The Necessity of the Construction of a Public Welfare Companion Reading System for Growth of Left-Behind Children in Rural Areas

Jieyi Chen, Jing Wu, Na Liu

Hubei University of Science and Technology, Xianning, 437199 Hubei, China

Abstract: The healthy growth of rural left-behind children has always been a big issue of social concern. This paper probes into the self-awareness of rural left-behind children, and explores their psychological conditions such as behavior, anxiety, social integration, happiness and satisfaction. It aims to understand the present situation of mental health of rural left-behind children, and helps to build a guiding extra-curricular reading system for them.

1. Introduction

The recent development of left-behind children's education in rural areas has enabled them to have a better cultural literacy environment. China Rural Education Development Report 2019 released by China Rural Education Development Research Institute mentioned that since the implementation of the Rural Teacher Support Program (2015-2020), the construction of rural teachers in China has developed actively, and more than 80% of rural teachers are willing to stay in rural areas to teach, which is undoubtedly the greatest encouragement for the development of rural education. In the survey of the number of left-behind children in rural areas in 2018, the Ministry of Civil Affairs pointed out that the number of left-behind children in China decreased by 22.7% in 2018. Since 2016, the judicial authority has adopted a series of interventions to enhance the responsibility of family guardianship, which has raised the awareness of left-behind children's parents to return home, to take full responsibilities of their overall growth.

2. Literature Review

2.1 Mental Health of Left-Behind Children

According to the surveys of left-behind children in recent years, the top five common problems that affect left-behind children's sense of security are compulsion, emotional instability, learning pressure, anxiety and interpersonal sensitivity (Liao Chuan, et al., 2015). Left-behind children who separated from their parents are much timid and more fearful than normal children. Nowadays, left-behind children are brought up in what is called Separate Upbringing. In this context, parents cannot sustain a harmonious parent-child relationship. The relationship among siblings and the family atmosphere will have a relatively negative impact on the psychological growth of left-behind children (Yang, et al., 2017). In addition, school education concerning these left-behind kids is also essential. The unbalanced care of school teachers will lead to helplessness in study of left-behind children, which will make children have no interested in their school study (Che, et al., 2015).

From the aspect of the necessity of psychological counseling, left-behind children are eager to get psychological counseling than non-left-behind children, such as improving their negative views on problematic issues, affirming their own values and protecting themselves from being bullied (Sun, et al., 2018). The mental health of left-behind children in rural areas is a meaningful and significant topic. It is an emergent need to give left-behind children in rural areas a standardized education system. The guidance of psychologists and the expertise advices for left-behind kids are in great need. Left-behind children in rural areas are at a loss for learning because of their lack of experience of adult guidance. The data shows that the left-behind children's learning ability is no different from that of common children, goal setting and persistent completion, adaptation to

environment or other changes (Sun et al., 2018), and there is no difference in learning interest and learning cognition with children of the same age (Qiang, 2015).

2.2 Children's Reading Needs and Children's Psychological Needs

The particularity of children's cognitive ability and psychological needs requires that mental health auxiliary reading can guide and cure children's mental diseases. This article intends to apply this therapy to the left-behind children in rural areas to form a positive psychological state. Among them, comics and art picture books can alleviate children's negative emotions in the field of health care, and reading can also be used as a special treatment measure (Li, 2019). However, there are some shortcomings in reading therapy: reading therapy belongs to self-perception and self-exploration. For young left-behind children who can't complete it independently, choosing appropriate reading materials, guidance from reading tutors and accompanying reading by adults are necessary links in reading therapy, and it is also a time-consuming and labor-intensive project to implement it.

3. Research Samples and Research Methods

In this study, Piers-Harris Child Self-Consciousness Scale (PHSCSS) was used for children aged 8 to 16, and the total scores of behaviors, anxiety, gregarious, happiness and satisfaction were calculated with the scale manual after adjustment according to the actual situation. The target left-behind children which are primary school students, their school located in XX Gou Primary School in Tianshui City, Gansu Province. In this study, 39 questionnaires papers were distributed and 30 valid papers were collected, the subjects involved are left-behind children aged 8 to 12 years in primary schools. This date analysis was done by SPSS25. See table 1 for details.

Table 1 Survey Sample Distribution

Age	Percentage of gender in group (%)	Male	Female	Total
8		25%	5.6%	13.3%
9		0%	22.2%	13.3%
10		50%	38.9%	43.3%
11		0%	5.6%	5.6%
12		25%	27.8%	26.7%
Total		100%	100%	100%

4. Data Analysis

4.1 Difference Analysis of Questionnaire Data

From the summary of the scale (Table 2), the school age of left-behind children is in the school age range, and the average values of all survey dimensions are balanced, which indicates that left-behind children in school age are also suitable for reading children's picture books.

