

Study on Mental Health Problems of Left-behind Children in Linyi County

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Abstract—With the development of the economy, more and more young people in the countryside choose to go out to work, leaving their children to their parents to look after, thus forming a new vulnerable group left-behind children. The mental health problems and education problems of left-behind children are directly related to the health and future development of left-behind children. Therefore, how to deal with the mental health education of left-behind children should attract the attention of the society. Taking Linyi County of Shandong Province as a case, the author used questionnaires, interviews and literature research methods to understand the mental health education of left-behind children, and proposed rationalized and targeted suggestions for existing problems to help improve the mental health status of left-behind children in rural areas.

Keywords—rural areas; left-behind children; mental health; education

I. INTRODUCTION

In 2018, Shandong Province carried out a survey of left-behind children in rural areas. There were about 160,000 left-behind children in rural areas, and more than 140,000 people were guarded by intergenerational care, accounting for 94.72% of the total left-behind children, and 6500 unsupervised children. 4.3% of left-behind children, 1,472 people were replaced by friends and relatives, accounting for 0.98% of left-behind children. Most of these left-behind children are located in the southwestern Shandong province of Shandong Province. They are characterized by many inland areas and few coastal areas. They are mainly distributed in the five urban areas of Jining, Heze, Liaocheng, Dezhou and Linyi It accounts for 72% of the province's total. Therefore, it is necessary to solve the problem of left-behind children in rural areas, accelerate the implementation of precise mechanisms under precise poverty alleviation, and ensure the development of education and mental health of left-behind children in rural areas. Education for poverty alleviation is not only a material subsidy, but also a child's young mind, so that every child can grow up healthily. It is also a kind of spiritual support, and it is also a requirement of the social era of the new era and new ideas in the 21st century.

The questionnaire was distributed to 5 townships in Lin YI County. Seven primary schools and colleges learned about the situation of left-behind children by randomly

distributing questionnaires to parents at the school gate in the afternoon. A total of 700 questionnaires were distributed in this survey, 670 questionnaires were recovered, the recovery rate was 95.7%, and 653 valid questionnaires, with a validity of 97.4%, including 263 left-behind children, accounting for 40.3%, as shown in Figure 1.

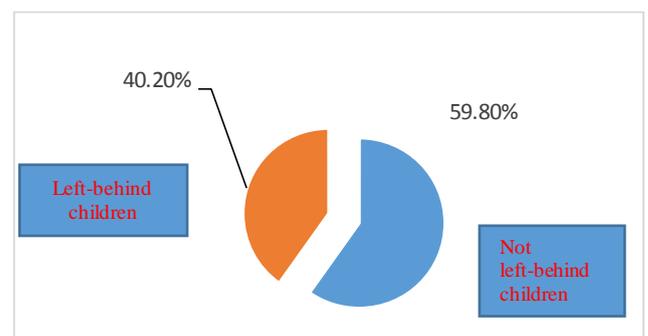


Fig. 1. left-behind children ratio map

II. CONCEPT AND FORMATION REASONS OF LEFT-BEHIND CHILDREN IN RURAL AREAS

A. The concept of left-behind children in rural areas

"Left-behind children in rural areas" refers to those minors under the age of 17 who are left behind in the place where their parents are registered or live on their own for over half a year, because their parents have been away for work for a long time.

B. Reasons for the formation of left-behind children in rural areas

On the one hand, the formation of left-behind children in rural areas is caused by family and social influences. Rural economy is relatively low, development is slow, and employment opportunities are few. Most of the rural prime-age labor force chooses to go out to work to ease the economic pressure of families, but due to their low level of education and lack of technical ability, they can only engage in low-threshold jobs to obtain income through labor. Because in the wage level to solve their own food and clothing after the remaining circumstances, it is difficult to bring their children in their birth side care, plus they can't afford their children to be out-of-town by education high school fees, borrowing fees, so only choose to leave the

children in the hometown. According to a 2015 national bureau of statistics released the latest statistics show that China's urban per capita disposable income is 31195 Yuan, while rural residents per capita disposable income of only 11422 Yuan, per capita net income of urban areas is 2.73 times that of ^[1] through investigation to our country rural family economic income is low, 63.04% of household income in 50000 Yuan the following, barely enough to maintain normal family expenses, earning between 50000 and 80000 families account for 20.83% of the survey, the annual income of 80000 Yuan of above families accounted for 16.59% of investigation number, concrete as shown in table 1. On the other hand, it is influenced by the lagging nature of public policies. The issue of left-behind children has been an issue left over from history since 1980s, and it became more and more serious with the accumulation of time until the early 21st century. ^[2] As problems become serious and complex due to accumulations over time, it is not conducive for the government to find fundamental causes and make effective solutions. Therefore, in the formulation of policies, there is a certain lag, which is also one of the factors forming the rural left-behind children problem.

