in this study with Taro Yamane's formula as shown below (Yamane, 1967):

$$N_{\text{totalsample}} = \frac{N}{1+Ne^2}$$

N=Population size

n=Sample size

e=Acceptable Sampling Error(0.05)

The population for this study is 300 children left behind, so the sample will be used as follows:

$$n = \frac{300}{1+300 (0.05)^2} \text{ (at 95\% of confidence)}$$

$$n = 171$$

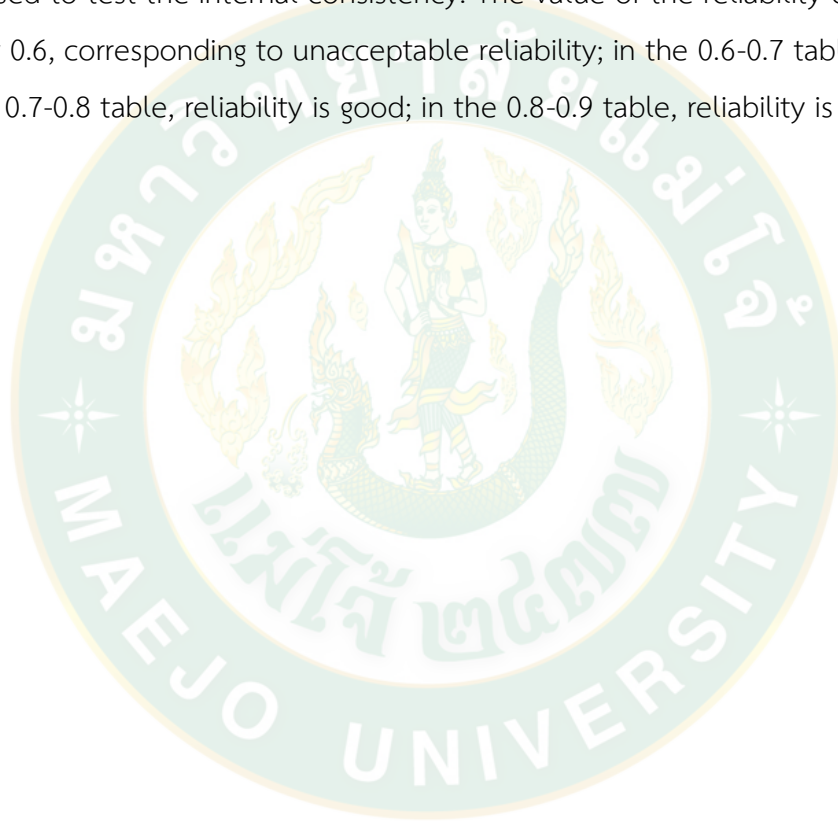
Therefore, The target sample size of respondents in the study site is 171 students aged 12-17 from low-income families who have been attending XianJie Middle School for three months or more. However, I will increase the sample size to 244 to make the survey results more accurate.

Data Analysis

This chapter analyses the research data using SPSS26 and Excel software. SPSS26 was mainly used for descriptive and frequency statistics, while Excel was used to calculate the mean, standard deviation, and other data. The questionnaire is divided into four parts. The first part covers demographics and other variables information. The second part focuses on the current situation of home education for left-behind children in the Xianjie community of Anning City. The third part discusses the factors that affect rural parents' ability to spend less money on home education. The fourth part proposes methods to improve the lack of home education for left-behind children in the Xianjie community of Anning City. Finally, Excel software is used to summarize the questionnaire data and present the results using different types of charts.

Data Reliability

Reliability is primarily the degree to which a questionnaire is reliable, i.e. reflects the actual situation. Before the data are formally analyzed, they are tested for reliability and validity, reliability being the ability of a measurement tool to produce consistent results over multiple uses. This analysis was conducted using spss26 statistical software for the reliability test, and the Cronbach alpha coefficient was used to test the internal consistency. The value of the reliability coefficient was below 0.6, corresponding to unacceptable reliability; in the 0.6-0.7 table, acceptable; in the 0.7-0.8 table, reliability is good; in the 0.8-0.9 table, reliability is excellent (Shi, 2020).



CHAPTER 4

RESEARCH RESULTS

In this chapter, the researcher will present the statistical results of the questionnaire, where the data analysis and findings will be presented in tables and graphs. The content of this chapter begins by analyzing the demographic and other variable information of the study, followed by detailed answers to the relevant research questions of the survey:

1. The current situation of the left behind children's family education in the XianJie community of Anning City.
2. Factors affecting rural parents to spend less on home education
3. Ways to improve the lack of family education for parents of left-behind children in the XianJie community of Anning City

According to the questionnaire, the first part is demographics, with eight questions (1-8), and the end is the statistics of demographic variables. The second part has a total of 16 questions (9-24), which is the current status of the research. The third part has ten questions (25-34), namely influencing factors. The fourth part has eight questions (35-41): improvement measures.

The results of its data analysis are presented in detail below:

Background and general characteristics of the sample

The subjects of this study are left-behind students from low-income families aged 12-17 in XianJie Middle School, XianJie Community, Anning City. This article uses a random sampling method to select 244 left-behind students from low-income families aged 12-17 in XianJie Middle School for research. At the same time, it uses the Questionnaire Star system to collect 244 online questionnaires. The reliability and validity test of the questionnaire data is more significant than 0.6. According to the Cronbach α coefficient, the research data used this time has good reliability and validity and can meet the research requirements of this article.

According to the questionnaire, part one is a demographic (1-8), and it has eight questions and the results of this part are as follows:

Table 1 Your Gender

Gender	Respondents	Percentage
Male	66	27.05
Female	177	72.54
NA	1	0.41
Total	244	100%

According to Table 1, in terms of gender, there are 66 boys, accounting for 27.05%; there are 177 girls, accounting for 72.54%.

Table 2 What is your health condition?

Health condition	Respondents	Percentage
Slight illness	7	2.87
Physical Disability	3	1.23
Serious illness	0	0
Normal	234	95.9
Total	244	100%

According to Table 2, in terms of the health status of the respondents, there are 7 respondents with slight illness, accounting for 2.87%; 3 respondents with physical disabilities, accounting for 1.23%; and 234 respondents with normal conditions, accounting for 95.9 %; 0 respondents are seriously ill.

Table 3 Your Age

Age	Respondents	Percentage
10-12 years old	7	2.87
12-14 years old	25	10.25
14-16 years old	121	49.59
17 years old and above	91	37.3
Total	244	100%

According to Table 3, there are 121 respondents aged 14-16 years old and 17 years old and above, accounting for 49.59% and 37.3%, respectively; there are 7 respondents aged 10-12 years old, accounting for 2.87%; and 25 respondents aged 12-14 years old, accounting for 10.25%.

Table 4 Your stay-at-home status

Way	Respondents	Percentage
Staying at school	186	76.23
Staying at home	55	22.54
Staying with relatives	3	1.23
Total	244	100%

According to Table 4, statistics on the accommodation status of the respondents show that 186 respondents are staying at school, accounting for 76.23%; 3 respondents are living with relatives, accounting for 1.23%; respondents are staying at home. There are 55 people, accounting for 22.54%.

Table 5 What is your parents' health condition?

Parents' health condition	Respondents	Percentage
Slight illness	42	17.21
Physical Disability	2	0.82
Serious illness	2	0.82
Normal	198	81.15
Total	244	100%

According to Table 5, there are 42 parents with slight illness, accounting for 17.21%; 198 parents with normal physical condition, accounting for 81.15%; and 2 parents with physical disabilities and serious illness, accounting for 0.82%.

Table 6 What is your family's annual income?

Annual household income	Respondents	Percentage
6,000 RMB to 10,000 RMB	126	51.64
10,000 RMB to 20,000 RMB	59	24.18
20,000 RMB to 50,000 RMB	40	16.39
50,000 RMB to 80,000 RMB	12	4.92
80,000 RMB to 100,000 RMB	5	2.05
100,000 RMB and above	2	0.82
Total	244	100%

Note: RMB is the legal tender of the People's Republic of China, and 1 RMB is 0.14 USD.