Accompanying Reading can make reading go smoothly and increase children's confidence in reading. Because metaphor, symbol, exaggeration and other rhetorical devices used in picture books make stories more vivid (Yang ,et al., 2019), the questions and answers and interaction in Accompanying Reading can help children find emotions that are missing in stay behind at home with their grandparents, and develop their thinking and identification ability in reading interaction.

Graded reading of children's picture books for left-behind children in rural areas is also necessary. Wang (2012) pointed out that China's graded reading should be designed according to children's reading psychological and reading preferences, instead of grading by age groups. Based

on the lack of accompanying time of left-behind children in rural areas, the classification of picture books needs to take into account the learning background of children's lack of reading.

Table 2 Correlation Coefficient Statistics

	Mean	SD	1.	2.	3.	4.	5.	6.
1. gender	1.60	0.49	1.00	0.10	-0.17	0.08	-0.05	0.02
2. age	10.17	1.34		1.00	-0.13	-0.04	0.13	-0.29
3. behavior	0.67	0.08			1.00	-0.01	-0.15	0.22
4. anxiety	0.75	0.10				1.00	0.31	0.29
5. gregarious	0.66	0.12					1.00	-0.13
6. happiness	0.68	0.18						1.00

4.2 The Influence of Anxiety on Social Cohesion and Behavior

The behavior and gregarious dimensions of the scale were taken as independent variables, and the anxiety dimension as dependent variables. From the results in Table 3, compared with gregarious behavior in beta, gregarious behavior of independent variables has a stronger correlation with anxiety, and the degree of anxiety has influenced the gregarious behavior ($t>1$). It shows that the psychological problems of left-behind children in rural areas are related to being isolated by classmates at school. Hu Yiqiu et al. (2015) mentioned that family education plays an important role, and parents of left-behind children in rural areas should back home regularly or pick up their children to live in the workplace during summer and winter vacations. It will not only help to promote parent-child relationship, but also helps to detect children's psychological status in time.

Table 3 Regression Analysis Of Gregariousness and Behavior

dependent variable 1.					
independent variable 2.		beta	t	R^2	F
anxiety	behavior	0.037	0.200	0.033	1.493
	gregarious	0.319	1.727		

5. Suggestions

According to the investigation of left-behind children the following suggestions are put forward for the Accompanying Reading System of left-behind children:

1)Promote reading therapy to the left-behind areas, recruit volunteers for Accompanying Reading activities, carry out psychological training for teachers in the local areas to provide psychological counseling in their regular teaching work.

2)Promote the digital reading system for left-behind children. Classify the children's picture books with gender, age and reading category.

3)Learning from the successful Children's Press and build an ecosystem of reading for the group is the most important thing.

References

[1] Liao Chuanjing, Wu Jixia & Zhang Jinfu (2015). Research on Left-behind Children's Mental

Health and Influencing Factors: the perspective of security. Journal of East China Normal University: Education Science Edition (3), 10.

[2] Yang Cheng & Liu Jianping. (2017). The Influence of Family Atmosphere on the Mental Health of Left-behind Children in Rural Areas: separation of "nurturing" and "nurturing"? Psychological Exploration, 37(4), 5.

[3] Che Lina, liuhong, &Liu Xiaorong. (2015). Exploration and Practice of Reading Promotion for Left-behind Children in Rural Areas-taking Chongqing Library as An Example. Library journal of henan, 35(7), 3.

[4] Sun Ting, Tang Qishou, Zhang Wuli, Liu Depei, & Deng Kexin. (2018). Comparison of Access Status and Demand of Mental Health Services for Left-behind and Non-left-behind Children in Rural Areas. China Public Health, 34(12), 4.

[5] Qiang Luping (2015). The Present Situation of Left-behind Children's Psychological Education and the Landing of "spiritual harbor". People's Forum.

[6] Li Jingping, Ren Anzhi, Wu Weizi & Li Xianhong (2019). Research Progress on the Aapplication of Comics and Picture Books in Children's Health Management. PLA Journal of Nursing, 36(7), 4.

[7] Yang Chunju, & Zhang Ximei (2019). The Value of Experiential Picture Book Reading for Children: From Literacy Germination to Visual Literacy. Research on Preschool Education (8), 4.

[8] Wang Xinli (2012). Problems and Countermeasures of Graded Reading for Children in China. Library (2), 3.

[9] Hu Yiqiu &Zhu Cuiying (2015). Comparative Study on Mental Health Status of Left-behind Children in Rural Areas at Different School Ages. Hunan Social Sciences (1), 6.