

Problems of left-behind Children in Rural areas of Qinghai Province

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Abstract: -This paper summarizes the characteristics of left-behind children in rural areas of Qinghai Province, and analyzes the basic situation of them. It is pointed out that among the left-behind children in rural areas of Qinghai Province, single parent guardianship and grandparent's guardianship account for a large proportion, and both of these two guardianship modes have inevitably negative effects on the growth of teenagers. Because parents work outside for a long time, their children are brought up by guardians, but they are older and barely educated, and they rarely pay attention to children's spiritual and educational problems. However, they give more material help, which seriously leads to the lack of education for left-behind children, whether at home or at school. As a result, the child's grades are unstable, and psychological problems such as lack of family affection, defects in character and behavior deviation appear. At the same time, rural left-behind children in Qinghai Province, as a vulnerable group, deserve more social attention. These situations need to be changed as soon as possible in order to benefit the growth of the left-behind children.

Keywords: Qinghai Province, Rural areas, Left-behind Children.

1. INTRODUCTION

In 2007, the Qinghai Women's Federation conducted research in XUNHUA, HUALONG, LEDU and other counties in HAIDONG area, and a sample survey of left-behind children in rural areas was carried out in some schools in Xining. Among the rural left-behind children surveyed, the kids of whom both parents worked in other places account for 44.6%, at least one of their parents worked outside the province account for 55.4%, 18.4% of their parents worked in the province, and 81.6% worked outside of the province. A few left-behind children in rural areas do not know where their parents are working ^[1]. On March 15, 2007, Huang Qingyi, vice chairman of the china women's federation and deputy director of the state council working committee on women and children, told a news conference held by the state council information office that there are now nearly 20 million left-behind children in rural China. Among all left-behind children, the proportion of left-behind children in rural areas is as high as 86.5 percent, and left-behind children account for 47.7 percent of school-age children in rural areas ^{[2][3]}.

2. PROBLEMS OF LEFT-BEHIND CHILDREN IN QINGHAI PROVINCE

Due to the backward geographical environment of Qinghai province, young people with labor force choose to go out for work and get a certain amount of economic income. Only the uneducated old and children are left. In addition, the current education in rural areas is worrying. Moreover, the teaching facilities and teachers in rural schools are far less than those in cities. All these lead to various problems of left-behind children.

2.1 Lack of formal family education.

The education of left-behind children cannot keep up with their parents who have been working outside for a long time. In addition, they have fewer opportunities to educate their children. They may only come back during the Spring Festival, and they are often busy with trivial matters, without more time and energy to educate their children. This leads to the lack of a great deal of education in early childhood and kinship among left-behind children, as well as the lack of emotional communication with parents due to the long-term lack of care from their parents and the well-being of their families. As a result, some bad behaviors have not been corrected without being discovered by parents, and it is easy for them to take the path of crime in the end. Even if there are intergenerational guardians, they are unable to educate children in accordance of their aptitude for the backwardness of thought and lower level of education, and they are not willing to listen to the inner thoughts of children. Spoiled by grandparents for a long term, the child's psychological damage may be caused, which leads to the great problem of children in the thought, moral character, behavior and other aspects arise.

The investigation shows that the author, as a rural left-behind child in Qinghai province, can deeply understand this point. Because parents work in other places for a long time, I am raised by alternate guardians. I am more introverted and poor at communicating with people. As a result of long separation with parents, I have little affection for family.

2.2 Rural teachers are fewer with large mobility.

Due to the underdeveloped economy and inconvenient transportation in Qinghai province, only a small number of college students are willing to be a volunteer teacher after graduation. Most educated people go to metropolis to broaden their horizon. In addition, there are fewer teachers in rural areas. For example, the primary school teachers in ZHANGJIAWAN Village, LIERBU Town, MINHE county, Qinghai province are all from the same village. Their average age is 45 years old. Some of them only have junior middle school education level. They even can't speak a word of mandarin. Classes are also held in the local dialect, so local pupils do not know there is another language called mandarin until they go to junior high school. Relevant data show that in the western region, the proportion of preschool teachers with teacher certificates is less than one third of the total teachers, and the proportion of teachers with teacher certificates is only one third, while the number of teachers with neither certificate accounts for one fifth of the total teachers. Due to the lack of teachers, most of the left-behind children are left at home. Parents believe that teachers do not have a lot of culture, and they are unable to educate children well. It is better to stay at home, to help grandparents do some farm work, and parents work outside, the family's basic income is guaranteed. The future of the child will not be taken into account, but the benefit of the present.

2.3 Left-behind children have mental health problems.

According to the survey conducted by the national authority, 57 percent of left-behind middle school students have slight or more serious mental health problems, of which the examination rate of mild mental health problems is 47.7 percent, moderate is 9 percent, and severe is 0.3 percent. According to the analysis of these data, relevant personnel learned that the mental health of children is closely related to their parents' working outside. The longer their parents stay outside, the more serious their children's psychological problems will be. Because the parents have been working in other places for a long time, they show little care for the children, which makes the children's psychological development not sound. In the face of something, their psychological endurance is weak. That is easy to cause children to be anxiety, depression, low self-esteem and other unhealthy mental state. The lack of awareness of the mental health of the grandparent guardians, lead to the unscrupulous development of the children's character. And the lack of long-term emotional communication has created a certain pressure on the psychology of the left-behind children, and these pressures are unable to be released. Moreover, children will be more or less disappointed with their parents, resulting in a lack of better control of the emotions of the left-behind children, and they may be irritable and restless because of a little bit of things, and they may be emotionally out of control, and so on. In the event of problems, they also do not like to communicate with teachers and grandparents, psychological pressure can't be adjusted. The children eventually become bored, lack of laughter as well as ordinary children's because a long period of negative emotions are difficult to resolve. Because the children's psychological problems have not been solved for a long time, and they don't want to share, which makes them restless, depressed, or more likely to be silent. That makes them grow up without happiness, and they are not interested in learning. They don't even have a confidant they can confide in.

