

Analysis and Suggestions Towards Chinese Educational Migration Based on Ecological Systems Theory

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Abstract: Nowadays, the government and society pay more attention to educational fairness and quality of disadvantaged groups include migrant students of workers, and a series of relevant policies have been addressed to protect rights of them who have positive impacts on their families and society. Scholars have studied this issue from multiple perspectives, but few articles have comprehensively analyzed factors of migrant children's education and interaction among them. The article is based on literature analysis and Ecological Systems Theory to sort out positive impacts for individual long-term development, workers' entrepreneurship, urbanization, social stability and equality between urban and rural, and finds some negative impacts of migrant education like regional differences in learning, ideological cultural discrepancies, talent loss and instability of agricultural economy. It then summarizes government's attitude and a series of proposed policies and finds that policies became more precise and focused on solving migrant students' problems. Based on these foundations, the article provides comprehensive and targeted suggestions to groups that affect education of migrant children from angles of Microsystem, Mesosystem, Exosystem and Macrosystem comprehensively.

Keywords: analysis, suggestions, Chinese educational migration, migrant students, ecological systems theory

1. Introduction

Differences in resources have prompted many rural populations to work in cities. Migrant workers are an important group in urban development, and their children are often forced to being left behind because their parents cannot return home frequently. Due to some limited restrictive policies and insufficient salaries of some migrant workers, some parents were unable to bring their children to cities to live and receive education. Children who stay at home might encounter a series of problems, which have gradually attracted attention of government, society, and educational circle. Because wider concerns of migrant workers' children's education, many Chinese scholars begun to do research of their educational conditions. Some scholars intend to make their research more focused and in-depth, so they conducted interviews with farmers' children in certain areas, and even focus on certain aspects of children's development, such as studying their learning adaptability, family education expenditure, and social and cultural integration respectively [1-4]. These focused studies help later scholars to understand these situations deeply and get targeted and effective suggestions that can solve practical problems in regions or in specific age periods [5-6]. Other scholars have conducted

extensive studies on current situation and policy generally related to the education of migrant workers' children [7-9].

In terms of research perspective, firstly, regional case studies have limitations due to their characteristics, they often focus on certain regions and the results are not universal. Although the suggestions are very targeted, their scope of application are not broad, and recommendations specific to certain regions may not be applicable for solving educational problems of migrant workers' children in other regions. There are also some limitations in conducting research on a certain aspect, as the impacts of factors on children's growth are dynamic and comprehensive, rather than playing their own role scattered or fragmented. Studying only one aspect may overlook the interaction between factors that affect children of migrant workers.

Some foreign scholars also began to focus on this issue and write paper according to the news proposed in China or research of other scholars which are proposed almost five years ago and may have paid more attention to problems and lacked analysis of the positive impact of Chinese educational migration [10-12]. In fact, its' positive role can also be carried forward.

The significance of this study is to summarize current situations and policies of migrant workers' children of educational migration education, and refines their strengths, weaknesses, positive and negative impacts. Then, the article gives targeted suggestions according to different subjects that affect educational migration students based on the Ecological Systems Theory. To solve the problems of migrant worker's children education is a crucial issue which is embodiment of ensuring education equality for countries having similar problems.

2. Impacts of Educational Migration

2.1. Positive Impacts

Educational migration has positive effects in individual development which have long and impressive impacts on educational migrant students because of changes in environment.

For families, migrant children of workers have a strong effect on migrant workers' entrepreneurship successfulness and if government can give hands to receive more migrant students in school, it can greatly promote the entrepreneurship of workers [13]. In fact, it can not only increase workers' salaries, but also promote urbanization which is a good way to boost economics.

For the country, educational migration promotes educational equity between local students and migrant students because their parents contribute a lot to urbanization and helps to maintain social stability. It also gives rural students opportunities to learn knowledge in cities which contribute to equality between urban and rural.

