

Research on Educational Compensation Mechanism of Rural Left-behind Children from the Perspective of Ecosystem Theory

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Abstract: With the rapid development of urbanization and informatization in China, the lack of education for left-behind children in rural areas is becoming increasingly serious. This problem is mainly manifested in the difficulties of left-behind children's self-education, lack of family education, limited school education, insufficient community care and imperfect social support. In order to effectively solve the education problem of left-behind children, it is necessary to make concerted efforts from all parties of left-behind children, so as to effectively solve the education problem of left-behind children in rural areas, let them enjoy fair and high-quality educational resources and realize all-round development.

1. Introduction

In recent years, the education of left-behind children in rural areas has become increasingly prominent. With the rapid development of social economy and urbanization in China, a large number of farmers have entered the cities to seek better development. They left their children in the countryside to be taken care of by their parents or relatives, resulting in a large number of left-behind children in rural areas. According to relevant data, there are more than 9 million left-behind children in rural areas in China, and they have become the largest vulnerable group of children in China. [1] Because the parents of left-behind children are not around for a long time, the grandparents or guardians are old, and they often spoil their children and neglect their discipline, which makes the education problems of left-behind children in rural areas increasingly prominent, mainly in academic performance, interpersonal relationship, safety status, moral cultivation and mental health level, etc. Left-behind children are generally lower than non-left-behind children. Whether the education problem of left-behind children in rural areas is reasonably solved will have a direct impact on the social normalization of left-behind children in rural areas and will also have a potential impact on social stability.

The important embodiment of social equity is educational equity. "In all countries, whether poor or rich, education plays a key role in narrowing social inequality and economic change". In most modern countries, education is an important mechanism to promote individual social mobility and obtain better social and economic status and life opportunities. The education of left-behind children

in rural areas is actually the extension and embodiment of the class injustice of migrant workers, a vulnerable group, in the field of education. [2] In fact, in various competitions, left-behind children are obviously at a disadvantage compared with non-left-behind children, which reflects the unfairness in the balanced development of compulsory education in China at present and weakens the role that education should play in promoting sustainable economic and social development. Therefore, it is imperative to make relevant educational compensation for left-behind children.

The lack of education for left-behind children in rural areas is very complicated, and its emergence is directly related to the left-behind children's individuals, families, schools, communities and society. Therefore, the solution of the education problem for left-behind children in rural areas needs assistance from many parties and cooperation can be better completed. Ecosystem theory can analyze and explain how individual, family, school, community, society and other systems affect and promote individual growth. Therefore, the education of left-behind children in rural areas is studied from the perspective of ecosystem theory. We can deepen our understanding and grasp the problem of education deficiency of left-behind children in rural areas in many directions; Under the guidance of this theory, from different environmental levels and diverse educational subjects, it is of great reference value to comprehensively put forward compensation strategies on how to solve the problem of education deficiency of left-behind children in rural areas.

2. theoretical basis

The ecosystem theory was first put forward by Professor Charles Zastro of the United States. He believed that there are three main types of social ecosystems for human existence: micro-system, meso-system and macro-system. [3] Microsystems refer to individuals in social environment; Mesoscopic system refers to small-scale groups, such as families, peers, schools, etc. Macro-system refers to a social system larger than small-scale groups, such as culture, system and organization. It can be said that the social ecosystem theory provides a new perspective for educators to solve problems, which is unique and comprehensive. Since it was introduced into China, it has gradually become the main theory of the professional model of education. The theoretical model of ecosystem is as follows (Figure 1).

