

Thinking Deeply From Different Angle -A Re-analysis of the Education Problems of College Students with Left-behind Experience

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ABSTRACT: *To understand the education of college students with left-behind experience, a questionnaire survey is conducted in a Chinese university from a different angle. Based on the investigation results, the paper studied on the influential factors which affected these students' education. At the same time, the problems and difficulties in the process of education are also analyzed. In conclusion, this report puts forward some corresponding measures to resolve these troubles.*

KEYWORDS - *College Students With Left-behind Experience, Personality Forming, Educational Problem*

I. INTRODUCTION

Since the reform and opening, China has entered a golden era of rapid development. With the rapid development of the economy and the speeding up of urbanization, a large number of surplus labor appeared in a rural area in China. And they began to gradually into the coastal economic developed area, especially in the large cities. Thus, "the tide of migrant workers" appears. Among them, a bunch of people have already been a father or mother. With their leaving home, a special group, named "left-behind children", had appeared in rural.

The so-called "rural left behind children" is referring to the children whose parents (single or both) go out to work in a city and needs to be taken care by their relatives or clients. Generally, they are 6-16 years-old [1]. With the expansion of colleges and universities in China, part of the left-behind children had already come into the university. However, for this special group, different life experience causes special problems in education. Due to parents' away from home, family education is undermined or even missing. School education almost undertakes all responsibilities of education [2]. But, the research on college students with left-behind experience lack of in-depth study. Moreover, related research on the analysis of the psychological status and teaching from the point of persuasion of the teachers is rarer. Thus, the paper hopes to understand current educational status of college students with left-behind experience, explore the factors which affected their education and analyze the problems and difficulties in teaching through this probe. Apparently, the research has an extremely important practical implication. Of course, the author also hopes to provide the reference basis for the related education of college students with left-behind experience.

II. SURVEY OBJECTS AND METHODS

2.1 Survey Objects

The teachers of the Hunan University of Science and Technology are chosen as the survey object in this research. 120 teachers were randomly selected, and 120 questionnaires issued were collected and valid. The effective response rate was 100%.

2.2 Survey Methods

The method of a questionnaire was adopted. Its contents included the concern degree of the investigated objects to college students with left-behind experience, the understanding degree of teachers to the basic situation of college students with left-behind experience, various influence factors of college students with left-behind experience from the point of view of a teacher, the problems of college students with left-behind experience in education, etc.

III. SURVEY RESULTS

3.1 Learning Situations Of College Students With Left-behind Experience

Academic performance of college students with left-behind experience is studied through the survey of teachers (Table I). College students with left-behind experience with good academic performance accounted for 34%, and just 16% of college students with left-behind experience are excellent. Meanwhile, 10% of them hold a poor academic functioning.

Table I Academic Performance

| <i>Level of Academic performance</i> | <i>Excellent</i> | <i>Good</i> | <i>Moderate</i> | <i>Poor</i> | <i>Very poor</i> |
|--------------------------------------|------------------|-------------|-----------------|-------------|------------------|
| Percentage (%) | 16 | 34 | 40 | 10 | 0 |

Overall, academic performance of most college students with left-behind experience is moderate and above moderate. Doubtlessly, there is a part of college students with left-behind experience with a poor academic performance.

3.2 Learning Motivations And Pressure Of College Students With Left-behind Experience

According to the analysis results of the questionnaire, it is not difficult to know the degree of learning motivation and pressure of college students with left-behind experience (Table II).

Table II Investigations of Learning Pressure

| <i>Pressure degree</i> | <i>Very strong</i> | <i>Big</i> | <i>Generally</i> | <i>No pressure</i> |
|------------------------|--------------------|------------|------------------|--------------------|
| Percentage (%) | 15 | 46 | 34 | 5 |

Survey showed that 10% of respondents believed college students with left-behind experience had very strong learning motivation. 15% of respondents think college students with left-behind experience had enormous pressure, and 16% of students with left-behind experience have an outstanding academic performance.

