

The Dilemma of Socialization of Children Left Behind in Rural Areas of Ethnic Minority Areas and Its Solution

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Abstract: Due to our rapid socio-economic development, this wave has ushered in a massive exodus of surplus rural labor to work. It has contributed significantly to China's social and economic development. However, due to problems such as China's historical dualistic urban-rural institutional structure, migrant workers who go out to work wander between urban and rural areas. Leaving their children behind in the countryside has created a social problem in the form of children left behind. To a large extent, children left behind in rural areas are prone to socialization difficulties such as psychological isolation and anxiety, quality of thought, and poor academic performance. This paper is based on six ethnic minority counties in Guizhou and investigates the problems of left-behind children in rural areas, interviewing them carefully. Based on the situation of rural left-behind children, this research analyzes their socialization problems, from learning to making suggestions to solve their growth problems, hoping to provide countermeasures to solve the growth problems of rural left-behind children in the best way.

Keywords: minorities, left-behind children, rural areas, socialization

1. Introduction

With the accelerated urbanization process in China, most rural laborers, especially those from ethnic minority areas, are moving to developed cities in search of more employment opportunities. Due to objective factors such as economic conditions, household registration management, degree system, and other constraints, most migrant workers are unable to move their minor school-age children to live and study in the cities with them and have to stay in their original places of residence to become left-behind children as the socialization of children left behind in rural areas is a developmental process that involves the integration of children with their social environment [1]. The socialized climate and social relationships constitute the social conditions for the socialization of children left behind. In the current context of economic globalization and the early stage of China's economic and social transformation, as well as the compelling connection between national poverty eradication and rural revitalization, not only has the social environment of children left behind in rural minority areas been profoundly changed, but also the production and living environment and social environment of rural families in minority areas have been significantly altered so that children left behind in rural minority areas are faced with various socialization risks [2]. There needs to be more analysis of the internal mechanism of the causes and influencing factors of the problem, neglecting to analyze the deep-seated institutional structure (a core mechanism) and social environment (significant events) at

the macro level where the socialization of left-behind children arises. As China is a unified multi-ethnic country, the quality of socialization of children left behind in rural ethnic areas has a direct and far-reaching impact on the future development of the rural regions in China. Therefore, a comprehensive and systematic analysis of the factors influencing the socialization of children left behind in ethnic areas is of great significance to the healthy growth of children left behind in ethnic areas and the stability and development of ethnic regions.

"Socialization" is an essential fundamental theoretical issue in sociology. The socialization of human beings is mainly subject to individual biological and social-environmental factors. Biological factors are the basis and prerequisite for individual socialization, while social and environmental factors are the decisive factors for individual socialization. The social environment factors are all the social factors that affect and influence the individual. This study uses a combination of questionnaire surveys and case interviews to explore the deep-seated constraints affecting the socialization of children left behind in ethnic areas at both the macro-system and micro-system levels, based on an analysis of the characteristics of the socialization of children left behind in rural areas in ethnic regions.

2. Socialization Dilemmas of Rural Children Left Behind in Ethnic Minority Areas and Their Causes

There are six specific manifestations of the socialization dilemma of children left behind in rural ethnic minority areas. (1) Child left alone. (2) Children are left alone with their mothers after their fathers have gone on the move; (3) Children are left alone with their fathers after their mothers have gone on the move; (4) Children and mothers live together with other relatives after their fathers have gone on the move; (5) Children and fathers live together with other relatives after their mothers have gone on the move; (6) Children stay behind to live with other relatives after both parents have gone on the move. In these families, it is more common for children to be cared for by their grandparents, and the structure of these families is very complex [3-6].

Academics have also classified the structure of family life for children left behind from the perspective of their guardians, generally classifying them into four types: single-parent guardianship, grandparental guardianship, parental guardianship, or self-guardianship. No matter which view is analyzed, the family structure of left-behind children is shown to need to be completed, thus seriously affecting the content and effectiveness of family socialization. Fathers and mothers often take on different roles in their children's education. Generally speaking, mothers give their children more care, attention, and emotional comfort [7]. Fathers, on the other hand, foster more independence and bravery in their children and enhance their ability to handle dangerous things and freedom. Parent-child attachment theory suggests that the closer a child is to their parents, the more likely they are to identify with and attach to them.