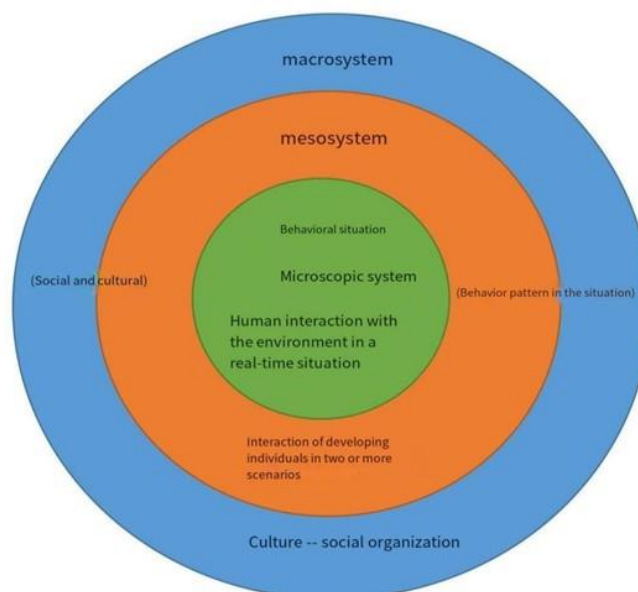


Figure 1: Ecosystem diagram

It can be seen from Figure 1. Ecosystem diagram that the micro-system is at the center of the

system. The micro-system is a direct interaction system between people and the environment, and it is also a system with the most contact and frequent activities. The micro-system starts from the family, and then gradually expands with the growth of individuals. The family is the first environmental system that infants and young children come into contact with after birth, and it is the system that has the first impact on their growth. With the continuous development and growth of children, they will gradually come into contact with a wide range of social and interpersonal communication, so their environmental system will continue to expand. However, Charles Zastro emphasized that in the micro-system, for children's development and growth, all the relationship influences in the environment are two-way. Children's physiology, growth, personality and ability affect the expected attention of adults, and conversely, adults' words and behaviors also affect children. When children and parents, parents and children have a good interaction, it will have a lasting positive effect on children's growth, development and education. However, when the relationship between them is influenced by schools and peer groups, if it has a positive impact, it will promote the further good development of the relationship between parents and children, otherwise, it will destroy the benign interaction between parents and children. The second system in the picture is a mesoscopic system, which mainly refers to the connection and mutual reaction between micro-systems. Charles Zastro believes that if there is a strong positive connection between micro-systems, it will have a positive impact, and vice versa. [4] For example, children's ways of family growth, education, making friends and life will further affect children's getting along with peer groups and teachers on campus. The third system in the picture is a macro system, including culture, organization, institutions and social environment. Macro-system is mainly reflected in the influence on ideology. For example, in the way of treating children, children should be made to understand the educational content or objectives, and combined with the influence of external macro-environment, children's thoughts and behaviors will change. Ecosystem theory emphasizes the interaction and influence between individuals and different systems, and holds that the change of individuals is not only affected by the interaction effect with the environment, but also by the operation of other surrounding systems. Therefore, it pays attention to different levels of systems, attaches importance to the exchange between people and the environment, and believes that the interaction between individuals and the environment is reflected in different levels and there is an exchange relationship, so micro-individuals should be integrated into the environment as a whole for analysis and research.

To study the education of left-behind children through ecological model, we need to focus on the characteristics of left-behind children themselves [5]. The main body of this paper is the left-behind children. This group is underage in age, weak in subjective consciousness, not fully mature in thought and easy to change. Because of the lack of parents' company in the process of growing up, they want to be cared for more. Peer refers to other children who are the same age as left-behind children and get along with them more. Peer's influence on left-behind children is very important. They can provide emotional support and care for left-behind children and help them build their self-confidence and social skills, so as to better adapt to life and growth. Therefore, we should focus on the analysis of left-behind children and their peers in view of the educational ecological model of left-behind children. Secondly, the main carrier of the education of left-behind children is the school, so the analysis at the school level is also very important, including the school environment, classrooms, facilities and equipment, teachers' equipment, teaching quality, campus activities and so on [6]. Third, family is one of the most important factors in the growth of left-behind children. A good family environment can provide emotional support and educational guidance for left-behind children, which is conducive to their healthy growth and development; On the contrary, families lacking care and educational guidance will hinder the healthy growth of left-behind children. Therefore, family education is very important for left-behind children. [7] Fourth, the community also plays an important role in the healthy growth of left-behind children. Community care and rich resources can

provide important support for the education of left-behind children, enhance their sense of self-worth, reduce their inferiority complex, help them overcome difficulties and challenges, and become healthy, positive and self-reliant people. Finally, the left-behind children are in close contact with the society, and the social culture and social atmosphere at the level of social support also affect the education of left-behind children; At the same time, the social and economic foundation provides the impetus and guarantee for the development of left-behind children's education, and the policies on left-behind children's education issued by the government play a leading and decisive role in the quality and speed of left-behind children's education development, and they are the macro support for the development of left-behind children's education [8]. The social level plays an important role in top-level design and dynamic support at the macro level far from the participants. Based on the ecosystem model theory, this paper constructs the education ecosystem model of left-behind children as follows (Figure 2):