The strong learning motivation of students with left-behind experience is one of the primary causes for their fine accomplishments. The main source of their strong learning motivation originates from lower living conditions, learning pressure, poor economic conditions and the low quality of life. Because they are eager to change the destiny through knowledge, they demonstrate more force in gaining knowledge. But at the same time, they undertake significant pressure. Among them, 46% of students with left-behind experience have really great pressure. Overall, these college students have a little stronger learning pressure and motivation, which is an important issue to be considered.

3.3 Relationship Between Teachers And College Students With Left-behind Experience

To understand the current situation of college students with left-behind experience, it needs to know the performance of the students with left-behind experience in school through teachers. When the teachers were asked whether the students with left-behind experience made them felt annoyed, 40% of the teachers expressed that there was no deep impression. And 27% of the teachers thought these students didn't make them feel annoyed, and 33% of the teachers felt annoyed by these students (Fig. 1).

Then, three conclusions can be made. Firstly, 67% of teachers think students with left-behind experience did not make him feel annoyed or the impression is not deep. Secondly, because the teachers paid not enough attention to these students, the students' behaviors had not impressed their teachers. Thirdly, students with left-behind experience have less performance in learning activities, which may have a great relationship with their personality.

3.4 Relationship Between College Students With Left-behind Experience And The Guardian

On the education of students with left-behind experience, it is not only the responsibility of the school, but also the responsibility of the guardian. Therefore, it is necessary to investigate the relationship between the students and the guardian (Table III).

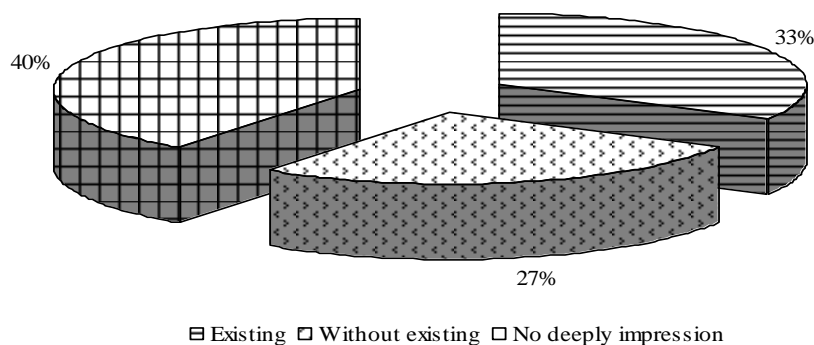


Fig. 1 Situation of Teachers Felt annoyed by Students with Left-behind Experience

Table III Degrees of Communication between the Guardian and the Students

| <i>Degree of communication</i> | <i>Often</i> | <i>Communicating occasionally</i> | <i>Generally</i> | <i>Without communication</i> |
|--------------------------------|--------------|-----------------------------------|------------------|------------------------------|
| Percentage (%) | 17 | 37 | 43 | 3 |

Results are shown that 37% of the guardians communicated to the students occasionally, and the general communication reaches 43%. Nevertheless, frequent exchanges only accounted for 17%, and without exchange even accounted for 3%. Therefore, the exchange frequency of the guardian and students with left-behind experience is low, and it may be part of the important reasons that affect the comprehensive development of these students.

IV. EDUCATION PROBLEMS OF STUDENTS WITH LEFT-BEHIND EXPERIENCE

4.1 Large Learning Pressure

Based on learning achievements, learning motivation and stress status of the students with left-behind experience, it found that most of these students' academic performances were not particularly prominent. The degree of their learning motivation almost is the general level, but the pressure is generally great.

In prospect of this position, the pressure not only did not all convert into the learning power, but also develop a certain impression on their work. So, understanding the sources of the pressures may help to resolve these problems (Fig. 2).

Data show that "No one to pour out the hearts and no place to release pressure" occupies a considerable proportion, followed by "High expectation of parents" and "Communicate less with other people". Other influences only produce smaller pressure to the students with left-behind experience [3].

(1) For college students with left-behind experience, their personality has already formed basically, and they tend to introversion, inferiority, too strong self-respect, solitary, and so forth. In addition, because they are not good at communication, and cannot find a listener, their pressure cannot be released and cumulate more and more.