2.2. Negative Impacts

Educational migration also has negative impacts. Objectively, regional differences cause students' learning inadaptability because textbooks, teaching methods and course arrangements are quite different between regions. Subjectively, there are ideological and cultural differences, and the local students might think ideas and behaviors of educational migrant students are strange which might put them into discriminate environment which is not good for their physical and mental health and study. It also causes loss of talents if students have desire and capacities to stay in cities after graduate there which may cause instability of agricultural economy because of lacking labors. Thus, educational migration should not be eliminated. Its positive effects should be promoted, while its problems should be weakened.

3. Evolution of Government Attitudes and Measures Towards Educational Migration

From 1997 to 2000, there were household registration limitation in cities, few students studied in schools on a temporary basis, and few entered and graduated from local schools. These students must meet standards and pay expensive tuition fees [14]. Besides, they were usually divided into specific schools or classes designed for them. It was difficult for accompanying students to enter schools in cities, and they were under discriminate environment with little support from government and society.

Between 2001 to 2013, the government lowered entry thresholds of full-time public primary and secondary schools [15]. Chinese government realized that issues of educational migrant students are an unavoidable phenomenon and tough question needed to seriously tackle with. Government began to address problems of students' school enrollment and standardize unqualified private schools [14]. Government began to put more emphasis on accompanying students and began to help them to enter qualified schools.

Between 2014 and 2015, the government paid more attention to educational migrant students' needs. They implemented measures related to preschool education, middle school entrance examination, and college entrance examination [15]. During this period, accompanying students have more opportunity to take text in relocated places which means their educational equality were guaranteed in longer process.

Since 2016, 'Two Exemptions and One Subsidy' policy was proposed. The government provides free textbooks to students from impoverished families, exempts students from miscellaneous expenses, and subsidizes boarding students with some living expenses during compulsory education period. Besides, government guarantee more students enter public schools or private schools where government purchases services to guarantee education quality [15]. Government's support become more systematic, precise and resolve major conflicts.

4. Suggestions

4.1. The Ideological Sources of Suggestions from Different Perspectives

The inspiration for angles of suggestions comes from the model of Ecological Systems Theory proposed by Urie Bronfenbrenner [16]. He believes students' development is closely related to relationships between them and environments. He summarized four layers which have an impact on children—Microsystem, Mesosystem, Exosystem and Macrosystem.

4.2. Suggestions from Different Perspectives

4.2.1. Microsystem

Microsystem includes factors that directly influence child's cognitive and emotional development like children themselves, family, and schools.

Academic adaptation to educational migration students is handled on their own in some degree. Firstly, they should accept that they may encounter academic difficulties due to objective discrepancies in learning contents, courses, and teaching to local students. Secondly, they must get ready for putting in more efforts to keep up with learning paces of other classmates. They should learn to discover questions and then seek helps from both teachers and students. For interpersonal relationships, they should open their heart and integrate into the collective. If they unfortunately encounter unfair treatment and discrimination, they should provide immediate feedback to parents and teachers, and not face these challenges alone.

Parents need to communicate more with teachers about their studies because of their lack supervision at home. Migrant workers busing with business usually lack companionship for children.

The characteristics of the family that have direct, potential, and impressive impact on children because of their emotional relationships have a profound impact on students' words, behaviors, classmates' relationships, and moral internalization, so family education is very important. The good relationship between parents and a harmonious family atmosphere makes educational migration children more confident when interacting with peers [17]. Although they may have less time accompanying their children, they can take time to engage in academic and spiritual communication with their children. To solve study problem of educational migrant students, schools are ought to offer courses and targeted tutoring for their academic difficulties.

Besides, thinking and behavior differences making educational migrant students hard to adapt. These differences are subtle, and some habits are difficult to change. Schools can allocate psychological counseling teachers specifically for them. When they are confused, they can confide in counselors and inquire about response measures. Schools may also need to address more serious issues, such as the superiority of urban residents and discrimination against people from underdeveloped cities. When students encounter serious regional discrimination, schools should attach great importance to and strictly handle it. All in all, effective communication between children and school is foundation for problem-solving.

4.2.2. Mesosystem

The development of children is also influenced by their relationship with school, teachers and peers. Relationship between family and school also have an impact on students which belong to factors in mesosystem.