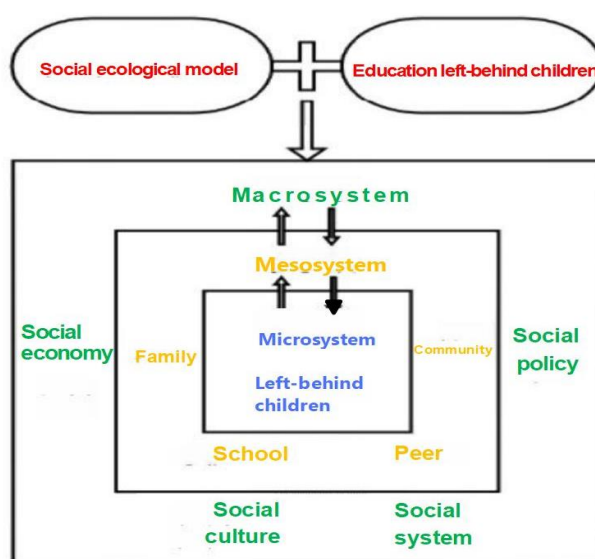


Figure 2: Educational Ecosystem Diagram of Left-behind Children

As can be seen from Figure 2, in the left-behind children's education ecosystem model, the micro-system mainly refers to the individual level (self-efficacy, personal cognition, interest, attitude, etc.); The meso-system includes school level (facilities, teachers, courses, activities, etc.), peer level (building friendship, emotional support, etc.), family level (family care, family support, etc.) and community level (community resources, community organizations, community support, etc.); Macro-system mainly involves social aspects (economy, culture, policy, system, etc.). In this model, each system is in the relationship of inclusion and inclusion, and there is a process of action and reaction among each other and internal factors, forming a community that affects the educational development of left-behind children [9].

3. Analysis of the current situation of education for left-behind children

In order to better understand the current situation and existing problems of left-behind children's education in rural areas, we mainly investigated three schools in Guangxi through questionnaires, namely: Qiaoli Primary School in mashan county, Nanning, Yong 'an Primary School in Du 'an County, Hechi City, and Muding Primary School in Xilin County, Baise City. The main reason for choosing these three schools as research sites is that the number of left-behind children is relatively large, which reflects the outstanding problems of left-behind children, and can better summarize some common problems of left-behind children in order to put forward constructive compensation

suggestions. The main research object of this study is left-behind children in rural primary schools in Guangxi [10]. The interviewees are all students, teachers and educators from three schools. Of the 200 student respondents, 190 answered all the questionnaires completely. Of the 30 teachers interviewed, 28 answered all the questionnaires completely. These 190 students and 28 teachers who completely answered all the questionnaires constitute the final interviewees. The specific investigation is as follows.

3.1. Left-behind children have difficulties in self-education

The key to the education of left-behind children depends on their own efforts and study. Left-behind children face many difficulties in self-education. Without parental supervision and guidance, they often lack self-discipline and self-restraint, and cannot manage their time and behavior effectively [11]. According to a survey, 52% left-behind children have difficulties in self-discipline, only 36% left-behind children can manage their time and behavior well, and only 12% left-behind children can manage themselves effectively. In terms of learning motivation and interest, only 28% of left-behind children said that they like learning very much, 37% prefer learning, 29% are indifferent to learning, and 6% hate learning. This shows that the self-restraint ability and learning motivation of left-behind children need to be improved. In addition, due to the unique living environment and psychological state of left-behind children, they lack guidance and guidance in learning, and often find it difficult to control their emotions, which often leads to helplessness in planning learning content, answering questions, mastering learning skills such as reading, writing and thinking. These difficulties make left-behind children face greater challenges in the process of self-education [12]. Therefore, we need to pay attention to and support the self-education of left-behind children, provide them with necessary learning guidance and cultivate their self-management ability to help them overcome difficulties and achieve all-round development.