(2) Too high expectations of parents. The situations, such as poor economic condition, large pressure of life and low level of cultural make parents always place their expectations for their children. Compared with those students who did not go to the university, although the college students with left-behind experience have a high position in the eyes of their neighbors, they also bear a greater pressure. At the same time, the economic burden of the family also increased many difficulties of teaching. Therefore, whether the parents for the child's development, the pressure of life or their own reasons, they are easy to place great expectations on their children. Actually, for the children of this age, their parents' expectations have a greater impact on them.

(3) "Communicate less with other people" may also be an important source of these college students' learning pressure. Yet, it also may be related to their character.

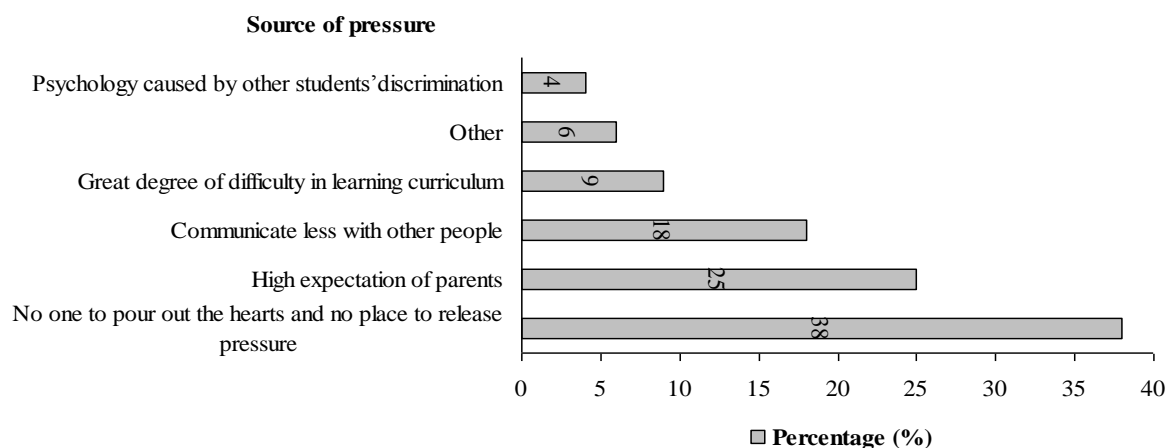


Fig. 2 Main Sources of Pressure of Students with Left-behind Experience

(4) Due to under-developed education and educational facilities in rural, compared with ordinary college students, college students with left-behind experience may encounter more difficulties in the process of college education. At the same time, more difficult curriculum may also produce a certain pressure on their learning. For college students with left-behind experience, the difference of academic performance and economic conditions will enable them easier to produce a thinking of psychological discrimination from themselves or others actually. And this increases their mental burden, and makes them difficult to learn easily. By comparison, the two factors, discrimination and the difficulty level of curriculum, have smaller impacted on their learning, and do not turn the primary factors of moving their learning pressure.

Stress is a double-edged sword. On the one hand, the enormous pressure can increase motivation to learn, on the other hand, it will become a heavy burden, and then affect the effectiveness of learning and the development of physical and mental health. This may be a general problem which all college students must confront.

4.2 Problems Which Teachers Have Dealt With In the Education Process Of College Students With Left-behind Experience

4.2.1 Teachers Need To Improve The Teaching Methods Of College Students With Left-behind Experience

Although most college students with left-behind experience reach the middle or above, there are still 10% of these students achieve poor academic performance. Apparently, teaching methods may affect students' academic performance (Fig. 3).

Generally, most teachers instructed the college students with left-behind experience who has poor academic performance patiently. Secondly, other conventional methods, such as making up missed lessons time and again, letting other students help them and communicating with their guardian, were adopted. However, encourage education is lacking. Due to the low levels of education and facilities in left-behind area and the special growth experience, the college students with left-behind experience have to face many difficulties in their study. Meanwhile, their psychological aspects need to be given more attention. For these students with poor academic performance especially, they may be more sensitive, inferiority and abandon themselves. Therefore, teachers need not only to counsel regularly, but also help them to overcome the psychological barriers.

4.2.2 Teachers Are Not Concerned Enough About The Problems Of College Students With Left-behind Experience

For the investigation whether the teachers are annoyed by the college students with left-behind experience, 40% of the instructors stated they have not deeply impressions. Compared with results of "annoyed" and "not annoyed", "not deep impressions" accounted for more percentage. This phenomenon reflected teachers are not enough concerned about these students. So, the questionnaire is carried out to explore whether teachers take these students as the keynote of education (Table IV).