TABLE I. HOUSEHOLD INCOME IN RURAL AREAS

Household income (¥)	The percentage (%)	he number (people)
Under 20000	32.33	210
20000–50000	30.81	201
50000–80000	20.83	135
More than 80000	16.59	107

III. PROBLEMS FACED BY LEFT-BEHIND CHILDREN IN RURAL AREAS

A. Mental health problems

For a long time, left-behind children in rural areas lack emotional communication with their parents and care and care from their parents. The lack of emotion may cause great distortion and deformation in their personality development. At present, the psychological problems of left-behind children in rural areas are mainly shown in the following aspects:

- A solitary character does not mix well with others
Rural left-behind children leave parents will appear the phenomenon of a kind of mood, showing don't want to talk, is not willing to associate with outsiders, severe cases can cause depression, think parents don't take care of yourself, will produce school-weary psychology in school, even grandparents have grandpa's grandmother's care, after all, for the reason of The Times, they don't want to tell their own heart, can only themselves under, the accumulation of time easily form a mental or personality disorders. In school, due to their unsocial character, left-behind children do not want to participate in collective activities, so as to tightly close themselves, willing to be forgotten in the corner.
- Anxiety and low self-esteem
Parents, best teachers and best friends for their children. Children have a strong attachment to their parents and often go

to their parents for help when they have difficulties in their studies or life. When their parents are not around, left-behind children lose their inherent sense of security and dependence. Even with the care given by their grandparents, what they give is only physical care, but what they can't help with in their heart. The accumulation of long-term psychological contradictions leads to psychological anxiety, sensitivity and tension in children. When it comes to big occasions such as tests and competitions, psychological problems will appear. Due to the absence of parents all the year round, children always feel lack of self-identity and psychological security. The decline in academic performance attracts students' ridicule and teachers' indifference, which makes them timid and mean. With the accumulation of time, left-behind children tend to have low self Esteem. ^[3]

- Emotional instability leads to jealousy and hatred

The parents are forced by economic conditions and life, so that left-behind children experience the hardship of life early. Since childhood, their parents are not around and lack of family warmth. Their emotions are unstable. They are suspicious, sensitive, stubborn, tense and even hostile to everything. The little things in life can make him feel bullied, hateful and hostile toward others. ^[4] Due to the problem of intergenerational guardianship, the dotting behaviors of left-behind children have fostered their self-centered consciousness. Once something goes against their own will, the children feel unable to accept it. They cry loudly, throw tantrums at others and bear grudges against others, resulting in a great sense of rebellion. They also tend to be jealous of others because of their parents' care and their absence. More seriously, they tend to be violent, such as quarrelling with classmates, irascibility, cynicism towards others and difficulty in getting along with others.

B. Education problem

- The loss of family education

In the custody of left-behind children in the crowd are investigated with 69.19% of people own tutelage, and cultural degree is junior high school graduation, belongs to the low level of education a parent guardian type, and 29.86% is the guardian of their parents, the old man, (see figure 2) they are also the people of the cultural level is low, according to the questionnaire survey of rural left-behind children parents have 83.9% of education overall level is below the junior middle school, it is easy to cause their education deviation and difficulties in children education. Most parents think they don't know how to education children, only stay in let children eat satisfied wear warm, safeguard the personal safety level, for the children's enlightenment education, moral education and intellectual education is not, they think that their own cultural level is low, there will be no good change in terms of education, so that knowledge education should be the responsibility of the school. The parents' working away from home makes the children lack company, the older generation is powerless and the society pays little attention to them. This is the current situation of left-behind children in rural areas.

We can be concluded that the absence of family education seriously affects the healthy development of children, the guardianship between generations is not conducive to the

healthy growth of left-behind children, the old people have a low level of education, the awareness of education is shallow, excessive coddling makes left-behind children develop a domineering character, disrespect others' behavior, and mental health is distorted.

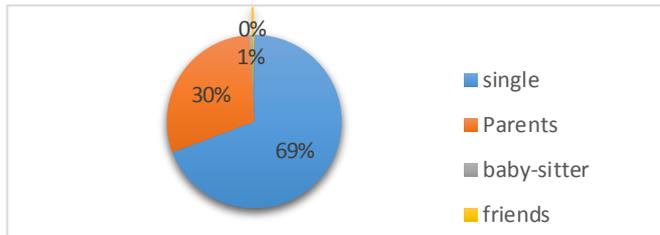


Fig. 2. Percentage of guard types chart

● School education has shortcomings

Migrant children struggle to get to school in different places, education unfair mainly by their own family economic issues and social policy issues. Although at present most cities have established migrant workers' children's army schools, hope primary schools, etc., due to the low threshold, large class size, and the lack of professional teachers, the school's teaching quality is not high. Parents are put off by the high tuition and fees of some high-quality private schools and better public schools require a local urban residence permit or proof of residence. In order to give their children a good learning environment, some parents spend most of their income on their children's studies, which causes great psychological pressure on their children.