3.2. Lack of family education

Family education is a lifelong education with children, which directly affects their behavior, physical and mental health, personality and intellectual development [13]. In this survey, it is found that more than half of the parents of rural left-behind children go out to work, accounting for 58% of the 190 valid questionnaires, 29% of their fathers go out to work, and only 13% of their mothers go out to work (Figure 3). Due to the absence of parents, most left-behind children are emotionally dependent and lack of family education. When asked how often the parents of left-behind children come back from working outside, the number of people who choose between one year and two years is relatively large, accounting for 49% of the total valid questionnaires; The number of people who choose about half a year is also more, accounting for 43%, and the least is two years or more, accounting for 8%. Because the parents of left-behind children are not around for a long time, they lack the guidance and supervision of their parents when they encounter difficulties in learning, and they are unaccompanied when they encounter psychological confusion, resulting in left-behind children being inferior to non-left-behind children in learning, morality and psychology.

The lack of family education has a far-reaching impact on the growth of left-behind children. First of all, the lack of parents' companionship and guidance makes left-behind children face difficulties in their studies. They have no one to guide them to make study plans and answer questions, lack inspiration and encouragement in their studies, and easily feel helpless and confused. Because there is no one to supervise the learning progress, they tend to have the habit of delaying and neglecting their studies, and lose their self-discipline and sense of responsibility. Secondly, the lack of parents' company makes left-behind children have problems in moral education. The existence of parents plays an important role in the formation and shaping of children's moral values [14]. However, due

to long-term separation, left-behind children lack moral guidance and supervision from their parents. They are easily influenced by the surrounding environment, lack correct values and fall into moral dilemma. In addition, the lack of parents' company also has a negative impact on the mental health of left-behind children. Parental companionship and care are essential for children's mental health. However, due to long-term separation, left-behind children often feel lonely, lost and helpless. They may be insecure and prone to psychological problems such as anxiety and depression. In the face of confusion and frustration, they lack people to talk to and guide, and are prone to inferiority and loneliness.

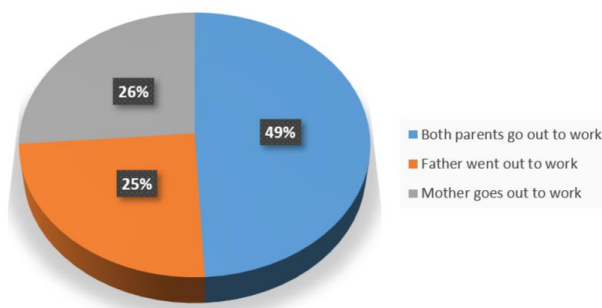


Figure 3: Statistics on the situation of parents of left-behind children going out to work

3.3. School education is limited

Schools are important places to implement the education of left-behind children. In the survey, it is found that most schools face problems such as lack of resources and weak teachers, which leads to low education quality. In the process of carrying out the education of left-behind children in rural schools, there are widespread problems of insufficient teaching funds and resources, such as outdated and imperfect teaching equipment, insufficient activity places and low information level, which have seriously affected the depth, breadth, strength and effect of activities. The teaching staff in rural schools need to be improved urgently. According to the questionnaire (Figure 4), 51% of teachers have college education. Teachers with technical secondary school education account for 29%; 11% of teachers have a bachelor's degree; The remaining teachers with junior high school education and senior high school education account for 9%. Due to the limited cultural level and professional quality of teachers, it is difficult for them to master scientific and reasonable ways and methods in educating left-behind children, especially the lack of caring awareness and action for left-behind children in rural areas. According to the survey (Figure 5), 13% of teachers know the families of left-behind children very well, 51% choose to know the families of left-behind children better, and 36% choose not to know or not to know. Due to the limited strength of teachers in rural schools, the emphasis on the education of left-behind children and the ways and methods of education need to be strengthened, which affects their academic achievements and hinders their personal physical and mental health development.