According to Table 6, there are 126 families with an annual income of 6,000 RMB to 10,000 RMB, accounting for 51.64%; 59 families with an annual income of 10,000 RMB to 20,000 RMB, accounting for 24.18%; 40 families with annual income of 20,000 RMB to 50,000 RMB, accounting for 16.39%; there are 12 families with 50,000-

80,000 RMB, accounting for 4.92%; 5 families with 80,000-100,000 RMB, accounting for 2.05%; 2 families with 100,000 RMB and above, accounting for 0.82%.

Table 7 What are your parents' ages?

Parents' ages	Respondents	Percentage
20-30 years old	1	0.41
30-40 years old	77	31.56
40-50 years old	130	53.28
50-60 years old	35	14.34
60-70 years old	1	0.41
Total	244	100%

According to Table 7, the main age groups of the respondents' parents are 30-40 years old and 40-50 years old and above; they are 77 and 130 people, respectively, accounting for 31.56% and 53.28%, respectively; those aged 50-60 years old, There are 35 people; accounting for 14.34%; there are 1 person each in the 20-30 and 60-70 age groups, accounting for 0.41%.

Table 8 Your parents' educational status

Parents' educational status	Respondents	Percentage
Never attended school	13	5.33
Elementary school	100	40.98
Junior high school	87	35.66
Technical school	6	2.46
High school	30	12.3
Vocational school	4	1.64
Bachelor's degree	4	1.64
Master's degree	0	0
Doctor's degree	0	0
Total	244	100%

According to Table 8, there are 100 people with primary school education, accounting for 40.98%; 87 people with junior high school education, accounting for 35.66%; and only a few with other education levels. Among them, 4 people have a bachelor's degree, accounting for 2.0%; 23 people have a high school degree, accounting for 11.5%; 6 people have a technical school degree, accounting for 2.46%; 4 people have a vocational school degree, accounting for 1.64%; parents who have never attended school There are 13 people, accounting for 5.33%.

Results of the study on the current situation of family education for left-behind children in the XianJie community of Anning City

This part is the second part of the questionnaire, with 16 questions (9-24), which will answer research question 1: The current situation of the left behind children's family education in the XianJie community of Anning City. The results of its data analysis are presented in detail below:

Table 9 Your parents working outside the home had a significant impact on you

	Degree	Respondents	Percentage
1	Strongly disagree	22	9.02
2	Disagree	18	7.38
3	Neutral	52	21.31
4	Agree	124	50.82
5	Strongly agree	28	11.47
	Total	244	100%

According to Table 9, from the perspective of " Parents working outside has a significant impact on you ", 22 people strongly disagreed, accounting for 9.02%; 18 people disagreed, accounting for 7.38%; and 52 people were neutral, accounting for 21.31% %; 124 people agreed, accounting for 50.82%; 28 people strongly agreed, accounting for 11.47%.

Table 10 You've developed good hygiene habits

	Degree	Respondents	Percentage
1	Strongly disagree	3	1.23
2	Disagree	114	46.72
3	Neutral	38	15.57
4	Agree	89	36.48
5	Strongly agree	0	0
Total		244	100%

According to Table 10, from the perspective of " Parents working outside has a significant impact on you ", 3 respondents strongly disagreed, accounting for 1.23%; 114 respondents disagreed, accounting for 46.72%; 38 respondents were neutral, accounting for 15.57% %; and 89 respondents agreed, accounting for 36.48%.

Table 11 You've developed good study habits

	Degree	Respondents	Percentage
1	Strongly disagree	20	8.2
2	Disagree	91	37.3
3	Neutral	90	36.88
4	Agree	43	17.62
5	Strongly agree	0	0
Total		244	100%

According to Table 11, from the perspective of " You have developed good study habits", 20 respondents strongly disagreed, accounting for 8.2%; 91 respondents disagreed, accounting for 37.3%; 90 respondents were neutral, accounting for 36.88%; 43 respondents agreed, accounting for 17.62%.

Table 12 You're confident

	Degree	Respondents	Percentage
1	Strongly disagree	19	7.79
2	Disagree	45	18.44
3	Neutral	77	31.56
4	Agree	50	20.49
5	Strongly agree	53	21.72
Total		244	100%

According to Table 12, from the perspective of "You're confident", 45 respondents disagreed, accounting for 18.44%; 50 respondents agreed, accounting for 20.49%; 77 respondents were neutral, accounting for 31.56%; and 19 respondents strongly disagreed, accounting for 7.79%; 53 respondents strongly agreed, accounting for 21.72%.

Table 13 Have you ever violated classroom discipline?

	Frequency	Respondents	Percentage
	Frequent	3	1.23
	Occasional	94	38.52
	None	147	60.25
Total		244	100%

According to Table 13, in terms of "Have you violated classroom disciplines?", there are 147 respondents who have never violated class disciplines, accounting for 60.25%; 94 respondents who occasionally violate classroom disciplines, accounting for 38.52%. 3 respondents often violate classroom disciplines, accounting for 1.23%.

Table 14 Who do you choose to ask for help when you encounter difficulties in life?

Identity	Respondents	Percentage
Teachers	8	3.28
Parents	120	49.18
Grandparents	4	1.64
Friends	72	29.51
Classmates	14	5.74
Others	26	10.66
Total	244	100%

According to Table 14, from the perspective of “Who would you choose to turn to when you encounter difficulties in life?”, 8 respondents turned to teachers, accounting for 3.28%; 120 respondents turned to parents, accounting for 49.18%; and grandparents turned to 4 respondents, accounting for 1.64%; 72 respondents asked for help from friends, accounting for 29.51%; 14 respondents asked for help from classmates, accounting for 5.74%; 26 respondents asked for help from other people, accounting for 10.66%.

Table 15 How much do your parents give you to live on in a week?

Expense	Respondents	Percentage
Within 50RMB	54	22.13
50-100RMB	51	20.9
100-200RMB	68	27.87
200-300RMB	43	17.62
300-400RMB	18	7.38
400-500RMB	4	1.64
More than 500RMB	6	2.46
Total	244	100%

Note: RMB is the legal tender of the People's Republic of China, and 1 RMB is 0.14 USD.

According to Table 15, from the perspective of "how much living expenses your parents give you per week", there are more respondents with less than 50, 50-100, 100-200, and 200-300 RMB, which are 54, 51, 68, and 43 respondents, respectively, accounting for 22.13%, 20.9%, 27.87%, and 17.62% respectively; the number of respondents above 300-400, 400-500, and 500 RMB is small, accounting for 18, 4, and 6 respondents respectively, accounting for 7.38%, 1.64%, 2.46%.

Table 16 Which of the following behaviors are you most involved in?

Behavior	Respondents	Percentage
Smoking	24	9.84
Drinking	17	6.97
Fighting	1	0.41
Running away from home	6	2.46
Internet Addiction	18	7.38
Others	178	72.95
Total	244	100%

According to Table 16, from the perspective of "Which of the following behaviors do you participate in the most?", there is the most significant number of others, 178 respondents in total, accounting for 72.95%; 24 respondents smoke, accounting for 9.84%; 17 respondents drink alcohol, accounting for 6.97%; 1 respondent got into a fight, accounting for 0.41%; 6 respondents ran away from home, accounting for 2.46%; 18 respondents were addicted to the Internet, accounting for 7.38%.

Table 17 Do your parents require you to bed on time?

Requirement	Respondents	Percentage
Strictly every day	17	6.97
Often	102	41.8
Occasionally	99	40.57
Never	26	10.66
Total	244	100%

According to Table 17, from the perspective of "Do your parents require you to go to bed on time?", there are more respondents who often and occasionally, 102 and 99 respectively, accounting for 41.8% and 40.57% respectively, never have 26 respondents, accounting for 10.66%; 17 respondents are strictly required every day, accounting for 6.97%.