The education activity of school culture is single, and the comprehensive quality is difficult to improve. Nowadays, students are comprehensive talents with all-round development of morality, intelligence, physical fitness, beauty and labor. Long-term single campus activities not only reduce the learning interest of left-behind children, but also fail to improve their comprehensive quality.^[5]

IV. SUGGESTIONS TO IMPROVE MENTAL HEALTH OF LEFT-BEHIND CHILDREN

A. Family Level

Family is a warm haven for left-behind children. Improve the family environment of left-behind children, improve their parents' values and cultural quality, communicate with children more, avoid using force to resolve conflicts, set an example for children, quit smoking, drinking and other bad habits. Only by fully understanding children can we solve children's mental health problems and guide them to establish correct life values.

B. School Level

In terms of schools, first of all, we need to solve the problem of learning in different places, so that the children of migrant workers and those in cities and towns can enjoy equal treatment. Secondly, we should vigorously build primary and middle schools in rural areas to solve the problem of difficult access to schools in rural areas. It is necessary not only to solve the problems of left-behind children materially, but also to strengthen the care for left-behind children psychologically, to establish the psychological consulting room, to constantly enrich the extracurricular activities of left-behind children, to

broaden children's vision, and to promote the all-round development of children's morality, intelligence, physical fitness, beauty and labor.^[6] Then, it is recommended that the school more communication with ordinary children parents let them charge their children more at ordinary times, no matter at what time, don't bullying, laugh at what circumstance left-behind children, on the contrary, more should be more concerned about helping left-behind children, make the left-behind children feel the warmth, let them to open up, be positive, like students, like school.^[7] about rural education problems, this research some proposals to improve the rural people about education: 19.91% of the recommended an additional education funds (A), 18.01% of people who advised to publicize the importance of education for farmers (B), 54.98% thought that should increase the talent flow distribution more high quality teachers in rural areas (C), and 7.11% of people believe that by making legal measures forced to responsible for the quality of education of parents (D), as shown in Fig.3.

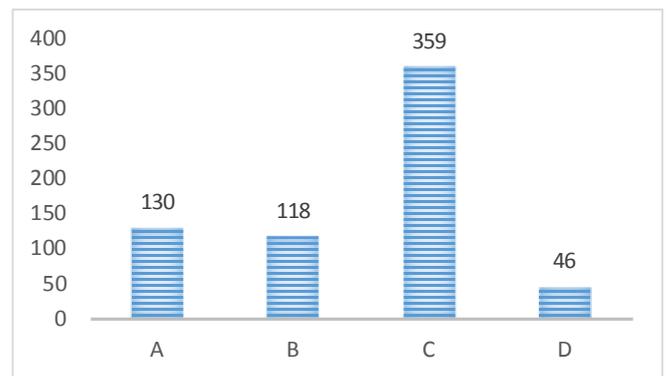


Fig. 3. Rural education improvement measures

C. Social Level

On the one hand, the government should pay more attention to left-behind children, constantly improve the introduction of care system for left-behind children, improve the progress of boarding school construction, and ensure that the daily lives of left-behind children in rural areas are supervised and taken care of. First, the government should try to implement the rural left-behind children care liaison system in rural areas. Each liaison officer is responsible for 3-5 left-behind children, communicates with them regularly, and conducts education mental health counseling for left-behind children, so as to timely finds and solves problems. So that left-behind children can feel others' love and emotional satisfaction even if they are not around their parents. Second, should be established in rural left-behind children precision mechanism, through a baseline screening accurate grasp of left-behind children data information, including the left-behind children in the family, the school situation and monitoring, establish and improve the rural left-behind children of file management, will build electronic file collection,^[8] in left-behind children in real-time database, realizes the dynamic regulation of left-behind children living conditions, education and the healthy development of physical and mental conditions. Finally, with the support of targeted poverty alleviation

policy, it vigorously introduces specialized and technical talents to promote entrepreneurship of farmers, improves rural economic conditions, promotes anti-nest of migrant workers, and indirectly improves education problem of left-behind children in rural areas. On the other hand, social workers and volunteers are called upon to organize activities to care for left-behind children in rural areas. For example, we launched charity activities to care for left-behind children in cities and towns, and called on medical workers to go to the countryside voluntarily to check the mental health of left-behind children and provide free treatment for those who are mentally unhealthy. News media, we media and other media are more involved in reporting the situation of left-behind children, increasing the exposure rate of left-behind children, and causing people from all walks of life to pay attention to the vulnerable group of left-behind children.

V. CONCLUSION

At present, the most important problem affecting the mental health of left-behind children in rural areas is the lack of family ties. At present, they are in a period of psychological vulnerability. Perhaps a small unpleasant thing can crush their psychological last line of defense, resulting in childhood. Psychological injury. The childhood of left-behind children is spent in the hope and loss; the parents who go out to work are relieved of their disappointment and helplessness to their children. They are also looking forward to being with their children and family.

Family is the starting point of children receive education, the school is one of the largest institutions affect children, society is through the children's growth and development of

lifelong education, between and among their mutual supplement and extension, family education is the child's first teacher, mainly to the child moral education, the school is focus on children's literacy education, the society is that they are the best teacher practice. No matter which aspect is missing, the impact on children will be lifelong. Therefore, the education of family, school and society should be consistent to ensure the normal development of children's mental health and solve the education problem of left-behind children's mental health.

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