Teachers are important mediums between parents and schools. Teachers can communicate with parents over the phone, via text messages, or at parent meetings to discuss any issues they may have with their students or observe with their children more frequently. Communication allows parents to have a complete understanding of their children's growth status and have direction to help their children.

Besides, there are regional differences in teaching materials and curriculum settings, causing students' learning maladaptation. Teaching settings cannot be unified nationwide, therefore teachers can communicate with students more and distribute questionnaires to them to discover their academic difficulties, then offer targeted guidance to them.

Moreover, educational migrant students may be discriminated because of inherent urban center mentality of urban residents, which lead to students' feelings psychological burden not only worsens children's interpersonal relationship, but also affects their learning efficiency and quality. Attitudes and behaviors of teachers towards children can have direct impact on their interactions with peers. They should pay attention to willingness and situation of educational grant students to interact with peers, communicate with them more, and effectively improve their interpersonal relationships.

4.2.3. Exosystem

Factors in Exosystem include parent's workplace, their funds for education and institutions of society, which also indirectly affect children's development.

As for funding for education and parent's workplace, money earned by migrant workers in cities can only meet the needs of life at the beginning of 20th century because of physical work, and it is difficult to support children's education in cities. The family including students who receive migrant education usually spend more money [18].

As their wages continue to rise, their expenditure on children's education is also increasing. As for institutions of society, the reform of the registered residence system has significantly promoted the growth of education expenditure of migrant workers' children, and the expenditure institutions are

inclined to other school education expenditure besides the initial sponsorship fee. Besides, some schools receive high tuition fees for accompanying children. The government should supervise educational migration family to charge same fees as other students and urges schools to use government migrant funds to help them with their studies.

4.2.4. Macrosystem

Cultural contexts like societal values, beliefs, laws, and financial resources impact children's development are factors in macrosystem.

As for cultural contexts, some major issues arising from educational migration also require government's support. Two main problems needed to be solved by the government are the loss of talents from relocated areas and the instability of the agricultural economy. This problem can be solved by issuing policies to attract some migrant students returning to work locally to drive local economic development and guarantee the stability of local agriculture. Social support is also crucial for alleviating cultural discrepancies between rural and urban places. The acceptance of migrant students by residents and the affirmation of their social status all has an impact on peer communication conditions, so social support is one of crucial factors for migrant children. Communities and schools can provide platforms for their interactions with peers to help enhance their sense of community belonging.

Some places establish a series of policies to provide varieties of ways for children migrant students to receive education specialized schools for educational migrant workers' children. For instance, there are many specific schools in Guangzhou: Liwan District Migrant Workers' Children's School in Guangzhou (Established in 2003); Tianhe District Migrant Workers' Children's School in Guangzhou (established in 2006); Guotang Primary School (established in 2012).

These are manifestations of valuing education of migrant workers' children. Although these are full time private schools forbidding donation of workers specifically designed to educational migrant workers' students, but they only provides primary and secondary education and students need to meet certain conditions to be admitted, such as prohibiting recruitment of special talents and include testing of enrollment, so it is difficult to guarantee all migrant workers can be accepted by these schools and almost impossible for them to receive higher education there. Besides, most schools are lack of teachers in private school, because children they have low wages, long working hours, high work intensity, lack of job security, and are also affected by social and economic inequality [19,20].

5. Conclusions

Educational migration has both positive and negative impacts. Its positive effects can be exerted, and negative impacts can be alleviated through measures. Chinese government plays a leading role in addressing issues of educational migration, constantly adjusting policies that are more targeted and promote full process of educational fairness for children of migrant workers. However, problems encountered by children of migrant workers during their education process are multifaceted and complex. Besides, because government policies are not the only factor of educational fairness and quality of students' education, this article proposes suggestions for students, parents, schools, teachers, governments, and social institutions based on the main aspects that have the greatest impact on students' education according to the Ecological Systems Theory and by learning from measures taken by government. The article provides comprehensive and ideas and suggestions for countries and regions with problems of migrant workers' children to analyse conditions in a more dynamic and interactive view and act effectively. The flaw of this article is lack of actual regional surveys as case studies due to time constraints. In the future, some on-site interviews and questionnaire surveys can be added to provide some data to support for suggestions.

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