Table 18 How long do you usually get to school on foot?

Time	Respondents	Percentage
Within 10 minutes	63	25.82
10-30 minutes	77	31.56
30-60 minutes	30	12.3
More than 60 minutes	74	30.33
Total	244	100%

According to Table 18, from the perspective of "how long does it usually take to walk to school", 77 respondents took 10-30 minutes, accounting for 31.56%; 74 respondents took 60 minutes, accounting for 30.33%; 63 respondents took 10 minutes or less, accounting for 25.82 %;30 respondents took 30 -60minutes, accounting for 12.3 %;

Table 19 How far from your home to school?

Distance	Respondents	Percentage
Less than 1 km	28	11.48
1-3 km	59	24.18
3-5 km	41	16.8
5-10 km	27	11.07
10 km and above	89	36.48
Total	244	100%

According to Table 19, in terms of "distance from home to school", 89 respondents are 10 kilometers or more, accounting for 36.48%; 59 respondents are 1-3 kilometers, accounting for 24.18%; 41 respondents are 3-5 kilometers, accounting for 16.8%; 27 respondents within 5-10 kilometers, accounting for 11.07%; 28 respondents within 1 km, accounting for 11.48%.

Table 20 Your parents teach you morals

Frequency	Respondents	Percentage
1 Never	1	0.41
2 Rarely	10	4.1
3 Sometimes	58	23.77
4 Often	97	39.75
5 Always	78	31.97
Total	244	100%

According to Table 20, from the perspective of "Parents provide you with moral education", there are much more respondents choosing "often and always", 97 and 78 respectively, accounting for 39.75% and 31.97% respectively; sometimes 58 respondents, accounting for 23.77%; Rarely 10 respondents, accounting for 4.1%; Never 1 respondent, accounting for 0.41%.

Table 21 Your parents teach you in your homework

	Frequency	Respondents	Percentage
1	Never	19	7.79
2	Rarely	44	18.03
3	Sometimes	104	42.62
4	Often	44	18.03
5	Always	33	13.52
Total		244	100%

According to Table 21, from the perspective of "guide you to complete homework", 104 respondents answered sometimes, accounting for 42.62%; 44 respondents answered often, accounting for 18.03%; 33 respondents answered always, accounting for 13.52%; 44 respondents answered rarely, accounting for 18.03%; 19 respondents answered never, accounting for 7.79%.

Table 22 Your parents teach you to do housework

	Frequency	Respondents	Percentage
1	Never	1	0.41
2	Rarely	14	5.74
3	Sometimes	47	19.26
4	Often	92	37.7
5	Always	90	36.89
Total		244	100%

According to Table 22, from the perspective of "Parents teach you to do housework", more respondents answered often and always, 92 and 90, respectively, accounting for 37.7% and 36.89%, respectively; 14 respondents answered rarely, accounting for 5.74%; 47 respondents answered sometimes, accounting for 19.26%; 1 respondent answered never, accounting for 0.41%.

Table 23 Your parents teach you about behavioral norms

	Frequency	Respondents	Percentage
1	Never	4	1.64
2	Rarely	8	3.28
3	Sometimes	53	21.72
4	Often	97	39.75
5	Always	82	33.61
Total		244	100%

According to Table 23, from the perspective of "Parents teach you daily behavioral norms", there are more respondents who chose often and always, 97 and 82, respectively, accounting for 39.75% and 33.61%, respectively; there are 8 respondents who chose rarely, accounting for 3.28%; there are 53 respondents who chose sometimes, accounting for 21.72%; there are 4 respondents who chose never, accounting for 1.64%.

Table 24 Your parents ask you to take part in sports activities

	Frequency	Respondents	Percentage
1	Never	13	5.33
2	Rarely	33	13.52
3	Sometimes	99	40.57
4	Often	63	25.82
5	Always	36	14.75
Total		244	100%

According to Table 24, from the perspective of "parents require you to participate in sports activities",99 respondents answered sometimes, accounting for 40.57%. 33 respondents answered rarely, accounting for 13.52%; 63 respondents answered often, accounting for 25.82%; 36 respondents answered always, accounting for 14.75%; 13 respondents answered never, accounting for 5.33%.

Level	Question	Mean	Std. Deviation
1	Your parents working outside the home had a big impact on you	2.41	1.04
2	You've developed good hygiene habits.	2.37	0.73
3	You've developed good study habits.	2.46	0.87
4	You're confident	2.70	1.22
5	You haven't broken any classroom rules.	2.59	0.52
6	Your parents asked you to go to bed on time.	2.55	0.78
7	Parents teach you morals	3.99	0.87
8	Your parents teach you in your homework	3.11	1.10
9	Your parents teach you to do housework	4.05	0.91
10	Your parents teach you about behavioral norms	4.00	0.91
11	Your parents ask you to take part in sports activities	3.31	1.05

Figure 8 Status chart (1)

Level	Question	Mean	Std. Deviation
1	Who do you choose to ask for help when you encounter difficulties in life?	3.17	1.44
2	How much do your parents give you to live on in a week?	2.82	1.44
3	How long does it usually take you to get to school on foot?	2.47	1.17
4	How far from your home to school?	3.37	1.46

Figure 9 Status chart (2)

In summary, Table 9-24 and Figure 8-9 answer my first research question well. In this section, the data analysis reveals that Parents who go out to work for extended periods reduce their supervision of and accompaniment for their children, resulting in poor living and learning habits and a lack of care for left-behind children.

Findings on factors influencing rural parents to spend less on home education

This section is the third part of the questionnaire, with 10 questions (25-34) that will answer research question 2: The factor that impacts rural parents to spend less on family education. The results of its data analysis are presented in detail below:

Table 25 You enjoy equal access to school with other students

	Degree	Respondents	Percentage
1	Strongly disagree	3	1.23
2	Disagree	7	2.87
3	Neutral	45	18.44
4	Agree	70	28.69
5	Strongly agree	119	48.77
	Total	244	100%

According to Table 25, from the perspective of " You have equal opportunities to go to school with other students ", the number of respondents who strongly agree is 119, accounting for 48.77%; the number of respondents who agree is 70, accounting for 28.69%; the number of respondents who are neutral is 45, accounting for 18.44%; the number of respondents who disagree is 7, accounting for 2.87%; the number of respondents who strongly disagree is 3, accounting for 1.23%.

Table 26 You are treated equally by your teachers at school

	Degree	Respondents	Percentage
1	Strongly disagree	15	6.15
2	Disagree	64	26.23
3	Neutral	89	36.48
4	Agree	65	26.64
5	Strongly agree	11	4.51
Total		244	100%

According to Table 26, from the perspective of " Teachers treat you equally at school ", the number of respondents strongly disagree is 15, accounting for 6.15%. The number of respondents who disagree is 64, accounting for 26.23%; the number of neutral and agree were 89 and 65, accounting for 36.48% and 26.64%, respectively; the number of respondents who strongly agree is 11, accounting for 4.51%.

Table 27 You are offered the same curriculum as other students

	Degree	Respondents	Percentage
1	Strongly disagree	0	0
2	Disagree	6	2.46
3	Neutral	45	18.44
4	Agree	91	37.3
5	Strongly agree	102	41.8
Total		244	100%

According to Table 27, from the perspective of " you study the same courses as other students ", the number of respondents who agree and strongly agree were 91 and 102, respectively, accounting for 37.3% and 41.8%, respectively; 45 people were neutral, accounting for 18.44 %; 6 people disagreed, accounting for 2.46%.