Data shows that 29% of the teachers take the college students with left-behind experience as the keynote of education. However, 18% of the teachers will not take these students as the keynote. In reality, 53% of the teachers only take these students as the keynote from time to time. Obviously, in the teaching activities, the help and concern degree is lacking, and this may be one of the causes which teachers don't have a deep impression on these students.

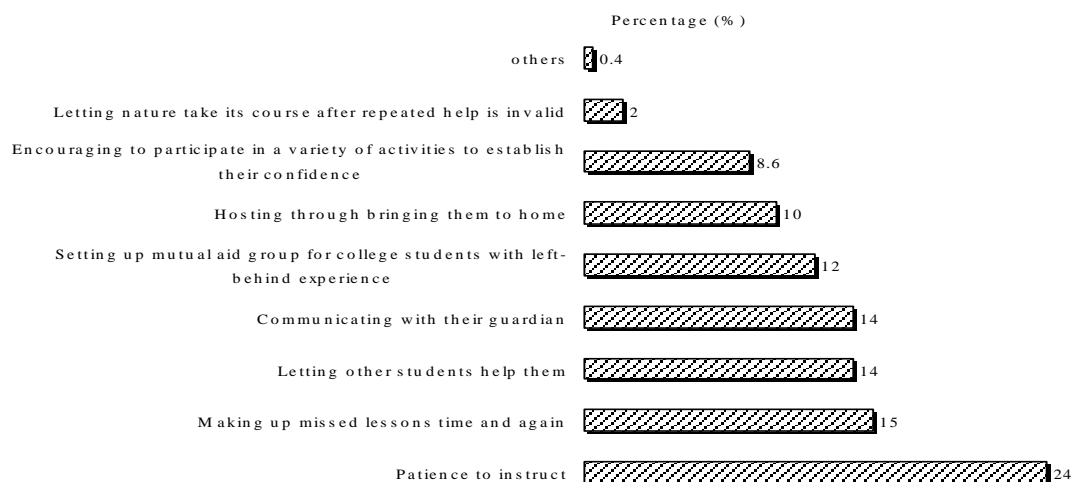


Fig. 3 Approaches Teachers Often Take when They Meet the Students with Poor Academic Performance

Table IV Situations of Teachers Taking the College Students with Left-behind Experience as the Keynote of Education

| | <i>Yes</i> | <i>No</i> | <i>Occasionally</i> |
|----------------|------------|-----------|---------------------|
| Percentage (%) | 29 | 18 | 53 |

The weakening of family education of the students with left-behind experience makes the educational responsibility of the school more significant. As the direct executor of education, teachers' activities will affect the students' education directly. Therefore, for students with left-behind experience, the author believes that teachers should pay more attention to these special students, and lay particular emphasis on these students' education.

4.3 Inadequate Communications Between The Guardian And The Students With Left-behind Experience And Improper Behavior

The exchange frequency between the guardian and the students with left-behind experience is generally accounted for 40%, and the occasional exchange frequency is accounting for 37%. Due to the low communication frequency, the guardian understands little the students with left-behind experience, and then the relationship becomes alienation gradually. So, the guardian may be prone to some inappropriate behaviors (Table V).

The guardian easily lets the students with left-behind experience have their own way. And by a variety of psychology, some improper behaviors, such as spoiling, punishment, alienation and indifferent, are derived. These behaviors will be a major influence on the character of the students with left-behind experience, and reflected to them in education.

Table V Possible Behaviors of the Guardian to the Left-behind Students

| <i>Possible behaviors of the guardian</i> | <i>Percentage (%)</i> |
|---|-----------------------|
| Indulgence | 24 |
| Alienation | 13 |
| Punishment | 13 |
| Indifference | 13 |
| Spoiled | 12 |
| Discrimination | 9 |
| Exclusion | 7 |
| Abuse | 5 |
| Encouragement | 4 |

V. EDUCATION FACTORS AFFECTING THE COLLEGE STUDENTS WITH LEFT-BEHIND EXPERIENCE

College students with left-behind experience will meet some difficulties during the process of education (Table VI). Blended with the previous analysis, the impact factors can be summed as the following.