Conversely, the more likely they are to engage in delinquent behavior. Social control theory suggests that parental monitoring is the link between children and adolescents and their families and society and that if that red ribbon is weakened or absent, the healthy growth of adolescents will suffer setbacks. The likelihood of adolescent delinquency will increase. At a global level, the social environment is a wide range of abstract forms, including the subjective expression of ideas in national and cluster communities and specific cultures, including human values, social and moral standards, national customs, national laws and regulations, which to a certain extent govern how young people should be guided and given a direction for their future. The content is different in other humanistic contexts, but these micro-differentiated ideas radiate directly or in a roundabout way into the socialization of young people's knowledge. The system of factors that profoundly influence the socialization of children left behind in ethnic minority areas consists of a unique institutional structure and the core values of the regional social environment. The social network is how the elements of

society are linked or interact. The corresponding state decrees maintain it, concretely express specific socialized moral benchmarks, and radiate its influence on each social participant.

Inadequate allocation of social resources is the cause of socialization conflicts among children left behind in rural areas in most ethnic minority regions. In the early years of the country's existence, the dualistic urban-rural social structure led to unbalanced and inadequate economic development in urban and rural areas, revealing the "three rural problems" of agriculture, rural areas, and farmers historically deposited [8]. Public resources such as primary basic education, public health, medical care, social welfare, and security in the rural areas of ethnic minority areas are seriously inadequate compared to those in coastal and developed areas, making the rural development of ethnic minority areas in remote western regions lag behind that of non-ethnic areas and non-ethnic rural areas, mainly coastal and developed areas. After the country's reform and opening up, the people's living standard has improved compared to the past, and social and economic development has increased. At this time, the transfer of surplus labor from ethnic minority areas to rural areas has become the core conflict issue in ethnic minority areas and rural areas.

In Guizhou province, the most representative region in the west, and the six autonomous counties under its jurisdiction, the "three rural problems" in these six areas have been long-standing. The main reasons are the accumulation of problems left over from the past and the complex geographical environment [9-10]. To solve the poverty problem, the local people began to transfer their labor force to the coastal and developed regions to work outside the cities and based on the original dualistic urban-rural social and public system of the planned economy, there were apparent inequalities between the existing peasants working in the cities. "This has led to forming of a community of children left behind in rural minority areas. According to information from relevant departments, the rate of children left behind in rural areas in some ethnic minority counties is as high as 31%, with many family members and large families. The problem of four generations living in the same house is more common, the lack of family production labor has become a visible problem, and the pressure on families with old and young people who choose the home care model is quite heavy. This means that the issue of children left behind in rural and ethnic minority areas will be intertwined with local development in the long term.

3. How to Break the Socialization Dilemma of Left-behind Children in Rural Minority Areas

Rural communities in ethnic minority areas are intensive communities of production and life with a high degree of homogeneity and territorial homogeneity, formed by the peasants of ethnic minorities who depend mainly on the means of agricultural production. It is the standard sum of the masses' participation in social life and culture. The socialization environment for children left behind in rural areas is based on the above. It covers the unique economic development and culture of ethnic regions, which has a direct and roundabout effect on the development of personality and the development and formation of the three views of children left behind in rural areas. The role of integrated rural development in ethnic minority areas in orienting the socialization of children left behind in rural areas

On the one hand, the comprehensive development of rural areas in ethnic minority regions has guided the socialization of children left behind in rural areas. For historical reasons and due to the barriers that began with the natural geographical environment, as well as the imbalance and backwardness in the allocation of infrastructure and public resources between urban and rural areas due to the dualistic urban-rural system caused by the planned economic system in the early years of the founding of the country, this has resulted in the socialization of children left behind in rural communities in ethnic minority regions, which has seriously affected. This has severely impacted the growth of children left behind in rural areas. Along with the historical opportunities brought about by

the development of the western region and the East-West collaboration, the development of ethnic minority regions has made long-term progress, which has effectively changed the conditions required for the socialization of children left behind in rural areas in ethnic minority regions.