Table 28 Your teachers evaluate you on the same basis as other students at school

	Degree	Respondents	Percentage
1	Strongly disagree	9	3.69
2	Disagree	20	8.2
3	Neutral	91	37.3
4	Agree	78	31.97
5	Strongly agree	46	18.85
Total		244	100%

According to Table 28, from the perspective of " the teacher evaluates you the same as other students ", 46 people strongly agreed, accounting for 18.85%; 78 people agreed, accounting for 31.97%; 91 people were neutral, accounting for 37.3%; 9 people strongly disagreed, accounting for 3.69%; 20 people disagreed, accounting for 8.2%.

Table 29 At school, the school emphasizes students' interest in learning and the development of good qualities and habits

	Degree	Respondents	Percentage
1	Strongly disagree	5	2.05
2	Disagree	77	31.56
3	Neutral	90	36.89
4	Agree	66	27.05
5	Strongly agree	6	2.46
Total		244	100%

According to Table 29, from the perspective of " schools attach great importance to students' learning interests, good qualities and the development of habits ", 5 people strongly disagreed, accounting for 2.05%, and 77 people disagreed, accounting for 31.56%; 66 people agreed, accounting for 27.05%; 90 people were neutral, accounting for 36.89%; 6 people strongly agreed, accounting for 2.46%.

Table 30 Have you ever participated in government-organized activities to care for left-behind children?

Frequency	Respondents	Percentage
Anytime	2	0.82
At least once a semester	41	16.8
Once a year or once every few years	48	19.67
Never	153	62.7
Total	244	100%

According to Table 30, from the perspective of " Have you participated in activities organized by the government to care for left-behind children? "48 respondents answered once a year or every few years, accounting for 19.67%; 41 respondents answered at least once every semester, accounting for 16.8%; 2 respondents answered at any time, accounting for 0.82%; and 153 respondents answered never, accounting for 62.7%.

Table 31 Does your community provide you with emotional and material support?

Frequency	Respondents	Percentage
Anytime	9	3.69
At least once a semester	43	17.62
Once a year or once every few years	60	24.59
Never	132	54.1
Total	244	100%

According to Table 31, from the perspective of " whether your community provides you with emotional and material help ", 132 respondents never do it, accounting for 54.1%; once a year or once every few years, 60 respondents do it, accounting for 24.59%; at least 43 respondents attend once every semester, accounting for 17.62%; 9 respondents participate at any time, accounting for 3.69%.

Table 32 Have you ever participated in activities organized by your school to care for left-behind children?

Frequency	Respondents	Percentage
Anytime	4	1.64
At least once a semester	33	13.52
Once a year or once every few years	54	22.13
Never	153	62.7
Total	244	100%

According to Table 32, from the perspective of " Have you participated in activities organized by the school to care for left-behind children? "153 respondents never participated, accounting for 62.7%; 54 respondents participated once a year or once every few years, accounting for 22.13%; 33 respondents participated at least once a semester, accounting for 13.52%; 4 respondents participated at any time, accounting for 1.64%.

Table 33 Have your parents attended parent education activities at school?

Frequency	Respondents	Percentage
Anytime	21	8.61
At least once a semester	61	25
Once a year or once every few years	74	30.33
Never	88	36.07
Total	244	100%

According to Table 33, in terms of " Have your parents participated in educational activities organized by the school for parents? ", there are more people who say once a year or once every few years and never, 74 and 88 respectively, accounting for 30.33% and 36.07% respectively; 61 people do it at least once every semester, accounting for 25%; 21 people do it at anytime, accounting for 8.61%.

Table 34 Have you ever received help from social organizations?

Frequency	Respondents	Percentage
Anytime	11	4.51
At least once a semester	34	13.93
Once a year or once every few years	74	30.33
Never	125	51.23
Total	244	100%

According to Table 34, in terms of " Have you received help from social organizations?", 125 people never received help, accounting for 51.23%; 74 people received help once a year or every few years, accounting for 30.33%; and 34 people received help from social organizations at least once a semester, account for 13.93%, and 11 people received help at anytime, account for 4.51%.

Level	Question	Mean	Std. Deviation
1	You enjoy equal access to school with other students	4.21	0.93
2	You are treated equally by your teachers at school	2.59	1.06
3	You are offered the same curriculum as other students	4.18	0.82
4	Your teachers evaluate you on the same basis as other students at school	3.54	1.01
5	The school emphasizes students' interest in learning and the development of good qualities and habits	2.26	0.92

Figure 10 Status chart (3)

Level	Question	Mean	Std. Deviation
1	Have you ever participated in government-organized activities to care for left-behind children?	3.44	0.80
2	Does your community provide you with emotional and material support?	3.29	0.89
3	Have you ever participated in activities organized by your school to care for left-behind children?	3.46	0.79
4	Have your parents attended parent education activities at school?	2.94	0.98
5	Have you ever received help from social organizations?	3.28	0.87

Figure 11 Status chart (4)

In summary, Table 25-34 and Figure 10-11 answer my second research question well. In this section, the data analysis reveals family economic pressure, parents' lack of attention to family education, insufficient resources for school education, and insufficient support from the government, community, and social organizations.

The results of the study on the methods of parents of left-behind children in the XianJie community of Anning City to improve the lack of family education

This part is the fourth part of the questionnaire, with 8 questions (35-42), which will answer research question 3: Parents of left-behind children improve the lack of family education in the XianJie community of Anning City. The results of its data analysis are presented in detail below:

Table 35 Schools provide you and your classmates with free learning materials

	Frequency	Respondents	Percentage
1	Never	32	13.11
2	Rarely	39	15.98
3	Sometimes	82	33.61
4	Often	54	22.13
5	Always	37	15.16
Total		244	100%

According to Table 35, from the perspective of "the school provides free learning materials for you and your classmates", 82 respondents chose "sometimes", accounting for 33.61%; 39 respondents chose "rarely", accounting for 15.98%; 37 respondents chose "always", accounting for 15.16%; 54 respondents chose "often", accounting for 22.13%; 32 respondents chose "never", accounting for 13.11%.

Table 36 Schools provide you and your classmates with free educational equipment

	Frequency	Respondents	Percentage
1	Never	16	6.56
2	Rarely	28	11.48
3	Sometimes	70	28.69
4	Often	78	31.97
5	Always	52	21.31
Total		244	100%

According to Table 36, from the perspective of "the school provides free teaching equipment for you and your classmates", 78 respondents chose "often", accounting for 31.97%; 70 respondents chose "sometimes", accounting for 28.69%; 52 respondents chose "always", accounting for 21.31%; 28 respondents chose "rarely", accounting for 11.48%; 16 respondents chose "never", accounting for 6.56%.

Table 37 Schools provide you and your classmates with free study counselling services

	Frequency	Respondents	Percentage
1	Never	21	8.61
2	Rarely	29	11.89
3	Sometimes	90	36.89
4	Often	55	22.54
5	Always	49	20.08
Total		244	100%

According to Table 37, from the perspective of "the school provides free study tutoring services for you and your classmates", 21 respondents answered never, accounting for 8.61%; 90 respondents answered sometimes, accounting for 36.89%; 29 respondents answered rarely, accounting for 11.89%; 49 respondents answered always, accounting for 20.08%; 55 respondents answered often, accounting for 22.54%.

Table 38 The community helps you to strengthen communication with your parents

	Frequency	Respondents	Percentage
1	Never	67	27.46
2	Rarely	42	17.21
3	Sometimes	80	32.79
4	Often	31	12.7
5	Always	24	9.84
Total		244	100%

According to Table 38, from the perspective of "the community helps you communicate with your parents", there are 67 respondents chose never, accounting for 27.46%; there are 80 respondents chose sometimes, accounting for 32.79%; there are 42 respondents chose rarely, accounting for 17.21%; there are 24 respondents who chose always, accounting for 9.84%; there are 31 respondents who chose often, accounting for 12.7%.