Table VI Difficulties Faced in Education

| <i>Difficulties faced in education</i> | <i>Percentage (%)</i> |
|--|-----------------------|
| Lack or blank of family love | 29 |
| Indifferent relationship between college students with left behind experience and the guardian | 17 |
| Economic conditions which cannot guarantee their healthy growth | 16 |
| Underdeveloped education level and facilities | 16 |
| Classmates' ridicule and alienation | 13 |
| Stereotype and prejudice around them | 4 |
| Others | 5 |

5.1 Influence Factors Of Guardianship

The relationship between guardian and students with left-behind experience is not just the education linkage, but also kinship linkage, and cannot substitute. Therefore, the influence of the guardian to the education of the left-behind students is particularly important. When students with left-behind experience encounter difficulties in education, the kinship may account for larger proportion. The parents going out to work have an effect on their children's education (Fig. 4).

37% of respondents believe that migrant worker parents have a profound influence on the students' education. "Not large" only accounted for 9%, and no one thinks it doesn't have an influence.

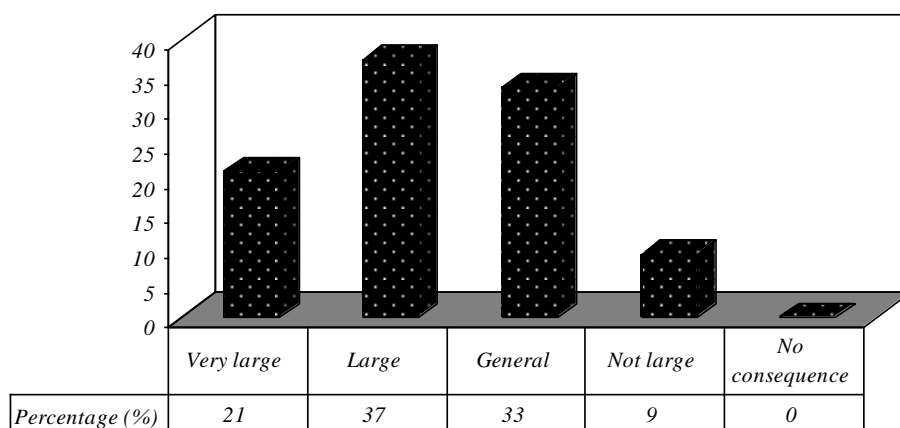


Fig. 4 Influences of Parent's Going Out to Work on the Education of Students

5.1.1 Communication Between The Guardian And Students With Left-behind Experience

The frequency of communication between the guardian and students with left-behind experience is common. To further study the guardian's influence on the education of students with left-behind experience, a questionnaire survey was conducted on the teachers to understand the "Whether the exchange frequency between the guardian and students with left-behind experience will have an impact on the education of these college students" (Fig. 5).

To further study the guardian the influence on the education of college students with left-behind experience, the author carried out further investigation to understand the "guardians and left behind students exchange frequency will have an impact on the rear of the education of college students" (Fig. 3). Among them, 61% of the respondents thought the frequency of exchange had an impact on the education of students. The cause may lie in:

Firstly, due to the low frequency of exchange, the parent cannot understand the dynamics of the college students with left-behind experience. During the period of rapid growth of body and mind, these students tend to have a lot of problems, but their parents cannot give the correct guidance in time.

Secondly, students with left-behind experience have to bear a bigger burden, and confront more troubles. Because of less parental help, although they can make themselves to learn early and live independently, they also cannot obtain good exercise for their capacity of communicating with other people because of the reduction of communications. Thus, the solution is to draw them within the unsociable and eccentric personality, and the relationship between parents and minors will become estranged gradually.