School education is the main way for left-behind children to receive education, but at present, the educational conditions in rural schools are subject to many restrictions. First of all, lack of resources is a common problem. The teaching equipment in rural schools is outdated and imperfect, lacking modern teaching facilities and resources, which brings difficulties to the study of left-behind children. For example, many schools lack computers and Internet facilities and cannot provide modern educational resources. Secondly, the weakness of teachers is also a problem. Most teachers in rural schools only have secondary school or junior college education, lacking high-level higher education background. This leads to the lack of scientific and reasonable ways and methods for teachers to educate left-behind children, and also the lack of caring awareness and action for left-behind children. In addition, teachers do not know enough about the families of left-behind children, which makes it

difficult for them to understand the special needs and psychological state of left-behind children. These problems have led to many difficulties faced by left-behind children in school education. First of all, the quality of education is not high and academic performance is not ideal. Due to the lack of school resources, outdated teaching equipment and limited professional quality of teachers, left-behind children cannot get good educational resources and teaching guidance, which affects their academic performance. Secondly, the lack of extracurricular activities and social opportunities also affects the physical and mental health of left-behind children. Due to the lack of activity places, left-behind children are unable to participate in a variety of extracurricular activities and lack social opportunities, which limits their growth and development.

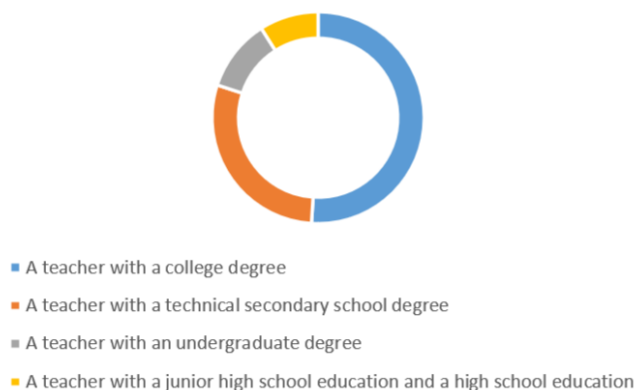


Figure 4: Statistics of teachers in rural schools

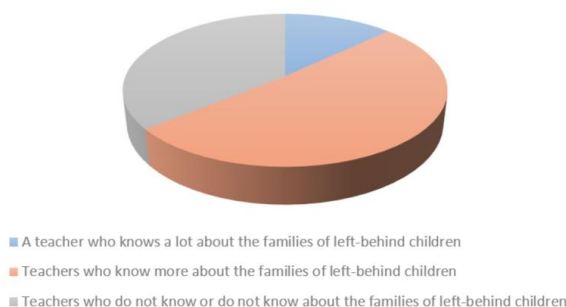


Figure 5: Statistics on teachers' understanding of left-behind children

3.4. Insufficient community care

Rural communities, as grassroots mass autonomous organizations, have a direct and far-reaching impact on the education of left-behind children. However, from the current situation of the survey, the measures of rural community planning need to be improved, the attention of relevant management departments and organizations to community construction needs to be strengthened, and the care for left-behind children has not been given enough attention. Most communities cannot provide effective help for the education of left-behind children [15]. According to the survey data, 24% of the communities have established "Left-behind Children's Home", and 76% have chosen not to establish educational institutions for left-behind children. Because there are no community educational institutions for left-behind children in most rural areas, community education for rural minors is seriously absent. In addition, the cultural traditions and concepts of rural communities will also have an impact on the education of left-behind children. Some rural communities do not attach much importance to education, and there may be neglect or contempt for the education of left-behind children. The influence of this concept may limit the learning opportunities and development space

of left-behind children and hinder their growth and development.

3.5. Imperfect social support

The education of left-behind children involves all aspects of society and requires the concerted efforts of all sectors of society. However, during the investigation, it was found that the rural left-behind children's office set up by government agencies is not an independent department, and it is difficult to implement its own service functions and work in coordination with relevant departments. Most of the existing left-behind children's institutions do not follow up and care for the left-behind children in a process, and there are relatively few relevant policy guidance documents specifically for the education of left-behind children, which easily leads to the marginalization of the social concern about the education of left-behind children in rural areas, and its practical difficulties are difficult to be truly solved. In addition, social organizations do not care enough for left-behind children. At present, there are relatively few social organizations that specialize in caring and educating left-behind children, and the government undertakes the service function of most left-behind children's education. Under the current circumstances, the role of social multi-subjects is sometimes even greater than that of the government, and public governance such as the problem of left-behind children should be managed from multi-subjects. However, the left-behind children are not paid much attention by social organizations. The government directly undertakes most of the caring activities and measures, or realizes them in the form of purchasing social services. Social organizations undertake fewer service functions alone, and left-behind children need the attention and care of the whole society.