Table 39 The community helps you to improve the parent-child relationship

	Frequency	Respondents	Percentage
1	Never	74	30.33
2	Rarely	46	18.85
3	Sometimes	75	30.74
4	Often	33	13.52
5	Always	16	6.56
	Total	244	100%

According to Table 39, from the perspective of "the community helps you improve the relationship with your parents", the most significant number of respondents are never and sometimes, 74 and 75 respectively, accounting for 30.33% and 30.74% respectively; there are 46 respondents who chose rarely, accounting for 18.85%; there are 16 respondents who chose always, accounting for 6.56%; there are 33 respondents who chose often, accounting for 13.52%.

Table 40 Your parents use role models to teach you how to behave

	Frequency	Respondents	Percentage
1	Never	13	5.33
2	Rarely	14	5.74
3	Sometimes	66	27.05
4	Often	79	32.38
5	Always	72	29.51
Total		244	100%

According to Table 40, from the perspective of " parents will use the power of role models to teach you how to be an adult ", the largest number of respondents is often a total of 79, accounting for 32.38%; there are always 72 respondents, accounting for 29.51%; sometimes 66 respondents, accounting for 27.05%; never 13 respondents, accounting for 5.33%; rarely 14 respondents, accounting for 5.74%.

Table 41 Which issue would you like to discuss with your parents? (multiple-choice question)

Issue	Respondents	Percentage
Learning	126	51.64
Behavior	93	38.11
Life goals	151	61.89
Interests	155	63.52
Safety Education	106	43.44
Labor education	51	20.90
Aesthetics	43	17.62
Mental health	129	52.87
Emotional Attitudes and Values	118	48.36
Sex education and Character development	40	16.39
Total	1012	415%

According to Table 41, in terms of what issues you want to discuss with your parents, the number of interested respondents is the largest, with a total of 155 respondents, followed by life goals, with a total of 151; and the number of mentally healthy respondents is 129; 126 respondents chose learning; 118 respondents studied emotional attitudes and values; 106 respondents participated in safety education; 93 respondents studied behavior; 43 respondents participated aesthetics; 40 respondents chose sex education and character cultivation.

In open-ended question No.42, 170 practical suggestions were collected. These suggestions are described as follows based on equal educational opportunity theory and social support theory:

In the questionnaire, support and help from the school, government and community, and parents' care, attention and companionship are high-frequency words. Most people believe that support and help from the government, communities, and schools, more companionship and care from parents, and more emphasis on family education are important ways to improve the lack of family education for left-behind children.

The government plays a vital role in the problem of left-behind children. The government should pay more attention to the problem of left-behind children and, at the same time, advocate for schools, families, and social organizations to strengthen support and help for left-behind children and provide necessary policy and resource support to ensure that the rights and interests of left-behind children are protected. In short, through care and help, left-behind children can feel the warmth and care from society, family, school, and society, helping them grow healthily and happily.

Level	Question	Mean	Std. Deviation
1	Schools provide you and your classmates with free learning materials	3.10	1.23
2	Schools provide you and your classmates with free educational equipment	3.50	1.14
3	Schools provide you and your classmates with free study counselling services	3.34	1.18
4	The community helps you to strengthen communication with your parents	2.60	1.28
5	The community helps you to improve parent-child relationship	2.47	1.24
6	Your parents use role models to teach you how to behave	3.75	1.10

Figure 12 Status chart (5)

Table 35-41, open-ended question 42, and figure 12 answer my third question. The research and studies have concluded that improving home education, Schools' fair teaching environment and resource support, parents' good education style and sufficient community attention can effectively promote left-behind children to develop good living and learning habits.

Conclusion

Therefore, the study of family education for left-behind children in the XianJie community of Anning City, Yunnan Province, China, is summarised as follows:

Parents who go out to work for extended periods reduce their supervision of and accompaniment for their children, resulting in poor living and learning habits and a lack of care for left-behind children.

Also, with Family economic pressure, parents need more attention to family education, insufficient resources for school education, and insufficient support from the government, community and social organizations.

Finally, Schools' fair teaching environment and resource support, parents' good education style and sufficient community attention can effectively encourage left-behind children to develop good living and learning habits.



CHAPTER 5

CONCLUSION, DISCUSSION AND SUGGESTION

This chapter presents the study's findings on the family education of left-behind children in XianJie Middle School, XianJie Community, Anning City, Yunnan Province, China. It discusses the findings while making some suggestions for the family education of left-behind children in light of the study's findings and the discussion results.

Conclusion

The left-behind children aged 12-17 in XianJie Middle School, XianJie Community, Anning City, were selected as the research subjects in this study. The problem of family education of left-behind children in the community is a complex and urgent social problem. Improve the status quo of family education of left-behind children in the XianJie community. The questionnaire selected 244 left-behind children in XianJie Middle School as respondents; most of the respondents believe that more parental care, accompaniment and guidance, as well as the attention, support and help of the government, community and school to left-behind children's family education, and the attention paid to left-behind children's family education by many parties, is a critical way to improve the lack of left-behind children's family education.

Based on the theory of "equal educational opportunity and social support", research has shown that when parents go out to work for long periods, they reduce their supervision and accompaniment of their children, which can lead to poor living and learning habits and lack of care for left-behind children. In addition, economic pressure on families, parents' lack of attention to family education, insufficient resources for school education, and insufficient support from government, community and social organizations will all affect the family education of left-behind children. Finally, fair resource support for the teaching environment in schools, good

parental education and sufficient attention from the government, community and society can effectively promote left-behind children to develop good living and learning habits. In conclusion, improving the lack of family education for left-behind children in the community requires the joint efforts of the families of children, the government, the community, the school and the society.

Discussion

To address the issues faced by left-behind children due to working parents, the government should provide educational resources and policy support, society and the community must develop caring actions, schools need to offer personalized education, families should provide emotional care, and parents must set good examples. These measures will create a favorable environment for left-behind children to learn, live, and grow. To cope with the lack of family education, this paper will analyze the discussion results from the perspective of the impact of parental absence on left-behind children, educational equity, and social support.

According to Luo (2016) research, parental absence due to working outside the home has a negative impact on the learning status of left-behind children. This finding confirms the detrimental effect of parental absence on left-behind children. While Ye (2006) argued that the effect of parents working outside the home on left-behind children is insignificant, it is important to note that Luo Jie's (2016) study provides evidence to the contrary. However, In this study, it was found that when parents go out to work for a long time, the supervision and accompaniment of their children is reduced which leads to poor living and learning habits and lack of care for left-behind children. Therefore, The researcher opinion is the effect of parents going out to work on left-behind children is significant.

Chen (2014) asserts that migrant workers' children exhibit distinct differences from local students in manners, etiquette, and behavior, and argues in favor of providing more comprehensive guidance and education to better support the development of left-behind children. Despite external pressures, schools must prioritize the needs of these students and take a more proactive approach to ensure

equal educational opportunities for all. Dou (2022) and Xia (2018) also discuss the education of left-behind children in the community. Dou (2022) asserts that urban left-behind children require more attention from the community. He argues that the community is neglecting to contact the guardians of left-behind children and failing to play a role in family education. Xia's (2018) research found that 89% of current guardians of left-behind children desire guidance from scientific knowledge on family education. Furthermore, 95% believe that parent-teacher meetings in schools are helpful to some extent. In the same way, Study found that families are under tremendous economic pressure, parents do not pay attention to family education, school education resources are insufficient, and government, community, and social organizations need to provide more support. Therefore, the researcher's viewpoint is the same as previous research.

Zhan's (2021) article outlines the different types of social support available in China, including government and formal organization support, social professional and civil society organization support, community support, and personal networks. The author presents a confident and authoritative tone in discussing this important topic. According to the Notice of Changxing County Education Committee on the Use of 'Education Vouchers' (2001), issued by the Education Bureau of Changxing County, Zhejiang Province, the education voucher system has effectively addressed the issue of imbalanced local education resources, promoted the development of private education and vocational training, and successfully overcome the bottleneck of enrolling impoverished students. According to Wen and Zhu (2013), utilizing social support theory in practice can effectively connect the resources available to service recipients. These social resources can fulfill the needs of the recipients, aid in resolving their current issues, enable them to develop problem-solving skills, and promote their ongoing growth. In the same way, It was found in this study that an equitable teaching environment and resource support in schools, good parental education and sufficient attention from society can effectively promote left-behind children to develop good living and learning habits. Therefore, The researcher's viewpoint is the same as previous research.