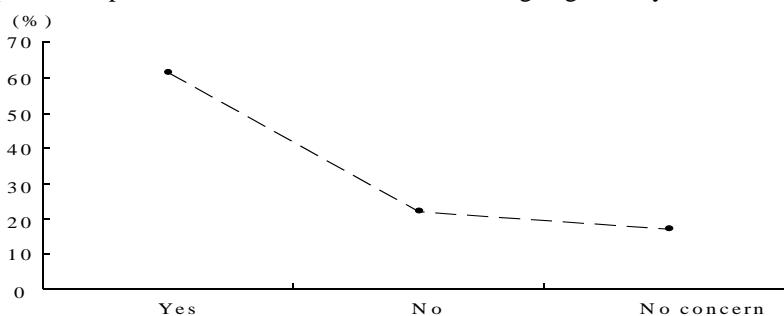


Fig. 5 The influence of the communication frequency between parent and student on the student's education

5.1.2 Left-behind Experience And The Development Of Character

More than 2/3 of the respondents believe that the personality formation of students with left-behind experience is closely related to the left-behind experience. The guardian plays an important role in the process of these students' character development.

In fact, because the communication frequency is less, the guardian is easy to make a series of improper behavior (Table VII), and then affects the personality of students with left-behind experience in a large extent. These characteristics can be reflected in the behavior of students with left-behind experience (Table VIII).

Table VII Possible Behavior of a Guardian

| <i>Behavior of a guardian</i> | <i>Percentage (%)</i> |
|-------------------------------|-----------------------|
| Indulgence | 24 |
| Alienation | 13 |
| Punishment | 13 |
| Indifference | 13 |
| Spoiling | 12 |
| Discrimination | 9 |
| Exclusion | 7 |
| Abusing | 5 |
| Encouragement | 4 |

Table VIII Common Improper Behaviors of College Students with Left-behind Experience

| <i>Behaviors of students with left-behind experience</i> | <i>Percentage (%)</i> |
|--|-----------------------|
| Difficult to live with classmates in peace, not asocial | 33 |
| Weariness and truancy | 28 |
| Do not respect the teacher | 15 |
| Smoking and drinking | 11 |
| Fighting | 7 |
| Playful and lie | 6 |

First, it can be observed in the table 10, among all behaviors of the guardian, the indulgence behavior is the most. The primary reason is parents cannot accompany long-term, understand the dynamic of students with left-behind experience in time, and carry away the necessary command. For intergenerational protection, the guardian will spoil students with left-behind experience due to parents long away from their kids. The mind of students with left-behind experience is not mature, and cannot be better self-monitoring. Above these conditions can cause ineffective supervision, and are not conducive to the development of binding force. And then some bad habits, such as smoking, drinking, fun and lying, are developed (Table VI).

Second, communication between students with left-behind experience and the guardian is less, especially for parents. The information of mutual exchange is blocked to cause the alienation. In addition, generally, the cultural level of these students' parent is not high, and their idea of education is quite old. When the child makes mistakes or does not meet the parent's expectations due to the indulgence or lack of guidance, parent often takes punishment education. The old concept of "talent under the club" still exists in the

countryside. This form of education not only makes an opposition mood between the child and his elders, but also leaves psychological shadow and accompanies their growth. Thus, they often exhibit a lot of bad behaviors, such as no respect for people, school-weariness, playing truant, etc.

Third, because the left-behind children are often lack of affection, low frequency of communication, discrimination and exclusion of the guardian, they prone to have an unbalanced mentality. Then, they often form the personality of inferiority, withdrawn, lack of security and strong sense of self-esteem, etc. So much that they lack of the ability of communicating with others. So, they mainly are mainly manifested as a loner, and difficult to get along with classmates. Obviously, this is extremely detrimental to their development.

5.2 School Education

The school is the second educational environment of students with left-behind experience after the family education, which plays an important role in the education. Especially, in the case of the family education of students with left-behind experience weakened, the education of the school is particularly important. In the investigation of the difficulties of students with left-behind experience in education, educational level and educational facilities are regarded as the second important factor only to the factor of family love.

(1) The attention degree of the school. With the increasing dependence of students with left-behind experience on school education, the attention degree of the school will be directly related to the these students' situation. The degree of concern on psychological status, economic aid and basic educational facilities for students with left-behind experience will have a different degree of impact on the these students' education [4].

(2) The improvement of teachers' quality. As the direct implementation of the education, teachers' educational level, teaching methods, focus of attention and the grasp degree in educational psychology will have an important influence on the education of students with left-behind experience.