Still, the unique means of agricultural production and socialization patterns in ethnic minority regions have also affected the outlook and attitude of children left behind in rural areas in ethnic minority regions. This means that the artistic quality of the rural population in ethnic minority areas will continue to be low and may remain low for a long time. Because of the shared willingness of children left behind in rural areas to choose a career as professional farmers, fewer of them will be engaged in agricultural production in the future, which in the future This may lead to deviations in the outlook of the children left behind in the rural areas of the minority regions. It can be seen that a large number of this deviant community will lead to the future direction and goals of the socialization of the children left behind.

On the other hand, schools also influence the socialization of children left behind in rural minority areas. As another binding site of early socialization, the school is the key to achieving individual socialization goals at a given time the process of socialization; schools are mainly responsible for the socialization of knowledge, the socialization of behavioral norms, and the socialization of values and aspirational goals, and for the formation of children into people who meet the needs of social development. Therefore, the school is fundamentally different from other socialization agents in terms of the way, content, and process of socialization. When left-behind children reach school age, school becomes the most critical socialization mechanism outside their families. The comparison reveals that there is no significant difference in academic achievement between children left behind in rural ethnic areas and those not left behind, suggesting that parents working outside the home have little impact on the academic performance of children left behind and that the overall low achievement of students is more a reflection of the reality of backward primary education in rural ethnic areas. From the interviews in the surveyed schools, the schools also believe that the left-behind children have more problems in their study habits and conduct than the non-left-behind children, and have implemented a registration and reporting system for the left-behind children in our schools, but have not taken any special management measures. Both the assessment of teachers and the evaluation of students are still stuck in the traditional concept of teaching to the test.

Due to the chronic shortage of education funding, rural schools in ethnic areas generally operate under poor conditions and low teaching quality. Learning difficulties, lack of interest, and other psychological attributes of personality are the leading causes of school aversion, truancy, and dropout among left-behind children. Schools do not offer psychology courses and have psychology teachers, and rarely provide psychological education, physical education, survival education, safety education, and legal education. Centralized schooling and boarding also create more insecurity for rural children and increase the financial burden on families. Interviews with surveyed schools revealed that boarding schools in ethnic areas are currently concentrated in township secondary schools. In many ways, boarding schools still need to meet the needs of rural children, especially those left behind. They are supervised simplistically due to weak management and limited educational resources. Coupled with the reality that the high investment (tuition fees) and low return (difficulty in finding employment) of studying at university increases the cost and risk of education for families, rural children in ethnic areas are generally less motivated to learn.

In addition, because of the remoteness of the students' homes, schools rarely hold parent-teacher conferences, and some schools never even do. Classroom teachers also rarely visit students due to their busy teaching schedules, and teachers need more communication with parents. The interaction between left-behind children and their teachers is low, the teacher-student relationship is rather negative, and the teachers do not differentiate the educational management of left-behind children from that of ordinary students. It is evident that schools need to pay more attention to left-behind

children and their problems, and the educational management function of schools needs to be fully and effectively exercised. The positive impact on the socialization of left-behind children is minimal.

4. Conclusion

In summary, the socialization of children left behind in rural areas in ethnic minority regions consists of various comprehensive factors. The factors that produce it are the role that rural children left behind. Rural socialization groups can intertwine and interplay, with social and environmental factors such as mass media, peer groups, elders-type guardians, and changes in family emotions, bringing compounding effects to children left behind in rural areas in ethnic minority regions. In general, socialization of children left behind in rural areas is not only related to the healthy growth of children but also the future of rural society and the stability and harmony of the country.

Therefore, the functions of the family, school, peer groups, and the mass media, as the main actors in the socialization process of children, are essential. Only through the joint efforts and cooperation of the whole society and the construction of a comprehensive social support system can left-behind children complete their socialization and eventually become qualified community members. The socialization of children left behind in rural areas in ethnic areas is a comprehensive social problem, the formation, development, and changes of which are the result of the interaction between individual children left behind and many other factors. Social environment factors influence the socialization of children left behind in rural ethnic areas. How to make full use of the positive aspects to promote the socialization of children left behind in ethnic regions and how to avoid the negative factors to the greatest extent possible is an important issue that needs to be addressed to solve the socialization of children left behind in ethnic areas.

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