Suggestion

Based on the findings of Equal Educational Opportunity Theory and Social Support Theory, this paper makes the following suggestion to help the families of children who have been left behind to address the lack of family education:

The government must develop policies to address the issue of left-behind children in the community. These policies must clearly define the responsibilities and obligations of all parties involved and ensure that left-behind children have equal access to educational opportunities and resources. Collaboration between the government, school communities, and social organizations is necessary to establish a support mechanism for left-behind children and family education in the community. This can include organizing volunteer services and support groups for parents to provide resources and support for left-behind children and their families.

To identify the best practices and experiences, this study recommends conducting comparative cross-regional and cross-cultural studies to explore the differences in models and practices of family education for left-behind children in different communities.

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APPENDIXS



Appendix A

Survey Questionnaire

**Family Education for Left-behind Children in XianJie Community,
Anning City, Yunnan Province, China**

Note: Please cooperate in filling out the questionnaire related to the family education of left-behind children in XianJie Community, Anning City, Yunnan Province, which is only used for academic research, and the content of the questionnaire will be kept strictly confidential.

The questionnaire is divided into four parts: Part I: Demographics and Other Variables, Part II: Current Situation, Part III: Influencing Factors, and Part IV: Improvement Measures. There are a total of 42 questions, Please fill it out truthfully.



Part I: Demographics and other variables (8 questions)

Please put a check mark (✓) the appropriate box.

1. Your gender

Male Female N/A

2. What is your health condition?

Slight illness Physical disability

Serious illness Normal

3. Your age

10-12 years old 12-14 years old

14-16 years old 17 years old and above

4. Your stay-at-home status

Staying at school Staying at home

Staying with relatives

5. What is your parents' health condition?

Slight illness Physical disability Serious illness Normal

6. What is the annual income of your family?

6,000 RMB to 10,000 RMB 10,000 RMB to 20,000 RMB

20,000 RMB to 50,000 RMB 50,000 RMB to 80,000 RMB

80,000 RMB to 100,000 RMB 100,000 RMB and above

7. What are your parents' ages?

20-30 years old 30-40 years old

40-50 years old 50-60 years old

60-70 years old 70 years old or above

8. Your parents' educational status

Never attended school Elementary school

Junior high school Technical school

High school Vocational school

Bachelor's degree Master's degree

Doctor's degree

Part II: Current situation (16 questions)

Please put a check mark (✓) the appropriate box.1 "Strongly disagree", 2"Disagree" ,3 "Neutral",4 "Agree" ,5 "Strongly agree"					
Description of the problem	1	2	3	4	5
9. Your parents working outside the home had a big impact on you					
10. You've developed good hygiene habits					
11. You've developed good study habits					
12. You're confident					
Please put a check mark (✓) the appropriate box					
<p>13. Have you ever violated classroom discipline? <input type="checkbox"/>Frequent <input type="checkbox"/>Occasional <input type="checkbox"/>None</p> <p>14. Who do you choose to ask for help when you encounter difficulties in life? <input type="checkbox"/>Teachers <input type="checkbox"/>parents <input type="checkbox"/>grandparents <input type="checkbox"/>friends <input type="checkbox"/>classmates <input type="checkbox"/>Others:.....</p> <p>15. How much do your parents give you to live on in a week? <input type="checkbox"/>Within 50RMB <input type="checkbox"/>50-100RMB <input type="checkbox"/>100-200RMB <input type="checkbox"/>200-300RMB <input type="checkbox"/>300-400RMB <input type="checkbox"/>400-500RMB <input type="checkbox"/>More than 500RMB</p> <p>16. Which of the following behaviors are you most involved in? <input type="checkbox"/>Smoking <input type="checkbox"/>Drinking <input type="checkbox"/>Fighting <input type="checkbox"/>Running away from home <input type="checkbox"/>Internet addiction <input type="checkbox"/>Others:.....</p> <p>17.Do your parents require you to bed on time? <input type="checkbox"/>Strictly every day <input type="checkbox"/> Often <input type="checkbox"/>Occasionally <input type="checkbox"/>Never</p> <p>18.How long does it usually take you to get to school on foot? <input type="checkbox"/>Within 10 minutes <input type="checkbox"/>10-30 minutes <input type="checkbox"/>30-60 minutes <input type="checkbox"/>More than 60 minutes</p> <p>19.How far from your home to school? <input type="checkbox"/>Less than 1 km <input type="checkbox"/>1-3 km <input type="checkbox"/>3-5 km <input type="checkbox"/>5-10 km <input type="checkbox"/>10 km and above</p>					

Please put a check mark (✓) the appropriate box. In this table 1 “never”, 2 “rarely”, 3 “sometimes”, 4 “often” and 5 “always”.					
Description of the problem	1	2	3	4	5
20. Your parents teach you morals					
21. Your parents teach you in your homework					
22. Your parents teach you to do housework					
23. Your parents teach you about behavioral norms					
24. Your parents ask you to take part in sports activities					

Part III: Influencing factors (10 questions)

Equality of opportunity in education					
Please put a check mark (✓) the appropriate box. 1 "Strongly disagree", 2 "Disagree", 3 "Neutral", 4 "Agree", 5 "Strongly agree"					
Description of the problem	1	2	3	4	5
25. You enjoy equal access to school with other students					
26. You are treated equally by your teachers at school					
27. You are offered the same curriculum as other students					
28. Your teachers evaluate you on the same basis as other students at school					
29. At school, the school emphasizes students' interest in learning and the development of good qualities and habits					

Social support aspects

Please put a check mark (✓) the appropriate box.

30. Have you ever participated in government-organized activities to care for left-behind children?

- Anytime At least once a semester
 Once a year or once every few years Never

31. Does your community provide you with emotional and material support?

- Anytime At least once a semester
 Once a year or once every few years Never

32. Have you ever participated in activities organized by your school to care for left-behind children?

- Anytime At least once a semester
 Once a year or once every few years Never

33. Have your parents attended parent education activities at school?

- Anytime At least once a semester
 Once a year or once every few years Never

34. Have you ever received help from social organizations?

- Anytime At least once a semester
 Once a year or once every few years Never

Part IV: Ways to Improve (8 questions)

Please put a check mark (✓) the appropriate box. In this table 1 “never”, 2 “rarely”, 3 “sometimes”, 4 “often” and 5 “always”.					
Description of the problem	1	2	3	4	5
35. Schools provide you and your classmates with free learning materials					
36. Schools provide you and your classmates with free educational equipment					
37. Schools provide you and your classmates with free study counselling services					
38. The community helps you to strengthen communication with your parents					
39. The community helps you to improve parent-child relationship					
40. Your parents use role models to teach you how to behave					
Please put a check mark (✓) the appropriate box.					
41. Which issue would you like to discuss with your parents? <input type="checkbox"/> Learning <input type="checkbox"/> Behavior <input type="checkbox"/> Life goals <input type="checkbox"/> Interests <input type="checkbox"/> Safety education <input type="checkbox"/> Labor education <input type="checkbox"/> Aesthetics <input type="checkbox"/> Mental health <input type="checkbox"/> Emotional attitudes and Values <input type="checkbox"/> Sex education, and Character development					
Please read the following items and write your answers on the horizontal line.					
42. What do you think to improve Left-behind children?					