5.3 Social Factors

For the difficulties which students with left-behind experience have to face, economic conditions, other students' ridicule and alienation and the stereotype and prejudice around them accounted for nearly 1/3 of the total difficulties. It can be seen that the difficulties of the students with left-behind experience are not just caused by individuals and families, but led by various social factors. The emerging of the special group of students with left-behind experience is not only related to the unbalance social and economic development, but also related to the household registration system, the college entrance examination system and so on. The mental health and character of students with left-behind experience are closely related to their living environment. The idea and the quality of the population will affect their education indirectly. Therefore, the social factors will have an irreplaceable influence on the education of students with left-behind experience. In the final analysis, social factors are the fundamental factor which affects the education of students with left-behind experience.

VI. HELP OF EDUCATION FOR STUDENTS WITH LEFT-BEHIND EXPERIENCE PROVIDED BY MANY OF THE SOCIETY

6.1 Help Which Can Be Provided By The School

As an important and direct education implementation, if schools take some help initiatives, it will be the most direct and easiest to see results (Table IX). Most respondents think that the school should conduct more activities to students' physical and mental health, and opened a hotline for parents to carry out regular talk to promote the communication to the student with left-behind experience and the guardian. At the same time, helping roles of high-grade students with similar ages and ideas are also very important [5].

6.2 Help For Students With Left-behind Experience Provided By Families And Society

In addition to the help of the school, helps provided by families and society are also very prominent (Fig. 6).

Among them, 30% of the respondents took the family factors as the first factor. As far as the help of family and society, parent's care is more important. Of course, other factors, such as social care and economic backing for their education, are also significant.

Table IX Help which can be Provided by the School

| <i>Measures</i> | <i>Percentage (%)</i> |
|--|-----------------------|
| Opening hotlines for parents to ease their regular talk | 27 |
| High-grade students' helps | 25 |
| Carrying out activities that are conducive to the physical and mental health of students | 31 |
| Learning guidance or lectures | 17 |

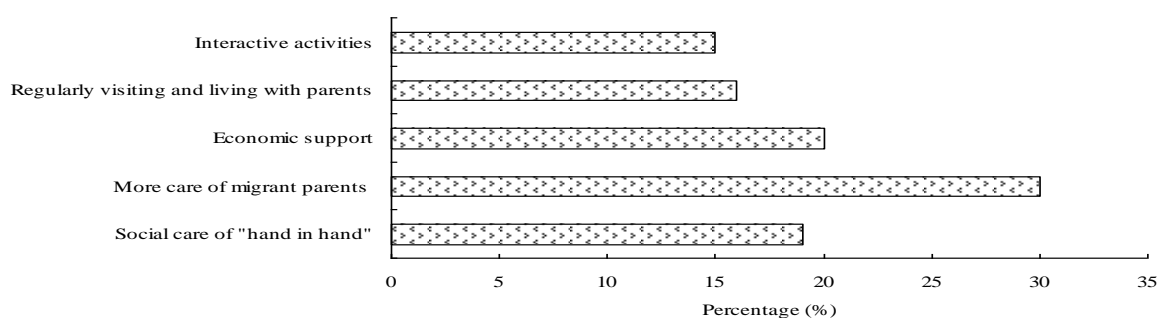


Fig. 6 Help for students with left-behind experience provided by families and society

VII. CONCLUSION

From the teacher's point of view, this research conducted a questionnaire survey and analysis on the education of students with left-behind experience. It can draw the following conclusions:

(1) Generally, students with left-behind experience have a good academic performance, but they are too stressed to have a poor mental health. Left-behind experience has great influence on the development of college students' personality. At the same time, personality and left-behind experience affect the development of their education.

(2) Among all the factors that affect the education of students with left-behind experience, the affection factor occupies the most prominent position. And it has a great influence on the development of students' character. Social factors are the most fundamental factors that affect the education of students with left-behind experience.

(3) The development of college education is very uneven. Schools bear most of the education of students with left-behind experience, and family education weakens. All aspects don't pay adequate attention to the teaching of students with left-behind experience. However, the attention to the psychological health of students with left-behind experience is particularly important.

(4) To solve the education problem of students with left-behind experience, it needs multi joint efforts of families, schools and society.

VIII. Acknowledgements

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