Left-behind children have problems in their social communication ability. Social communication ability is a necessary skill in social life. Among the left-behind children, younger children are timid and never take the initiative when dealing with their peers. For junior and high school students, they are in the period of rapid physical and mental development, but they are on the contrary with younger children. They prefer to gain emotional sustenance among their contemporary, which may because their parents are not at home all the year round and they cannot get the careful care of their parents. However, in the conversation between elders, the attitude of the left-behind children is mostly shyness and fear, and cannot express their feelings and thoughts clearly. With the change of the times and the rapid development of science and technology, there are a lot of generation gaps between the grandparents and children. They have different views on different things, which leads to a series of problems in communication among children.

3. THE FOLLOWING MEASURES ARE PROPOSED TO SOLVE THE PROBLEMS OF THESE LEFT-BEHIND CHILDREN

3.1 strengthen the emotional care of parents.

The main reason for this situation among left-behind children is the desire for love from their parents. No matter how good the education environment is, it is still not better than your parents around you. Therefore, the responsibility of parents is not only to feed and clothe your children, your love is more necessary for them. Parents should attach importance to their children's education, put it first, and solve the problems they are faced with, and try their best to bring their children around as much as they can. They should balance their income and children's education, rather than let the immediate benefits blind themselves in exchange for the healthy growth of children. In the case that really do not have a condition to take the child around, parents should pay more attention to communicate with the child as much as possible, when they have free time, they're supposed to play less games for a few minutes and call their child more, and ask them about his recent study and life or ask if they were bullied. That let them feel that in fact parents are around me, and always have been concerned about me, so that the children will not be too lonely. At the same time,

they will not have so many psychological problems. Communicate with school teachers and ask about your children's recent performance at school. Often go home to see, communicate with the child in a variety of ways, keep abreast of the situation of the child, and then take appropriate measures.

3.2 Improve the relevant legal system.

In the current situation that there is no way to change the household registration management system, it is necessary to strengthen the overall management of the authorities, increase social support, raise the salary of migrant workers, increase urban teaching measures, improve the condition of migrant workers' children to go to school, the fee standard should be reduced. Cities with conditions can use existing educational resources to set up boarding schools or vacation schools to create favorable conditions for migrant workers to bring their children around to live and study. The reason for the current situation is not only the lack of moral constraints, but also the backwardness of Qinghai Province, the lack of social attention, and the lack of relevant legal system. It is necessary to strengthen the responsibilities of parents in supervising, caring for, and educating their children, so as to ensure the physical and mental development of their children. In addition, we should strengthen the construction of boarding schools in rural areas, ensure that left-behind children receive good education in schools. and improve the quality of life of the children. Schools should set up several targeted courses according to the characteristics of left-behind children in rural areas such as moral education, mental health education, safety education and other courses. Conditional schools can set up counseling teachers, more than a few times a week, to understand the psychological problems of children, and take measures according to the actual situation. To help the left-behind children to solve the various psychological problems, to cultivate their healthy personality, to establish correct values, outlook on life, world outlook, to form excellent habits of learning and life, so that they can develop healthily.

3.3 Strengthen the teachers' strength in rural areas.

The teachers' strength in rural areas of Qinghai Province is very weak, there is a lack of teachers' culture in general, and the overall development of moral, intellectual, physical, aesthetic and hard work is lacking in the teaching process. Teachers also account for a large part of the problems of left-behind children. Therefore, teachers should strengthen their basic accomplishment and the all-round development of moral, intellectual, aesthetic and hard work in order to lead the children to develop together. We can set up a psychological counseling station in the school, and the teacher undertakes coaching to the child that has a psychological problem. For those left-behind children whose academic performance is not satisfactory, they can carry out one-on-one activities that the senior grade to help the lower grade and the teacher help the senior grade, which not only improves the grades, but also increases the interest of the children in learning. Schools should carry out relevant cultural and physical education, which are beneficial to physical and mental health, so that children can release their inner pressure and strengthen themselves. We can also invite some famous scholars and various model figures to give reports to the school, so as to transfer some positive energy to the children from their own examples, in order to guide the children, have a positive, vigorous spirit. For example: labor practices, civilized etiquette activities, poetry reading and so on, to help children increase the fun of life.

3.4 Set up some courses of mental health activities.

Mental health activities should be integrated with knowledge, interest, and operation to help children improve their psychological quality in an all-round way through games and role-playing and other ways. In addition, we should also set up psychological mailbox, telephone counseling, letter counseling, personal hotline, bulletin board, mental health education base, education column and so on. That let the children establish a good sense of self, interpersonal relations through this series of activities. Moreover, it enables the emotions to be under control and the problems can be solved by themselves.

4. CONCLUSIONS

Aiming at the problems of left-behind children in rural areas of Qinghai Province, this paper analyzes that the main reason is the lack of family affection, as well as factors such as the quality of education and the cultural level of guardians. In education, it is mainly about family and school. The same is true of guardianship, which includes intergenerational guardians and teachers. For left-behind children, affection, education and guardianship are the most indispensable. Family affection is inseparable from family, while family and education are inseparable from society. Therefore, it is necessary to strengthen the inevitable connection among the three. Create a warm and harmonious environment for children, let them grow up healthy and happy. To solve children's psychological problems, not only on the one hand, they need the care of people from all walks of life, but also the relevant departments to give a series of specific measures. Let the left-behind children no longer become a unique group any more.

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