问卷调查

中国云南省安宁市县街社区留守儿童家庭教育

注：请配合填写云南省安宁市县街社区留守儿童家庭教育情况调查表,调查表仅用于学术研究,调查内容将严格保密

调查分为四个部分：第一部分：人口统计和其他变量, 第二部分：现状, 第三部分：影响因素, 第四部分：改进措施。共有 42 个问题, 请如实填写

第一部分：人口统计和其他变量（8 个问题）

请在相应的方框内打勾(√)

1. 你的性别

男 女 其他

2. 你的健康状况如何？

轻病 肢体残疾 重病 正常

3. 你的年龄

10-12 岁 12-14 岁 14-16 岁 17 岁及以上

4. 你的住宿状况

留在学校 留在家里 住在亲戚家

5. 你父母的健康状况如何？

轻病 肢体残疾 重病 正常

6. 你的家庭年收入是多少？

6,000 元至 10,000 元 10,000 元至 20,000 元

20,000 元至 50,000 元 50,000 元至 80,000 元

80,000 元至 100,000 元 100,000 元及以上

7. 你父母的年龄是多少？

20-30 岁 30-40 岁 40-50 岁

50-60 岁 60-70 岁 70 岁或以上

8. 你父母的教育状况

从未上过学 小学 初中

技校 高中 职业学校

本科 硕士 博士

第二部分：现状（16个问题）

请在相应的方框内打勾(√)。1"非常不同意",2"不同意",3"中立",4"同意",5"非常同意"。					
问题描述	1	2	3	4	5
9.父母外出工作对你的影响很大					
10.你已经养成了良好的卫生习惯					
11.你已经养成了良好的学习习惯					
12.你很自信					
请在相应的方框内打勾(√)。					
13.你是否违反过课堂纪律？ <input type="checkbox"/> 经常 <input type="checkbox"/> 偶尔 <input type="checkbox"/> 无					
14.在生活中遇到困难时，你会选择向谁求助？ <input type="checkbox"/> 老师 <input type="checkbox"/> 父母 <input type="checkbox"/> 祖父母 <input type="checkbox"/> 朋友 <input type="checkbox"/> 同学 <input type="checkbox"/> 其他：					
15.父母一周给你多少生活费？ <input type="checkbox"/> 50 元以内 <input type="checkbox"/> 50-100 元 <input type="checkbox"/> 100-200 元 <input type="checkbox"/> 200-300 元 <input type="checkbox"/> 300-400 元 <input type="checkbox"/> 400-500 元 <input type="checkbox"/> 500 元以上					
16.在下列行为中，你参与最多的是哪一种？ <input type="checkbox"/> 吸烟 <input type="checkbox"/> 喝酒 <input type="checkbox"/> 打架 <input type="checkbox"/> 离家出走 <input type="checkbox"/> 网瘾 <input type="checkbox"/> 其他：					
17.父母要求你按时睡觉吗？ <input type="checkbox"/> 每天严格要求 <input type="checkbox"/> 经常 <input type="checkbox"/> 偶尔 <input type="checkbox"/> 从不					
18.你步行上学通常需要多长时间？ <input type="checkbox"/> 10 分钟内 <input type="checkbox"/> 10-30 分钟 <input type="checkbox"/> 30-60 分钟 <input type="checkbox"/> 60 分钟以上					
19.从家到学校有多远？ <input type="checkbox"/> 少于 1 公里 <input type="checkbox"/> 1-3 公里 <input type="checkbox"/> 3-5 公里 <input type="checkbox"/> 5-10 公里 <input type="checkbox"/> 10 公里及以上					
请在相应的方框内打勾(√)。在本表中,1 表示"从不",2 表示"很少",3 表示"有时",4 表示"经常",5 表示"总是"。					
问题描述	1	2	3	4	5
20.父母对你进行道德教育					
21.父母指导你完成家庭作业					
22.父母教你做家务					
23.父母教你日常行为规范					
24.父母要求你参加体育活动					

第三部分：影响因素（10 道题）

教育机会平等					
请在相应的方框内打勾(√)。1"非常不同意",2"不同意",3"中立",4"同意",5"非常同意"。					
问题描述	1	2	3	4	5
25.你享有与其他学生平等的上学机会					
26.在学校老师对你一视同仁					
27.你学习的课程跟其他学生相同					
28.老师对你的评价与其他学生相同					
29.学校重视学生的学习兴趣和良好品质与习惯的养成					
社会支持方面					
请在相应的方框内打勾(√)。					
30.你是否参加过政府组织的关爱留守儿童活动？ <input type="checkbox"/> 随时 <input type="checkbox"/> 至少每学期一次 <input type="checkbox"/> 一年一次或几年一次 <input type="checkbox"/> 从不					
31.你所在的社区是否为你提供情感和物质帮助？ <input type="checkbox"/> 随时 <input type="checkbox"/> 至少每学期一次 <input type="checkbox"/> 一年一次或几年一次 <input type="checkbox"/> 从不					
32.你是否参加过学校组织的关爱留守儿童活动？ <input type="checkbox"/> 随时 <input type="checkbox"/> 至少每学期一次 <input type="checkbox"/> 一年一次或几年一次 <input type="checkbox"/> 从不					
33.你的父母是否参加过学校为家长组织的教育活动？ <input type="checkbox"/> 随时 <input type="checkbox"/> 至少每学期一次 <input type="checkbox"/> 一年一次或几年一次 <input type="checkbox"/> 从不					
34.你是否接受过社会组织的帮助？ <input type="checkbox"/> 随时 <input type="checkbox"/> 至少每学期一次 <input type="checkbox"/> 一年一次或几年一次 <input type="checkbox"/> 从不					

第四部分：改进方法（8道题）

请在相应的方框内打勾（√）。在本表中,1表示"从不",2表示"很少",3表示"有时",4表示"经常",5表示"总是"。					
问题描述	1	2	3	4	5
35.学校为你和你的同学提供免费的学习材料					
36.学校为你和你的同学提供免费的教学设备					
37.学校为你和你的同学提供免费的学习辅导服务					
38.社区帮助你与父母进行沟通联系					
39.社区帮助你改善与父母之间的关系					
40.父母会用榜样的力量来教育你如何成人					
请在相应的方框内打勾(√)。					
41.你希望与父母讨论哪些问题？（可多选） <input type="checkbox"/> 学习 <input type="checkbox"/> 行为 <input type="checkbox"/> 生活目标 <input type="checkbox"/> 兴趣 <input type="checkbox"/> 安全教育 <input type="checkbox"/> 劳动教育 <input type="checkbox"/> 审美 <input type="checkbox"/> 心理健康 <input type="checkbox"/> 情感态度与价值观 <input type="checkbox"/> 性教育和品格培养					
请阅读下列题目,并将答案写在横线上。					
42.你认为如何改善留守儿童的状况？					



Appendix B

Codebook

No.	Variable Name	Variable Label	Value No.	Value Label
1	Q1	Your gender	1	Male
			2	Female
			3	Prefer not to disclose
2	Q2	Health condition	1	Slight illness
			2	Physical disability
			3	Serious illness
			4	Normal
3	Q3	Your age	1	10-12 years old
			2	12-14 years old
			3	14-16 years old
			4	17 years old and above
4	Q4	Stay-at-home status	1	Staying at school
			2	Staying at home
			3	Staying with relatives
5	Q5	Parents' health condition	1	Slight illness
			2	Physical disability
			3	Serious illness
			4	Normal
6	Q6	Annual household income	1	6,000 RMB to 10,000 RMB
			2	10,000 RMB to 20,000 RMB
			3	20,000 RMB to 50,000 RMB
			4	50,000 RMB to 80,000 RMB
			4	80,000 RMB to 100,000 RMB
			5	100,000 RMB and above
7	Q7	Parents' ages	1	20-30 years old
			2	30-40 years old
			3	40-50 years old
			4	50-60 years old
			5	60-70 years old
			5	70 years old or above