4. Conclusions and suggestions

The education of left-behind children in rural areas is a complex systematic project, which is the result of the interaction of micro-system, meso-system, macro-system and other environmental systems in which left-behind children live. Individuals, families, schools, communities and society of left-behind children need to attach great importance to and pay attention to it, assist and cooperate with each other, and work together for the learning and growth of left-behind children in rural areas, so as to realize the healthy development of education for left-behind children in rural areas and make our society more harmonious and stable.

(1) From the perspective of micro-system, self-management and self-education of left-behind children are important foundations and ways for their healthy growth. Left-behind children should make clear their study and life goals, break them down into feasible small goals, make a reasonable study and rest schedule, and arrange daily activities reasonably, so that they can plan their time and efforts better. Cultivate self-discipline, learn to finish tasks on time and obey rules. Learn to manage emotions, you can learn some emotional management skills, such as deep breathing, positive thinking and seeking support, to cope with stress and negative emotions. Cultivate good social skills, participate in some social activities, establish good interpersonal relationships with peers, and improve their communication skills, problem-solving skills and self-confidence. Use all kinds of resources on the Internet for self-education, such as online courses, educational platforms and learning websites, and choose your own fields of interest for in-depth study. Actively participate in community activities, such as volunteer work, community lectures and cultural activities, to expand their horizons and exchange opportunities and enrich their knowledge and experience.

(2) From the perspective of meso-system, family education is enlightenment education. The atmosphere of family education directly affects children's physical and mental health. Parents are the children's first teachers, and no other educational force can replace their educational function. Rural left-behind parents should update their educational concepts and attach importance to parenting

education. Even if they are not with their children most of the time, they should reasonably plan the time and goal of accompanying their children and the planning of time and space in parenting education, which will enable parents to deeply understand the current situation of left-behind children and effectively compensate for the absence of family education. In addition, the guardians who stay at home should improve their ideological consciousness, conform to the trend of social development, change their educational concepts, and study relevant educational knowledge in order to better guide and educate the left-behind children. School is the main body of society to promote children's healthy growth, especially for some left-behind children who lack family education. Therefore, schools should try their best to provide left-behind children with certain environment and opportunities for their development, constantly improve the conditions for running schools, and take care of both hardware and software. Strengthen the supplement and training of teachers, change the teaching concept, pay close attention to the cultivation of the comprehensive quality of left-behind children, and help them change their positive mentality. Teachers should establish enough trust with students, provide more care for left-behind children, and build a flexible and effective home-school communication mechanism. Community is an important place for left-behind children to live. We should closely cooperate with all walks of life to actively participate in the care activities for left-behind children and create a good atmosphere for their education. The community itself can also set up care organizations for left-behind children, and provide temporary guardians with guidance on mental health education, study education, moral education and safety education for left-behind children through various activities, so as to give them comprehensive care. The community can also effectively use rural cultural enterprises and bookstores to provide extracurricular reading materials for left-behind children, so that left-behind children can really make good use of and enjoy rural cultural facilities.

(3) From the macro-system point of view, the education of left-behind children cannot be separated from the social environment. Government departments at all levels should further study and explore, purify the social environment, build a multi-channel service structure, take a long-term view, creatively introduce some policies and systems to promote the development of left-behind children in rural areas, set up an appropriate educational model reform framework for the teaching system, and strive to solve the educational problems of left-behind children through top-level design. The government needs to continue to play its role, give full play to financial support, continuously supplement the "Care for Left-behind Children in Rural Areas", and coordinate relevant functional departments such as finance, culture, and civil affairs to implement relevant systems and spirits. Vigorously promote the strategy of rural revitalization, develop the rural economy, give migrant workers more opportunities to choose employment in their hometowns, and reduce the number of left-behind children. Break down institutional restrictions and facilitate left-behind children to study and live in cities. Encourage social organizations, communities and volunteers to become more involved in caring for left-behind children.

In short, the lack of education for left-behind children in rural areas cannot be ignored. It is necessary to organically combine the micro-system, meso-system, macro-system and other environmental systems in which left-behind children live, so that school education, family education, community education and social education can cooperate and coordinate with each other, and an all-round, multi-level and three-dimensional education compensation mechanism can be effectively solved.

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