No.	Variable Name	Variable Label	Value No.	Value Label
8	Q8	Parents' educational status	1	Never attended school
			2	Elementary school
			3	Junior high school
			4	Technical school
			5	High school
			6	Vocational school
			7	Bachelor's degree
			8	Master's degree
			9	Doctor's degree
9	Q9	Your parents working outside the home had a big impact on you	1	Strongly disagree
			2	Disagree
			3	Neutral
			4	Agree
			5	Strongly agree
10	Q10	You developed good hygiene habits	1	Strongly disagree
			2	Disagree
			3	Neutral
			4	Agree
			5	Strongly agree
11	Q11	You developed good study habits	1	Strongly disagree
			2	Disagree
			3	Neutral
			4	Agree
			5	Strongly agree
12	Q12	You're confident	1	Strongly disagree
			2	Disagree
			3	Neutral
			4	Agree
			5	Strongly agree

No.	Variable Name	Variable Label	Value No.	Value Label
13	Q13	You violated classroom discipline	1	Frequent
			2	Occasional
			3	None
14	Q14	The people you seek help from when you encounter difficulties in life	1	Teachers
			2	Parents
			3	Grandparents
			4	Friends
			5	classmates
			6	Others
15	Q15	Weekly living expenses from your parents	1	Within 50RMB
			2	50-100RMB
			3	100-200RMB
			4	200-300RMB
			5	300-400RMB
			6	400-500RMB
			7	More than 500RMB
16	Q16	The activity you participated in the most	1	Smoking
			2	Drinking
			3	Fighting
			4	Running away from home
			5	Internet addiction
			6	Others
17	Q17	Your parents asked you to go to bed on time	1	Strictly every day
			2	Often
			3	Occasionally
			4	Never
18	Q18	It takes you to walk to school	1	Within 10 minutes
			2	10-30 minutes
			3	30-60 minutes
			4	More than 60 minutes

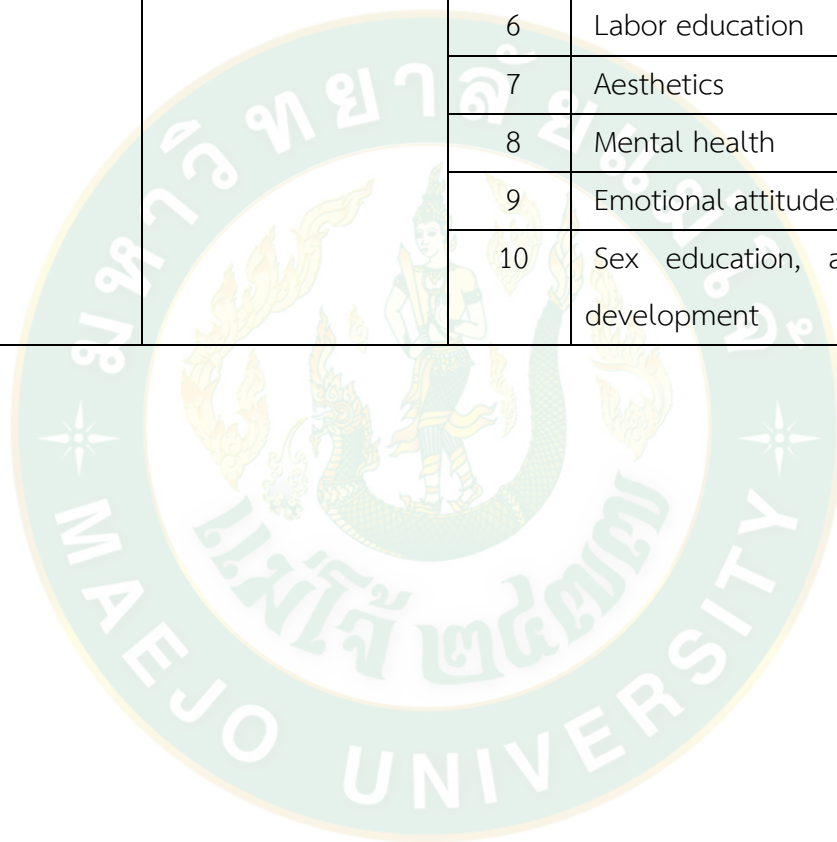
No.	Variable Name	Variable Label	Value No.	Value Label
19	Q19	Distance from your home to school	1	Less than 1 km
			2	1-3 km
			3	3-5 km
			4	5-10 km
			5	10 km and above
20	Q20	Your parents teach you morals	1	Never
			2	Rarely
			3	Sometimes
			4	Often
			5	Always
21	Q21	Your parents teach you in your homework	1	Never
			2	Rarely
			3	Sometimes
			4	Often
			5	Always
22	Q22	Your parents teach you to do housework	1	Never
			2	Rarely
			3	Sometimes
			4	Often
			5	Always
23	Q23	Your parents teach you about behavioral norms	1	Never
			2	Rarely
			3	Sometimes
			4	Often
			5	Always
24	Q24	Your parents ask you to take part in sports activities	1	Never
			2	Rarely
			3	Sometimes
			4	Often
			5	Always

No.	Variable Name	Variable Label	Value No.	Value Label
25	Q25	You enjoy equal access to school with other students	1	Strongly disagree
			2	Disagree
			3	Neutral
			4	Agree
			5	Strongly agree
26	Q26	You are treated equally by your teachers at school	1	Strongly disagree
			2	Disagree
			3	Neutral
			4	Agree
			5	Strongly agree
27	Q27	You are offered the same curriculum as other students	1	Strongly disagree
			2	Disagree
			3	Neutral
			4	Agree
			5	Strongly agree
28	Q28	Your teachers evaluate you on the same basis as other students at school	1	Strongly disagree
			2	Disagree
			3	Neutral
			4	Agree
			5	Strongly agree
29	Q29	The school emphasizes students' interest in learning and the development of good qualities and habits	1	Strongly disagree
			2	Disagree
			3	Neutral
			4	Agree
			5	Strongly agree

No.	Variable Name	Variable Label	Value No.	Value Label
30	Q30	You participate in government-organized activities to care for left-behind children	1	Anytime
			2	At least once a semester
			3	Once a year or once every few years
			4	Never
31	Q31	Your community provides you with emotional and material help	1	Anytime
			2	At least once a semester
			3	Once a year or once every few years
			4	Never
32	Q32	You participate in the activities organized by the school to care for left-behind children	1	Anytime
			2	At least once a semester
			3	Once a year or once every few years
			4	Never
33	Q33	Your parents participate in educational activities organized by the school for parents	1	Anytime
			2	At least once a semester
			3	Once a year or once every few years
			4	Never
34	Q34	You receive help from social organizations	1	Anytime
			2	At least once a semester
			3	Once a year or once every few years
			4	Never
35	Q35	Schools provide you and your classmates with free learning materials	1	Never
			2	Rarely
			3	Sometimes
			4	Often
			5	Always

No.	Variable Name	Variable Label	Value No.	Value Label
36	Q36	Schools provide you and your classmates with free educational equipment	1	Never
			2	Rarely
			3	Sometimes
			4	Often
			5	Always
37	Q37	Schools provide you and your classmates with free study counselling services	1	Never
			2	Rarely
			3	Sometimes
			4	Often
			5	Always
38	Q38	The community helps you to strengthen communication with your parents	1	Never
			2	Rarely
			3	Sometimes
			4	Often
			5	Always
39	Q39	The community helps you to improve parent-child relationship	1	Never
			2	Rarely
			3	Sometimes
			4	Often
			5	Always
40	Q40	Your parents use role models to teach you how to behave	1	Never
			2	Rarely
			3	Sometimes
			4	Often
			5	Always

No.	Variable Name	Variable Label	Value No.	Value Label
41	Q41	Issues you would like to discuss with your parents	1	Learning
			2	Behavior
			3	Life goals
			4	Interests
			5	Safety education
			6	Labor education
			7	Aesthetics
			8	Mental health
			9	Emotional attitudes and Values
			10	Sex education, and Character development



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